

INTASC Standards for Licensing Beginning Teachers And Teachers, Schools, and Society, Ninth Edition

As you use the book, you will discover that each chapter typically touches upon several INTASC standards. However, for extra guidance, this chart identifies specific chapters and RAP (Reflective Activities and Your Portfolio) activities related to a specific INTASC standard.

| INTASC Principle | Teachers, Schools, and Society Chapter, Page | RAP* |
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| <p>Principle 1. Knowledge of Subject Matter The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</p> | <p>The Visible Curriculum, Ch. 6, p. 187 Who and What Shapes the Curriculum, Ch. 6, p. 190 The Reign of the Textbook, Ch. 6, p. 198 The Standards Movement, Ch. 6, p. 201 Tension Points, Ch. 6, p. 216 New Directions for the Curriculum, Ch. 6, p. 223</p> | <p>Teacher Interview in Your Subject Area, RAP 1.1, p. 101</p> <p>State and National Curricular Standards RAP 2.1, p. 227 Self-Fulfilling Prophecy, RAP 3.1, p. 372 Teaching is Learning, RAP 4.1, p. 463</p> |
| <p>Principle 2. Human Development and Learning The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p> | <p>Learning Styles, Ch 2, p. 28 Is Gender a Learning Style? Ch 2, p. 32 Multiple Intelligences, Ch 2, p. 35 Emotional Intelligence, Ch. 2, p. 40 Gifted and Talented, Ch 2, p. 43 Special Education, Ch 2, p. 46 The Power of Elementary Peer Groups, Ch. 4, p. 123 The Adolescent Society, Ch. 4, p. 126 Children at Promise or at Risk, Ch. 4, p. 137 Moral Education, Ch. 10, p. 364</p> | <p>Getting to Know Whom, RAP 1.2, p. 102 Scoping School Culture, RAP 2.2, p. 228 Money Matters, RAP 3.2, p. 372 Understanding Developmental and Psychosocial Stages of Students, RAP 4.2, p. 464</p> |
| <p>Principle 3. Diversity in Learning The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> | <p>Learning Styles, Ch. 2, p. 28 Is Gender a Learning Style? Ch. 2, p. 32 Multiple Intelligences Ch. 2, p. 35 Emotional Intelligence, Ch. 2, p. 40 Gifted and Talented, Ch. 2, p. 43 Special Education, Ch. 2, p. 46 Failing at Fairness, Ch. 3, p. 60 Putting a Price on Racism, Ch. 3, p. 62 Theories of Why Some Groups Succeed and Others Don't, Ch. 3, p. 64 From the Melting Pot to Cultural Pluralism, Ch. 3, p. 65 Bilingual Education, Ch. 3, p. 68 Multicultural Education Ch. 3, p. 74 Culturally Responsive Teaching Ch. 3, p. 80 The Struggle for a Chance to Learn: Black Americans, Hispanics, Asian Americans and Pacific Islanders, Arab Americans, and Women, Ch. 7, p. 253–264</p> | <p>Multiple Intelligence Bingo, RAP 1.3, p. 103 Curriculum Bias Detectors, RAP 2.3, p. 228 Philosophy on the Big Screen, RAP 3.3, p. 373 Observing Different Teaching Strategies, RAP 4.3, p. 466</p> |
| <p>Principle 4. Variety of Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> | <p>Bilingual Education, Ch. 3, p. 68 Multicultural Education, Ch. 3, p. 74 Culturally Responsive Teaching, Ch. 3, p. 80 Teacher-Centered Philosophies, Ch. 8, p. 279 Student-Centered Philosophies, Ch. 8, p. 283</p> <p>Direct Teaching, Cooperative Learning, Mastery Learning, Problem-Based Learning, and Differentiated Instruction, Ch. 11, p. 404–411</p> <p>Your First Day, Ch. 12, p. 421</p> | <p>If the Walls Could Speak, RAP 1.4, p. 104 Visit a Choice School, RAP 2.4, p. 229 The Great Lecture Theory of Learning, RAP 3.4, p. 374 Memories of a Teacher, RAP 4.4, p. 467</p> |

*The first number of each RAP reflects the part of the text where it is located. The second number is the related INTASC Principle.

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| <p>Principle 5. Motivation and Management The teacher uses understanding of individual and group motivation and behavior to create a learning environment that encourages positive and social interaction, active engagement in learning, and self-motivation.</p> | <p>Delay and Distraction, Ch. 4, p. 115 The Teacher as Gatekeeper, Ch. 4, p. 117 Teaching and Ethics, Ch. 10, p. 361 Classroom Management, Ch. 11, p. 385 Models of Classroom Management, Ch. 11, p. 388 Your First Day: Creating a Productive Classroom Climate, Ch. 12, p. 421</p> | <p>Why Teach? RAP 1.5, p. 104 Effective Schools, RAP 2.5, p. 230 What You See and What You Get, RAP 3.5, p. 375 Rules, Rituals, and Routines, RAP 4.5, p. 468</p> |
| <p>Principle 6. Communication Skills The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p>Covert Power in School, Ch. 9, p. 331 Making Schools More Responsive, Ch. 9, p. 333 Teaching and Ethics, Ch. 10, p. 361 Models of Effective Instruction, Ch. 11, p. 404 Induction into the Profession, Ch. 12, p. 418 How Do I Prepare for a Successful Interview? Ch. 13, p. 448 Professional Associations and Resources, Ch. 12, p. 437</p> | <p>Career Information Document, RAP 1.6, p. 105 Public Service Announcement: Purpose of School, RAP 2.6, p. 231 Putting Your Philosophy in the Classroom, RAP 3.6, p. 376 Class Comedy Club, RAP 4.6, p. 469</p> |
| <p>Principle 7. Instructional Planning Skills The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> | <p>Rules, Rituals and Routines, Ch. 4 p. 113 Some Final Thoughts on Effective Teaching, Ch. 11, p. 412 The Pedagogical Cycle, Ch. 11, p. 392 Academic Learning Time, Ch. 11, p. 384 Direct Teaching, Cooperative, Ch. 11, p. 404–407 Learning, Mastery Learning, Problem-Based Learning, and Differentiated Instruction, Ch. 11, p. 408–411 Technology as a Tool for Effective Teaching, Ch. 11, p. 403</p> | <p>Planning for Diversity: A Lesson Plan, RAP 1.7, p. 106 A Real Inservice Program, RAP 2.7, p. 231 Students' Bill of Rights and Responsibilities, RAP 3.7, p. 376 Technology in the Classroom: Bain or Boom? RAP 4.7, p. 470</p> |
| <p>Principle 8. Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner.</p> | <p>America's Schools: Better Than We Think? Ch. 1, p. 19 <i>No Child Left Behind</i>, Ch. 6, p. 204 Test Problems, Ch. 6, p. 208 Alternatives to High-Stakes Testing, Ch. 6, p. 215 Teacher Recognition, Ch. 12, p. 431 What Are Teacher Competency Tests? Ch. 13, p. 453 Résumés and Portfolios, Ch. 13, p. 447</p> | <p>A Novel Read, RAP 1.8, p. 107 Memoirs of a Time-Tested Student, RAP 2.8, p. 232 Assessing the Assessor, RAP 3.8, p. 377 Pruning Your Portfolio, RAP 4.8, p. 470</p> |
| <p>Principle 9. Reflection and Responsibility The teacher is a reflective practitioner who continually evaluates the effects of her or his choices and actions of others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> | <p>There are reflection questions throughout the text in the graphs, figures, and features. A Teaching Career—Is it Right For You? Ch. 1, p. 3 Professionalism at the Crossroads, Ch. 1, p. 7 From Normal Schools to Board-Certified Teachers, Ch. 1, p. 11 Purpose of Schools, Ch. 5, p. 147 Reforming America's Schools, Ch. 5, p. 154 Teachers, Students, and Reform, Ch. 5, p. 172 The History of American Education, Ch. 7, p. 236 Finding Your Philosophy of Education, Ch. 8, p. 274 Classroom Law, Ch. 10, p. 338 Teaching and Ethics, Ch. 10, p. 361</p> | <p>A Nontraditional Hero, RAP 1.9, p. 108 Reflections of a High School Yearbook, RAP 2.9, p. 233 Website of the Month, RAP 4.9, p. 471 Publication of the Month, RAP 3.9, p. 378</p> |
| <p>Principle 10. Relationships and Partnerships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> | <p>We Like Questions, Ch. 1, p. 21 Teachers, Students, and Reform, Ch. 5, p. 172 Financing America's Schools, Ch. 9, p. 305 Governing America's Schools, Ch. 9, p. 323 Educational Partnerships, Ch 12, p. 433 Where to Teach? Ch. 12, p. 430 Who Are My Teaching Colleagues? Ch. 13, p. 446</p> | <p>Special Education Services, RAP 1.10, p. 108 Support Staff Interview, RAP 2.10, p. 234 Get on Board, RAP 3.10, p. 378 Go on an Information Interview, RAP 4.10, p. 472</p> |