Suggested Activities for InTASC Activities

Listed below are possible activities correlating with each InTASC Principle. Include these activities, or others that you have thought of, in your journal narrative and during discussions with your university supervisor.

The journal provides evidence that InTASC Standards are being addressed and that you are reflecting on how teaching impacts student learning. Journal writing should be descriptive, analytical, and reflective. Descriptive statements describe what is happening, while analytical entries explain why it is happening and provide evidence of your understanding. Reflective discussion should focus on self-analysis, including the quality of your work and thoughts about strengths and weaknesses related to teaching principles and activities. Include in your reflection how you might apply this new understanding in your future practice. Identify the InTASC Principle e.g. (InTASC 8) has been addressed.

InTASC Standard One – Learner Development
1. Observe student behavior/response in the classroom. Identify how behavior does or does not demonstrate characteristics you have identified during your education courses.
2. Identify ways you incorporate learning experiences that support students’ intellectual, social, and personal development.
3. Demonstrate student growth and development through evidence from pre- and post-tests or pre- and post-artifacts.
4. Describe how you supported growth/development with a student or the class. How did the student/class respond?

InTASC Standard Two – Learner Differences
1. Write material to use in the context description for the “Lesson Plan” section in your ePortfolio, and include a general description of the class including behavioral, academic, and cultural/ethnic composition.
2. Summarize individual differences and similarities of students in your classroom.
3. Describe why instructional strategies that you use are appropriate for students in terms of their:
   - Intellectual development
   - Social development
   - Personal development
   - Cultural background
   - Prior experiences
   - Family background
   - Community background
4. Describe why your instructional strategies encourage learners to assume responsibility for shaping their own learning.
5. Describe how to access specialized services to meet student needs.
6. Describe how you can be an advocate for learners.
7. Describe how you can involve parents/guardians with the students’ learning.

InTASC Standard Three – Learning Environments
1. Interview your cooperating teacher to discuss classroom rules, procedures, and behavior management strategies and techniques.
2. Review the rules and procedures in the school handbook.
3. Describe learning styles, individual needs, individual abilities and/or background experiences of a sample of students.
4. Describe practices, strategies, and models you and your cooperating teacher use to assist students who have difficulty learning.
5. Indicate the amount of time for each activity on your lesson plan.
6. Sketch the physical arrangement of the room and analyze its strengths and weaknesses.
7. Describe how to manage activities effectively.
8. Describe how to engage students in decision-making about classroom conduct and behavior.

InTASC Standard Four – Content Knowledge
1. Examine some or all of the following materials and describe what you learned
   - Curriculum Guides
   - Teacher’s Plan Book
   - Teacher’s Manual or Text
   - State Curriculum Standards
   - Content Area Standards
2. Observe and take notes on a lesson taught by the cooperating teacher or other school faculty. Identify strategies and techniques for teaching content.
3. Follow-up a lesson taught by the cooperating teacher by tutoring, leading a small group discussion, or checking students’ work.
4. Have the cooperating teacher and/or college supervisor review lesson plans that you develop for appropriate content.
5. Identify how the content of units of study and lessons relate to learners’ special needs, abilities, or interests.
InTASC Standard Five – Application of Content
1. Develop and implement projects that guide learners to analyze the complexities of an issue or to question perspectives through the lens of a variety of disciplines.
2. Engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. Engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work.

InTASC Standard Six – Assessment
1. Collect and analyze a variety of assessments you and your cooperating teacher used.
2. Collate data on student performance. Describe how you used the data to evaluate and modify your teaching.
3. Describe your informal assessments and why they are developmentally appropriate.
4. Describe the results of formal assessments administered to members of your class.
5. Describe how you document and communicate student progress.
7. Describe how you use assessment for learning in contrast to assessment of learning.

InTASC Standard Seven – Planning for Instruction
1. Describe how lessons that you plan are grounded on current research in the subject area and how you determine if your teaching practices are grounded as well.
2. Describe why your lesson plans are coherent with subject matter and curriculum goals, learner’s abilities, and community goals.
3. Describe how you demonstrate flexibility and/or responsiveness in planning instruction.
4. Describe how you will locate additional resources after leading instruction.
5. Compare lesson plans that you develop at the beginning of student teaching with subsequent plans.

InTASC Standard Eight – Instructional Strategies
1. Summarize the instructional strategies you or your cooperating teacher use. Develop a checklist for when and how often you use these strategies.
2. Describe opportunities for active learning, critical thinking, and/or problem-solving you or your cooperating teacher provide.
3. Describe how you and your cooperating teacher use instructional strategies, instructional materials, and/or technology resources to achieve multiple instructional purposes to meet student needs.
4. Discuss how you and your cooperating teacher relate instructional theory to instructional strategies.

InTASC Standard Nine – Professional Learning and Ethical Practice
1. Describe how you evaluate teaching practice and performance and make adjustments according to students’ needs, abilities, and interests.
2. Document active reflection by telling what you mean by terms that you use in your journal narrative.
3. Document research and active reflection in your journal and ePortfolio.
4. Develop teaching portfolios to document active reflection.
5. Reflect on professional obligations, including attendance, punctuality, and appearance/hygiene.
6. Reflect on legal and ethical obligations.

InTASC Standard Ten – Leadership and Collaboration
1. Describe how you consult with students, colleagues, and professionals on best teaching and practice.
2. Describe how you engage parents/guardians and persons of the community in learning experiences with children.
3. Describe how you develop cooperative partnerships with counselors, support staff, community members, and other teachers.