

Educator Preparation Advisory Council (EPAC)
Connecticut's Definition of "Learner-Ready, Day One" Teacher
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Developing Essential Knowledge, Skills and Disposition in Students

On day one of their careers, teachers should be able to develop the knowledge and skills that students need in order to succeed today, and in the future, including the ability to:

Student Outcomes

- think and behave critically and creatively;
- apply content to solving problems and making interdisciplinary, real-world, career or global connections;
- be well-educated and well-rounded across the curriculum, beyond language arts and mathematics;
- collaborate and work in teams;
- participate as an active citizen; and
- take responsibility for their knowledge and skill development toward the goal of lifelong learning.

Demonstration of Foundational Knowledge, Skills and Dispositions by Learner-Ready Teachers, Day One

Therefore, to be ready for the complexity of teaching on day one, teachers entering the profession must be competent in the following knowledge, skills and dispositions and continue to develop these qualities more deeply over time:

Teacher Outcomes

- care about, motivate, and actively engage students in learning in order to create a positive classroom/learning environment;
- value and respect the diverse learning needs and cultural backgrounds of students and their families to create a positive environment that promotes social and emotional competence;
- understand the differing needs of their students, hold them to high expectations, and personalize and differentiate learning to ensure appropriate level of challenge;
- have deep knowledge of their content and how to design instruction and use tools and technology to teach it;
- collect, interpret, and use student learning data to monitor progress and adjust instruction;
- reflect on practice and continuously seek opportunities for professional learning to improve one's practice;
- communicate and collaborate with colleagues, families and the community to create positive, culturally respectful relationships, engage in school improvement initiatives and share responsibility to support learning of all students; and
- understand and demonstrate professional, ethical and responsible behavior at all times.

NOTE: additional definitions will be developed for School Ready Leaders and Instructional Specialists.