

Expectations for New and Master Teachers

The **new teacher** will:

- design instruction appropriate to students' stages of development, learning styles, strengths, and needs;
- select approaches that provide opportunities for different performance modes;
- access appropriate services or resources to meet exceptional learning needs when needed;
- adjust instruction to accommodate the learning differences or needs of students (time and circumstances of work, tasks assigned, communication and response modes);
- use knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connect with the learner through types of interaction and assignments;
- create a learning community that respects individual differences;
- assume different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.ⁱ
- integrate Catholic social teachings to help students grasp social, moral, and ethical responsibilities of citizens in a culturally rich world.

"Let us be faithful teachers. No matter what the pace, children need to know they can accomplish the tasks set before them. "
(K. Andreola A Charlotte Mason Companion)

The **master or exceptional** teacher:

- is dedicated to making knowledge accessible to all students;
- believes all students can learn and selects from a repertoire of strategies to differentiate and enable learning for all students;
- treats students fairly and equitably at all times;
- recognizes the individual differences that distinguish their students from one another and take account of these differences in their practice;
- respects the culture and family differences students bring to the classroom;
- knows how to assess the progress of individual students as well as the class as a whole;ⁱⁱ
- understands that the social teachings of the Church is an essential part of Catholic faith and integrates Catholic social teachings into every day's lessons and learning.

"The teacher's overriding moral purpose is to meet the needs of students, even when it conflicts with personal preferences."
(Lorna Earle, *Assessment as Learning*)

ⁱ Interstate New Teacher Assessment and Support Consortium, 1992.

ⁱⁱ National Board for Professional Teaching Standards, 2010