

**WARTBURG COLLEGE TEACHER EDUCATION PROGRAM  
KNOWLEDGE BASE**

**I. COMMUNICATION** ... *Candidate uses appropriate verbal, nonverbal, and written communication*

- A. Verbal
  - 1. Volume
  - 2. Pace
  - 3. Vocal expression/expressive participation
- B. Nonverbal
  - 1. Eye contact
  - 2. Facial expressions
  - 3. Body language/presence
- C. Written
  - 1. Content
  - 2. Mechanics
  - 3. Format

**II. STUDENT LEARNING** ... *Candidate uses theories, concepts, and principles that support student learning*

- A. Theories
  - 1. Behavioral
  - 2. Cognitive, constructivist
  - 3. Personal, social, emotional
- B. Concepts
  - 1. Schema
  - 2. Comprehension
  - 3. Metacognition
- C. Principles
  - 1. Belief that all children can learn
  - 2. Readiness
  - 3. Engagement

**III. DIVERSE LEARNERS** ... *Candidate uses differentiation of instruction and classroom context with regard for learner diversity*

- A. Learner Diversity
  - 1. Culture, ethnicity, gender, language
  - 2. Learning styles
  - 3. Exceptionalities
- B. Differentiation of Instruction
  - 1. Content
  - 2. Process
  - 3. Product
- C. Classroom Context
  - 1. Respectful of the individual
  - 2. Equitable
  - 3. Safe, supportive

**IV. INSTRUCTIONAL PLANNING** ... *Candidate uses content and context, lesson design, and curriculum goals for instructional planning*

- A. Content and Context
  - 1. Content knowledge and pedagogy
  - 2. Instructional materials
  - 3. Learner prerequisites
- B. Lesson Design
  - 1. Set
  - 2. Instruction/Input
  - 3. Practice
- C. Curriculum Goals
  - 1. Standards, benchmarks
  - 2. Developmental, sequenced curriculum
  - 3. WC Teacher Education Knowledge Base

**V. INSTRUCTIONAL STRATEGIES** ... *Candidate uses varied teaching techniques and strategies for the development of academic skills*

- A. Teaching
  - 1. Planning
  - 2. Delivery
  - 3. Promise for the profession
- B. Strategies
  - 1. Reading
  - 2. Writing
  - 3. Discussion
- C. Academic Skills
  - 1. Knowledge level
  - 2. Higher order thinking
  - 3. Diverse perspectives

**VI. LEARNING ENVIRONMENT** ... *Candidate uses management, motivation, and discipline techniques in the learning environment*

- A. Management
  - 1. Time, materials, space
  - 2. Learning activities
  - 3. Learning community
- B. Motivation
  - 1. Intrinsic
  - 2. Extrinsic
  - 3. Theory application
- C. Discipline
  - 1. Preventive
  - 2. Supportive
  - 3. Corrective

**VII. ASSESSMENT** ... *Candidate uses a variety of purposes, evaluations, and procedures for assessment*

- A. Purposes
  - 1. Stakeholder feedback
  - 2. Information analysis
  - 3. Student feedback
- B. Evaluations
  - 1. Instruments
  - 2. Student status
  - 3. Program, curriculum
- C. Procedures
  - 1. Selection, alignment
  - 2. Construction, administration
  - 3. Collection, response to data

**VIII. REFLECTION AND PROFESSIONAL DEVELOPMENT** ...

*Candidate engages in reflection and professional development as a foundation for positive dispositions*

- A. Reflection
  - 1. Effective teaching behaviors
  - 2. Professional strengths
  - 3. Targeted changes
- B. Professional Development
  - 1. Reflects on teaching strengths and weaknesses
  - 2. Improves based on reflection and program feedback
  - 3. Utilizes varied professional development resources
- C. Dispositions
  - 1. Elicits a positive response from others
  - 2. Balances professional demands with personal needs
  - 3. Recognizes opportunities for leadership and service

**IX. COLLABORATION, ETHICS, AND RELATIONSHIPS** ...

*Candidate engages in collaboration, ethical behavior, and professional relationships with students, families, colleagues, and communities*

- A. Collaboration
  - 1. Shared vision
  - 2. Interdependent inquiry
  - 3. Shared problem solving
- B. Ethical Behavior
  - 1. Legal
  - 2. Confidential
  - 3. Professional advocacy
- C. Professional Relationships
  - 1. Respectful
  - 2. Responsive
  - 3. Productive

**X. TECHNOLOGY** ... *Candidate uses the tools of technology for teaching and professional practice*

- A. Tools
  - 1. Hardware
  - 2. Software
  - 3. Information technology
- B. Teaching Practice
  - 1. Instruction, presentation
  - 2. Assessment, evaluation, management
  - 3. Extension of student learning
- C. Professional Practice
  - 1. Evaluation of information and instructional materials
  - 2. Extension of the professional community
  - 3. Access to research