1. We believe that the novice teacher should have a commitment to and skills for life-long learning.

**Definitions:** A **novice teacher** is a teacher education program graduate entering teaching. **Life-long learning** is a continuing search for knowledge and understandings.

**Rationale:** We believe this because learning to teach is an ongoing process. Because we practice our profession and live our lives in a global society and both the profession and teaching conditions change, our sense of self and efforts as individuals and as professionals must evolve. The novice teacher should be able to model life-long learning attitudes and processes and be able to construct an environment that fosters these attitudes and processes.

2. We believe that the novice teacher should be an effective communicator.

**Definition:** An **effective communicator** is one who expresses and receives ideas, messages or information through appropriate spoken, written, and non-verbal forms.

**Rationale:** We believe this because communication is fundamental to the teacher’s work with students, colleagues, parents, and community.

3. We believe that the novice teacher should recognize that teaching is a professional, moral, and ethical enterprise, should understand moral issues and ethical practices in educational environments, and should have developed ethical frameworks which facilitate effective teaching.

**Definition:** "The terms **moral and ethical** are used here to refer to those value choices concerning actions and attitudes that affect more than one person or which affect one's own character, thereby affecting others" (Strom, 1989, p.268).

**Rationale:** We believe teaching is an inherently moral and ethical enterprise because teachers’ actions and attitudes affect the interests and welfare of others. The novice teacher will face uncertain and value-laden contexts in which choices must be made among competing valued ends; e.g., academic freedom, censorship, discrimination, controversial issues, grouping, confidentiality, community mores, fairness, honesty, trust, professional rights and responsibilities, conflicting group and individual needs. The choices have important consequences for students, society, the teacher, and the profession. The novice teacher must understand the moral and ethical issues in the exercise of power, the choice of ends and means, and application of values. The novice teacher must also develop the moral reasoning skills needed to address the moral questions encountered in the teaching environment.
4. We believe the novice teacher should be a facilitator of learning for all students.

Definition: A facilitator is one who can either provide appropriate learning experiences and resources or find someone else to provide them. Learning is the student's active process of building meanings and knowledge.

Rationale: We believe this because classrooms have students with a variety of learning styles, prior experiences, cultural backgrounds, capabilities, etc. Each of these students is entitled to educational experiences, which allow achievement of fullest potential. To provide such experiences, the novice teacher must recognize learners' needs, assess his or her own ability to meet them, and coordinate necessary resources.

5. We believe that the novice teacher should have in-depth knowledge of pedagogy.

Definition: In-depth knowledge of pedagogy includes (a) an understanding of human development and learning theories and their applications, (b) a repertoire of skills that allow for effective management of the learning process, (c) a working knowledge of instructional models and teaching strategies, and (d) an awareness of various educational philosophies.

Rationale: We believe this because the novice teacher must draw upon knowledge in these areas to develop effective learning experiences.

6. We believe that the novice teacher should have in-depth knowledge of content.

Definition: In-depth knowledge of content includes the range of existing information in the discipline, the structure of knowledge within the discipline, and processes used to develop new knowledge in that discipline.

Rationale: We believe this because the novice teacher must draw from knowledge of content to select and organize what is to be taught, interpret new knowledge in the discipline, and decide what additional content knowledge he or she should acquire.

7. We believe that the novice teacher should effectively integrate content and pedagogy.

Definition: Integration of content and pedagogy is the process of linking content knowledge with pedagogical knowledge. The blending of the two enables teachers to know what and how to teach in a particular context.

Rationale: We believe this because both content and pedagogical knowledge are necessary prerequisites of good teaching, but neither is in itself sufficient. The dynamic interaction between content and pedagogy enables the teacher to create the best opportunities for student learning.
8. **We believe that the novice teacher should be a reflective practitioner.**

**Definition:** A *reflective practitioner* is one who attempts to make sense of events in the educational environment and who critically examines choices to inform practice.

**Rationale:** We believe this because being a reflective practitioner empowers teachers. The process of reflection promotes effective teaching, improves the quality of learning, and facilitates the development of teacher as researcher and learner.

9. **We believe that the novice teacher should be aware, of and have respect for human diversity.**

**Definition:** *Human diversity* includes differences among, people in regard to individual societal, and historical factors.

**Rationale:** We believe this because self-awareness and freeing oneself of biases allow the novice teacher to facilitate learning, exhibit and model fairness, and help students to respect the diversity which characterizes American society. The novice teacher should recognize factors which make people and situations unique: e.g., culture, ethnicity, family, gender, health, history, individual characteristics, language, location, race, region, religion, and socioeconomic class.

10. **We believe that the novice teacher should be liberally educated.**

**Definition:** A *liberal education* is one that prepares the individual to integrate knowledge from a wide variety of fields and to value the continuing search for breadth of knowledge, to be creative and open to new ideas, and to act constructively in a world characterized by technological, cultural, and societal diversity and change.

**Rationale:** We believe this because a liberal education provides a foundation for lifelong learning, effective communication, and reflective practice; aids the teacher in clarifying relationships beyond as well as within a content specialization-, and enables the teacher to help students develop the,, attitudes and skills necessary in a rapidly changing world.

**References**