WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MAS 7602
COURSE TITLE: The School in a Multi-Cultural Society
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

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INTASC Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of h/er choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

I. COURSE DESCRIPTION

Students will examine schooling and the local, regional, and national demographics of cultures in American society. Concepts and strategies for infusing cultural understanding into the classroom will be presented, and standards for critiquing textbooks, videos, and library materials for cultural bias will be reviewed and applied. A research paper reviewing current efforts of school districts in this regard is required.

II. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)

Competency #1: Create learning experiences that make content meaningful to students, while reflecting an understanding of the core concepts and structure of education.

INTASC #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Learning Outcomes: Candidates will

1.1 Know, understand, and use strategies for teaching and counseling in a multiethnic environment.

1.2 Improve awareness of innovative methods so that every student is given the best possible educational opportunity.

1.3 Know, understand, and use strategies which establish an atmosphere of inclusion in the classroom.

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1.4 Know, understand, and use strategies that help to develop a favorable attitude in the classroom.
1.5 Know, understand, and use strategies that help to engender competence in the classroom

**Activities/Assignments:** Candidates will
1.1 Define terminology associated with multicultural education
1.2 View “What is Hate About” and discuss its impact
1.3 Discuss bias in today’s world

**Competency #2:** Provide learning opportunities that support the intellectual, social, emotional and physical development of students based upon an understanding of childhood development and learning.

**INTASC #2** - The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Learning Outcomes:** Candidates will
2.1 Understand his/her own biases and the reasons for them
2.2 Understand how biases are learned and how they can be unlearned

**Activities/Assignments:** Candidates will
2.1 Respond orally and/or in writing about how s/he feels regarding racism and types of bias
2.2 Brainstorm ideas of how to help children overcome learned biases

**Competency #3:** Adapt instruction for diverse learners based upon and understanding of how students differ.

**INTASC #3** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Learning Outcomes:** Candidates will
3.1 Understand the different nuances in cultural interpretations which affect the learning of and the teaching to diverse groups.
3.2 Understand issues which affect each of the following areas of diversity: ethnic, religious, special needs, gifted, male/female, and language.
3.3 Know, understand, and use learning activities which incorporate concepts and strategies to improve Multicultural understanding in the classroom.

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3.4 Understand classroom characteristics that may affect the students’ Multicultural understanding.
3.5 Understand curricular characteristics that may affect the students’ Multicultural understanding.

**Activities/Assignments:** Candidates will
3.1 Study and report on one “people group” in order to begin developing a repertoire of lessons to teach in a classroom.
3.2 Develop a lesson plan incorporating issues of diversity.
3.4 Review children’s books and school textbooks.
3.5 Discuss gender issues.

**Competency #4:** Demonstrate proficiency in oral and written communication.

**INTASC #6** - The teacher understands knowledge of effective verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

**Learning Outcomes:** Candidates will:
4.1 Demonstrate proficiency in oral communication through classroom activities.
4.2 Demonstrate proficiency and clarity in written communication appropriate to the expectations of the teaching profession.

**Activities/Assignments:** Candidates will:
4.1 Participate in oral presentations and role playing activities which model effective oral communication.
4.2 Write about classroom activities, guest speakers, videos.
4.3 Display minimal grammatical errors on book reports, research papers, and the final examination.

**Competency #5:** Create a learning environment that fosters active engagement, self-motivation and social interaction by understanding individual and group behavior.

**INTASC #5** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Learning Outcomes:** Candidates will

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IDEA Objectives:  E=1
I=2, 3

5.1 Share, analyze and reflect read and learned information with classmates.
5.2 Know, understand, and use cooperative learning group concepts.
5.3 Understand teacher impact on learning and the instilling of self-motivation in learners of all ages.

Activities/Assignments: Candidates will
5.1 Analyze textbooks, videos and library materials.
5.2 Demonstrate use of appropriate cooperative learning groups and activities.

Competency #7: Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

INTASC #4 - The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Learning Outcomes: Candidates will
7.1 Understand that cultural differences have strength and value.
7.2 Understand that schools should be models for the expression of human rights and respect for cultural differences.
7.3 Understand that social justice and equality for all people should be of paramount importance in the design and delivery of curricula.

Activities/Assignments: Candidates will
7.1 Model skills of critical analysis and problem solving, including skills of observing, making inferences, and identifying relationships.
7.2 Model reflective practice and deliberate action requiring students to discuss and choose from competing interpretations advanced by one another.

Competency #10: Collaborate with colleagues, parents/guardians and other members of the community to support student learning and well-being, and demonstrate knowledge of the role of the school in the community.

INTASC #10 - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Learning Outcomes: Candidates will
10.1 Know and understand the importance of collaboration with colleagues, parents and community.

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10.2 Know and understand the level of involvement as it differs from colleagues, parents and community.

**Activities/Assignments:** Candidates will
10.1 Conduct ‘mock’ parent meetings.
10.2 List possibilities for community involvement.

**Competency #11:** Use educational technology as an instructional management tool.

**Learning Outcomes:** Candidates will
11.1 Know and understand the value of computer use within the classroom.
11.2 Know, understand, and use different types of assessment programs using technology.

**Activities/Assignments:** Candidates will
11.1 Practice setting up data bases for a classroom using technology.
11.2 Try different methods of assessment using technology.

**Competency #12:** Understand and maintain standards of professional conduct guided by legal and ethical principles.

**Learning Outcomes:** Candidates will
12.1 Demonstrate knowledge of legal and ethical standards for professional behavior as generated by associations directly related to teaching.
12.2 Demonstrate knowledge of appropriate choices relating to legal and ethical professional behavior in a variety of situations.

**Activities/Assignments:** Candidates will
12.1 Conduct research for the purpose of reporting and sharing legal and ethical standards as contained in the written documents of local, state, and national professional organizations.
12.2 Role play different scenarios dealing with professional conduct.

**Competency #13:** Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.

**Learning Outcomes:** Candidates will

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13.1 Demonstrate knowledge of ways in which to interact in a positive way with colleagues.
13.2 Display knowledge of the importance of generating enthusiasm as a teacher.

Activities/Assignments: Candidates will
13.1 Interact in class with colleagues in a positive manner.
13.2 Interact in class with enthusiasm and joy for teaching

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). Big School, Small School. (p. 202).

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. STRUCTURED EXTERNAL ASSIGNMENT

Teacher candidates will, using the Wilmington University Lesson Plan Format, create and teach an age-appropriate lesson incorporating issues of diversity. The teacher candidate will write a description, analysis, and reflection (relative to the lesson plan and addressing the scoring elements below) to demonstrate knowledge of each of the

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elements of this competency/standard.
STRUCTURED EXTERNAL ASSIGNMENT

COURSE: MAS 7602

TITLE: The School in a Multicultural Society

PROGRAM COMPETENCY 1: Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education

PROGRAM COMPETENCY 6: Design instruction based on knowledge of the disciplines, students, the community, and Delaware’s Student Content Standards to demonstrate knowledge of instructional planning

PROGRAM COMPETENCY 8: Use multiple assessment strategies for the continuous development of students

GRADUATION COMPETENCY 1: Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one’s field of study

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTES: 1 – Programs are knowledge-based; 6 – Programs are on-going and developmental based on best practice; 7 – Programs are standards-driven

DELAWARE PROFESSIONAL TEACHING STANDARD 1: The teacher understands the core concepts and structures of the discipline and creates learning experiences that make the content meaningful to the student

DELAWARE PROFESSIONAL TEACHING STANDARD 6: The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals

DELAWARE PROFESSIONAL TEACHING STANDARD 8: The teacher understands multiple assessment strategies and uses them for the continuous development of students

NACATE STANDARD 1: Candidate Knowledge, Skills, and Dispositions

STRUCTURED EXTERNAL ASSIGNMENT: Using the Wilmington University Lesson Plan Format, and the Common Core State Standards, the teacher candidate will create and teach an age-appropriate lesson incorporating issues of diversity. The teacher candidate will write a description, analysis, and reflection (relative to the lesson plan and addressing the scoring elements below) to demonstrate knowledge of each of the elements of this competency/standard.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
</table>

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| Understanding of major elements of instructional planning. | The candidate was able to accurately describe and give examples of how to incorporate **fewer than two** of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development. | The candidate was able to accurately describe and give examples of how to incorporate **three** of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development. | The candidate was able to accurately describe and give examples of how to incorporate **four** of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development. | The candidate was able to accurately describe and give examples of how to incorporate the following **five** elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development. | The candidate was able to accurately describe and give examples of how to incorporate **fewer than two** of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student levels of development. |
| Score: _____ | | | | | |

<p>| Understanding that effective instructional planning requires alignment between assessment and instruction prior to lesson delivery. | The candidate was unable to describe the alignment between assessment and instruction because he/she clearly addressed <strong>fewer than two</strong> of the following elements: (1) statement of objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>two</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>three</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>four</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. | The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>all five</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. |
| Score: _____ | | | | | |</p>
<table>
<thead>
<tr>
<th>Understanding of how to develop long (unit) and short range (lesson) plans.</th>
<th>The candidate demonstrated an unsatisfactory* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</th>
<th>The candidate demonstrated an emerging* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</th>
<th>The candidate demonstrated a basic* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</th>
<th>The candidate demonstrated a proficient* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</th>
<th>The candidate demonstrated a distinguished* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score:</strong></td>
<td>The candidate did not provide examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
<td>The candidate provided and described one specific example demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
<td>The candidate provided and described two specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
<td>The candidate provided and described three specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
<td>The candidate provided and described four specific examples demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process.</td>
</tr>
<tr>
<td><strong>Score:</strong></td>
<td>The candidate provided fewer than two specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students.</td>
<td>The candidate provided a description and specific examples from the lesson plans demonstrating an understanding of how to maximize the participation and engagement of students.</td>
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### IDEA Objectives:

| Score:____ | participation and engagement of students with disabilities in classroom lessons. Examples included strategies in **two** of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding. | participation and engagement of students with disabilities in classroom lessons. Examples included strategies in **three** of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding. | participation and engagement of students with disabilities in classroom lessons. Examples included strategies in **four** of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding. | participation and engagement of students with disabilities in classroom lessons. Examples included strategies in **five** of the following areas: (1) providing equal response opportunities during discussion, (2) providing wait time for answers during discussion, (3) rephrasing questions/giving clues, (4) providing individual help during practice activities, (5) engaging all students in higher level questioning and/or activities, (6) providing activities that meet the developmental needs of students by differentiating instruction and/or assessment, (7) planning for the optimal use of time for learning, (8) providing materials at a level promoting student understanding. |

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IDEA Objectives: E=1
I=2, 3

AVERAGE SCORE =
WEIGHT FACTOR =
TOTAL POINTS =

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# DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
</tr>
<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
</tr>
<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
</tr>
<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
</tr>
<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
</tr>
<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
</tr>
<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
</tr>
<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
</tr>
<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
</tr>
<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
</tr>
<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
</tr>
<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
</tr>
</tbody>
</table>