WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Practicum/Pedagogical Approaches to Teaching in the Middle and High School

COURSE NUMBER: MAS 7801

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.

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.

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Activities/Assignments may vary due to edition changes and/or Adjunct Faculty preferences.

College of Education
Professional Partners
Creating Environments for Learning
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/her 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

This course provides the candidate with the pedagogical approaches and methods needed to effectively plan and deliver lessons in middle level and high school classrooms. The course will focus on approaches to planning lessons, strategies for delivering those lessons in the classroom, skills in assessing student learning during the delivery of lessons, and processes for using assessment data to evaluate student achievement and lesson effectiveness in the classroom. The practicum component of the course will require the candidate to complete 24 clock hours in a classroom setting in the content area in which the candidate is preparing to teach. In that setting, the candidate will observe instruction, work with individual and small groups of students, and will plan and deliver a lesson.

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.

*Identified Content Specialists – English, mathematics, social sciences, sciences - provide specific content in their content areas.

**Learning Outcomes:** Candidates should:
1.1 Know, understand, and use the central concepts, tools of inquiry, and structures of curriculum content for middle or secondary grades.

**Activities/Assignments:** Candidates should:
1.1 Create lesson plans that show knowledge of effective lesson design (within a specific curriculum area).

**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 should:
2.1 Demonstrate knowledge of student and teacher dispositions to learning.
2.2 Demonstrate knowledge of strategies such as group learning, discussions, and cooperative learning.

**Activities/Assignments:** Candidates should:
2.1 Discuss the similarities and differences between student and teacher dispositions to learning and the impact of these attitudes on the classroom.
2.2 Discuss the importance of using a variety of strategies in the classroom to engage learners of all types.

**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 should:
3.1 Demonstrate knowledge of appropriate teaching techniques for a diverse classroom.
3.2 Demonstrate ability to adapt instruction to meet the needs of a diverse population.

**Activities/Assignments:** Candidates should:
3.1 Design lessons that are considered to be equitable and fair, regardless of a person’s diversity. Discuss lessons/techniques used in diverse classrooms.
3.2 Design a lesson for a specific learner that shows your ability to adapt instruction for all kinds of diverse learners.

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 should:
4.1 Demonstrate proficiency in oral communication through classroom activities.
4.2 Demonstrate proficiency in written communication appropriate to the expectations of the teaching profession.

**Activities/Assignments:** Candidates should:
4.1 Participate in a number of discussions about current issues in a diverse classroom.
4.2 Design a parent communication document (i.e. welcome letter, parent information night).
4.3 Develop a plan for two way communication between yourself and parents.
4.4 Discuss the importance of modeling effective communication skills for students.

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 should:
5.1 Demonstrate knowledge of effective classroom management techniques and the impact of an effective learning environment on student achievement.
5.2 Demonstrate knowledge of the dynamics of the social interactions between students and of active learning strategies that can be utilized to maximize intellectual engagement.
**Activities/Assignments:** Candidates should:

5.1 Discuss effective classroom management techniques and the impact of student behavior on achievement.

5.2 Develop a lesson plan that utilizes an effective and appropriate active learning strategy

5.3 Develop a classroom management plan.

**Competency #6:** Design instruction based upon knowledge of the disciplines, students, the community and Common Core State Standards to demonstrate knowledge of instructional planning.

**INTASC #7** - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

*Identified Content Specialists – English, mathematics, social sciences, sciences - provide specific content in their content areas.

**Learning Outcomes:** Candidates should:

6.1 Demonstrate an understanding of current methods of teaching within a specific content area.

6.2 Demonstrate knowledge of a variety of teaching strategies appropriate for the middle level or high school classroom.

6.3 Demonstrate knowledge of unit planning, sequencing, & scaffolding of instruction.

**Activities/Assignments:** Candidates should:

6.1 Using the Wilmington University Lesson Plan Format, develop lesson plans that show knowledge of current methods of teaching in the candidate’s certification area.

6.2 Discuss various strategies of instruction appropriate for a middle level or high school classroom.

6.3 Using the Wilmington Lesson Plan Format, design a unit plan with specific lesson plans showing instructional sequencing and scaffolding.

**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.

*Identified Content Specialists – English, mathematics, social sciences, sciences - provide specific content in their content areas.

**Learning Outcomes:** Candidates should:

7.1 Know, understand, and use knowledge of reading approaches for a content area.
7.2 Know, understand, and use knowledge of writing approaches for a content area.
7.3 Know, understand, and use knowledge of direct and indirect methods of instruction.

**Activities/Assignments:** Candidates should:

7.1 Using the Wilmington University Lesson Plan Format, develop a lesson that uses reading as one approach that promotes student understanding.
7.2 Using the Wilmington University Lesson Plan Format, develop a lesson that uses writing as one approach that promotes student understanding.
7.3 Compare the direct and indirect methods of instruction; discuss the appropriate methods to use in various classroom situations.

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**Competency #8:** Use multiple assessment strategies for the continuous development of students.

**INTASC #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.

*Identified Content Specialists – English, mathematics, social sciences, sciences - provide specific content in their content areas.*

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**Learning Outcomes:** Candidates should:

8.1 Understand and apply a variety of assessment methods appropriate for middle and high school level students.
8.2 Know, understand, and use knowledge of performance based assessment activities.
8.3 Demonstrate knowledge of the importance of assessment and grading.
8.4 Demonstrate knowledge of traditional assessment activities.
8.5 Demonstrate knowledge of alternative assessment techniques.

**Activities/Assignments:** Candidates should:

8.1 Discuss assessment as a way to measure student achievement.
8.2 Develop a performance based assessment activity.
8.3 Discuss the importance of assessment and formal grade reporting.
8.4 Develop an activity to use for a traditional assessment.
8.5 Develop an alternative assessment to 8.4

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**Competency #9:** Pursue opportunities to improve teaching and thereby enhance professional growth.

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

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**Learning Outcomes:** Candidates should:

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Activities/Assignments may vary due to edition changes and/or Adjunct Faculty preferences.

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9.1 Demonstrate knowledge of effective teaching strategies and current trends in lesson design/instructional delivery.
9.2 Demonstrate knowledge of the importance of personal reflection needed to assure professional growth.

**Activities/Assignments:** Candidates should:
9.1 Discuss current research on effective teaching strategies and their applications in the middle and high school classroom.
9.2 Develop a personal growth plan after self-assessment; include specific goals for improvement in classroom management/lesson design/assessment.

**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 should:
10.1 Understand and use knowledge of the importance of collaboration with parents, school and community members.

**Activities/Assignments:** Candidates should:
10.1 Develop a communication tool to be used with parents or other community members.

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

**Learning Outcomes:** Candidates should:
11.1 Understand and use knowledge of instructional techniques that include the use of technology to engage students in the learning process.

**Activities/Assignments:** Candidates should:
11.1 Develop lesson plans that include a variety of uses of technology.

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

**Learning Outcomes:** Candidates should:
12.1 Demonstrate knowledge of the importance of professional conduct in the classroom and beyond.
12.2 Demonstrate knowledge of some of the current legal and ethical issues in education.
Activities/Assignments: Candidates should:
12.1 Discuss professional conduct and the elements of professional conduct.
12.2 Research and discuss current legal and ethical issues that impact the middle level or high school classroom.

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

Learning Outcomes: Candidates should:
13.1 Demonstrate knowledge of the personal skills needed to be successful in the classroom.

Activities/Assignments: Candidates should:
13.1 Discuss traits needed to be successful in the classroom.

Competency #14: Obtain and retain successful employment in the profession of education.

Learning Outcomes: Candidates should:
14.1 Know, understand, and use appropriate effective teaching techniques in a classroom setting.

Activities/Assignments: Students will:
14.1 Conduct a self-analysis of professional growth in lieu of an actual performance appraisal, with input from cooperating teacher.

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

Using the *Wilmington University Lesson Plan Format (September 2011)*, the appropriate Specialized Professional Association’s Standards, and the Common Core State Standards, the teacher candidate will complete, submit, and deliver lesson plans in the content area in which s/he is teaching. The teacher candidate will write and submit a description, analysis, and reflection (DAR) relative to the lesson plans and addressing the appropriate content-specific “Scoring Elements” of the Specialized Professional Association. The DAR will be used to discuss h/er performance skills with the Wilmington University Clinical Supervisor and the School-based Evaluator and specific to SPA Standards of the content s/he intends to teach. A scoring rubric will be used to assess the teacher candidate’s performance skills relative to the Specialized Professional Association’s Standards.
Rubric for Assessing Content Pedagogy Knowledge/Performance Skills (NCATE – IL/PB Standard 2, 3, 4)

| 6.1 Understanding of major elements of instructional planning. | The candidate was able to **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 **describe and give examples** of how to incorporate **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 **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 **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 **describe and give examples** (in the lesson plans) 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. |
| Score: _____ (whole #’s only) | The candidate was unable to **describe** the alignment between assessment and instruction because he/she clearly addressed **fewer than two** 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 **two** 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 **three** 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 **four** 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 **all five** 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. |

6.2 Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery.

<p>| Score: _____ (whole #’s only) | The candidate was unable to <strong>describe</strong> 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 <strong>describe</strong> 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 <strong>describe</strong> 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 <strong>describe</strong> 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) 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 <strong>describe</strong> 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) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment. |</p>
<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>
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<tr>
<td>6.3 Understanding of how to develop long (unit) and short range (lesson) plans.</td>
<td>The candidate <strong>demonstrated an unsatisfactory</strong> level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate <strong>demonstrated an emerging</strong> level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate <strong>demonstrated a basic</strong> level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate <strong>demonstrated a proficient</strong> level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate <strong>demonstrated a distinguished</strong> level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
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<td><strong>Score:</strong> _____ (whole #'s only)</td>
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<p>| 6.4 Understanding of how to connect student experiences with education goals in planning. | The candidate <strong>did not provide examples</strong> demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate <strong>provided and described one specific example</strong> demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate <strong>provided and described two specific examples</strong> demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate <strong>provided and described three specific examples</strong> demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. | The candidate <strong>provided and described four specific examples</strong> demonstrating an understanding of how to make connections between student experiences and educational standards/goals in the planning process. |
| <strong>Score:</strong> _____ (whole #'s only) | | | | | |
| Score: _____ (whole #'s only) | 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 with disabilities in classroom lessons. Examples include strategies selected from 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. | 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 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. | 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 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. | 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 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. | 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 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. | 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 with disabilities in classroom lessons. Examples included strategies in all six 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. |</p>
<table>
<thead>
<tr>
<th>SPA Standard/Scoring Element</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
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<tbody>
<tr>
<td>1.0 ENGLISH – NCTE</td>
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<tr>
<td>1.1 Use English language arts to help students become familiar with their own and other’s cultures, establishing meaningful connections between the English language arts curriculum and developments in culture, society and education.</td>
<td>The candidate did not demonstrate the ability to use English language arts to help students become familiar with their own cultures by establishing connections between the English language arts curriculum and developments in culture, society and education.</td>
<td>The candidate demonstrated a below average level of ability to use English language arts to help students become familiar with their own and other’s cultures by establishing meaningful connections between the English language arts curriculum and developments in culture, society and education.</td>
<td>The candidate demonstrated an acceptable level of ability to use English language arts to help students become familiar with their own and other’s cultures by establishing meaningful connections between the English language arts curriculum and developments in culture, society and education.</td>
<td>The candidate demonstrated a strong ability to use English language arts to help students become familiar with their own and other’s cultures by establishing meaningful connections between the English language arts curriculum and developments in culture, society and education.</td>
<td>The candidate demonstrated a superior ability to use English language arts to help students become familiar with their own and other’s cultures by establishing meaningful connections between the English language arts curriculum and developments in culture, society and education.</td>
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<td>1.2 Examine and select resources for instruction such as textbooks, other print materials, videos, films, records and software, appropriate and research based for supporting the teaching of English language arts.</td>
<td>The candidate did not demonstrate the ability to examine and select resources for instruction (such as textbooks, other printed materials, videos, films, auditory media, web sites and software), appropriate</td>
<td>The candidate demonstrated an emerging level of ability to examine and select resources for instruction (such as textbooks, other printed materials, videos, films,</td>
<td>The candidate demonstrated an average level of ability to examine and select resources for instruction (such as textbooks, other printed materials, videos, films,</td>
<td>The candidate demonstrated an above average ability to examine and select resources for instruction (such as textbooks, other printed materials, videos, films,</td>
<td>The candidate demonstrated an outstanding ability to examine and select resources for instruction (such as textbooks, other printed materials, videos, films, auditory media,</td>
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<tr>
<td>Related Assessments: Clinical Evaluation PC#6, Element 1, PC#7, Element 4, and PC#11, Element 2; Program Portfolio PC#7, Element 3 and PC#11, Element 3.</td>
<td>and research based for supporting the teaching of English language arts.</td>
<td>auditory media, web sites and software, appropriate and research based for supporting the teaching of English language arts.</td>
<td>auditory media, web sites and software, appropriate and research based for supporting the teaching of English language arts.</td>
<td>websites and software, appropriate and research based for supporting the teaching of English language arts.</td>
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<tr>
<td>1.3 Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms.</td>
<td>The candidate lacked the skills for engaging students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms.</td>
<td>The candidate was minimally skillful in engaging students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms.</td>
<td>The candidate was acceptably skillful in engaging students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms.</td>
<td>The candidate was highly skillful in engaging students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms.</td>
<td></td>
</tr>
<tr>
<td>Related Assessments: Clinical Evaluation PC#7, Element 7 and PC#11, Element 3.</td>
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</tr>
<tr>
<td>1.4 Engage students in critical analysis of different media and communication technologies.</td>
<td>The candidate did not demonstrate skills in engaging students in critical analysis of different media and communication technologies.</td>
<td>The candidate demonstrated below average skills in engaging students in critical analysis of different media and communication technologies.</td>
<td>The candidate demonstrated acceptable skills in engaging students in critical analysis of different media and communication technologies.</td>
<td>The candidate demonstrated superior skills in engaging students in critical analysis of different media and communication technologies.</td>
<td></td>
</tr>
<tr>
<td>Related Assessments: Clinical Evaluation PC#11, Element 1.</td>
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<tr>
<td>1.5 Engage students in</td>
<td>The candidate failed to</td>
<td>The candidate</td>
<td>The candidate</td>
<td>The candidate</td>
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<tr>
<td>Learning Experiences</td>
<td>Demonstrate Ability</td>
<td>Demonstrated Ability</td>
<td>Demonstrated Ability</td>
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<td>Demonstrated Ability</td>
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<tr>
<td>Learning Experiences that consistently emphasize varied uses and purposes for language in communication.</td>
<td>An ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</td>
<td>A superior ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</td>
<td>A very good ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</td>
<td>A very good ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</td>
<td>An excellent ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</td>
</tr>
<tr>
<td>Related Assessment: Clinical Evaluation PC#4, Element 5; Program Portfolio PC#4, Element 1.</td>
<td>The candidate was not skillful at engaging students in making meaning of texts through personal response.</td>
<td>The candidate was minimally skillful at engaging students in making meaning of texts through personal response.</td>
<td>The candidate was acceptably skillful at engaging students in making meaning of texts through personal response.</td>
<td>The candidate was very skillful at engaging students in making meaning of texts through personal response.</td>
<td>The candidate was highly skillful at engaging students in making meaning of texts through personal response.</td>
</tr>
<tr>
<td>1.6 Engage students in making meaning of texts through personal response.</td>
<td>The candidate was not successful in demonstrating skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated emerging skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated basic skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated above average skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated superior skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
</tr>
<tr>
<td>1.7 Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate was not successful in demonstrating skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated emerging skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated basic skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated above average skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
<td>The candidate demonstrated superior skills in helping students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>2.0 Mathematics-NCTM</th>
<th>2.1 Knowledge of instructional technology specifically for the mathematics classroom.</th>
<th>The candidate failed to demonstrate skills in the use of instructional technology in the mathematics classroom.</th>
<th>The candidate demonstrated below average skills in the use of instructional technology in the mathematics classroom.</th>
<th>The candidate demonstrated acceptable skills in the use of instructional technology in the mathematics classroom.</th>
<th>The candidate demonstrated above average skills in the use of instructional technology in the mathematics classroom.</th>
<th>The candidate demonstrated superior skills in the use of instructional technology in the mathematics classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Related Assessments: Clinical Evaluation PC#7, Element 4 and PC#11, Elements 1 and 2; Program Portfolio PC#7, Element 3 and PC#11, Element 2.</td>
<td></td>
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<tr>
<td>2.2 Demonstration of selection and use of appropriate instructional strategies and materials specifically for the mathematics classroom.</td>
<td>The candidate was not skillful in the selection and use of appropriate instructional strategies and materials in the mathematics classroom.</td>
<td>The candidate was minimally skillful in the selection and use of appropriate instructional strategies and materials in the mathematics classroom.</td>
<td>The candidate was acceptably skillful in the selection and use of appropriate instructional strategies and materials in the mathematics classroom.</td>
<td>The candidate was very skillful in the selection and use of appropriate instructional strategies and materials in the mathematics classroom.</td>
<td>The candidate was exceptionally skillful in the selection and use of appropriate instructional strategies and materials in the mathematics classroom.</td>
<td></td>
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<tr>
<td></td>
<td>Related Assessments: Clinical Evaluation PC#1, Element 3, PC#6, Elements 1 and 4, and PC#7, Element 1; Program Portfolio PC#7, Elements 1-3.</td>
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</tbody>
</table>
| 2.3 Demonstration of the ability to lead classes in mathematical problem solving and in development of in-depth | The candidate was not able to demonstrate skills in leading classes in mathematical problem | The candidate demonstrated a low level of skills in leading classes in mathematical | The candidate demonstrated basic skills in leading classes in mathematical | The candidate demonstrated proficient skills in leading classes in mathematical | The candidate demonstrated outstanding skills in leading classes in mathematical | Syllabus is sole property of Wilmington University
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<table>
<thead>
<tr>
<th>Conceptual Understanding as Well As Procedural Fluency.</th>
<th>Problem Solving and In-Depth Conceptual Understanding As Well As Procedural Fluency.</th>
<th>Problem Solving and In-Depth Conceptual Understanding As Well As Procedural Fluency.</th>
<th>Problem Solving and In-Depth Conceptual Understanding As Well As Procedural Fluency.</th>
<th>Problem Solving and In-Depth Conceptual Understanding As Well As Procedural Fluency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Assessments: Clinical Evaluation PC#1, Element 3 and PC#7, Elements 1 and 2; Program Portfolio PC#1, Element 3.</td>
<td>Solving and in development of in-depth conceptual understanding as well as procedural fluency (the ability to develop and test generalizations).</td>
<td>Problem solving and in development of in-depth conceptual understanding as well as procedural fluency (the ability to develop and test generalizations).</td>
<td>Problem solving and in development of in-depth conceptual understanding as well as procedural fluency (the ability to develop and test generalizations).</td>
<td>Problem solving and in development of in-depth conceptual understanding as well as procedural fluency (the ability to develop and test generalizations).</td>
</tr>
<tr>
<td>2.4 Knowledge of Mathematical Reasoning, Communications, Connections and Representations and Demonstration of Such Knowledge in the Mathematics Classroom and Instructional Planning.</td>
<td>The Candidate Was Unsuccessful in Demonstrating Knowledge and Skills in Implementing Mathematical Reasoning, Communications, Connections and Representations in Instructional Planning and in the Mathematics Classroom.</td>
<td>The Candidate Demonstrated Below Average Knowledge and Skills in Implementing Mathematical Reasoning, Communications, Connections and Representations in Instructional Planning and in the Mathematics Classroom.</td>
<td>The Candidate Demonstrated Acceptable Knowledge and Skills in Implementing Mathematical Reasoning, Communications, Connections and Representations in Instructional Planning and in the Mathematics Classroom.</td>
<td>The Candidate Demonstrated Superior Knowledge and Skills in Implementing Mathematical Reasoning, Communications, Connections and Representations in Instructional Planning and in the Mathematics Classroom.</td>
</tr>
<tr>
<td>Related Assessments: Program Portfolio PC#1, Elements 1 and 3, PC#6, Elements 2 and 4, and PC#7, Element 2.</td>
<td>The Candidate Was Not Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies Including Listening To and Understanding The Ways Students Think About</td>
<td>The Candidate Was Minimally Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies</td>
<td>The Candidate Was Adequately Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies</td>
<td>The Candidate Was Very Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies</td>
</tr>
<tr>
<td>2.5 Demonstration of Attention to Equity Through the Use of Multiple Instructional Strategies Including Listening To and Understanding The Ways Students Think About</td>
<td>The Candidate Was Not Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies Including Listening To and Understanding The</td>
<td>The Candidate Was Minimally Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies</td>
<td>The Candidate Was Adequately Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies</td>
<td>The Candidate Was Highly Skilled in Attending to Equity Through the Use of Multiple Instructional Strategies Including</td>
</tr>
</tbody>
</table>

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| Mathematics | 2.6 Demonstration of attention to research results in the teaching and learning of mathematics. | Related Assessments: Clinical Evaluation PC#3, Elements 3 and 4, PC#5, Element 6, PC#6, Element 7, and PC#7, Elements 1 and 7; Program Portfolio PC#3, Element 1. | ways students think about mathematics. including listening to and understanding the ways students think about mathematics. including listening to and understanding the ways students think about mathematics. including listening to and understanding the ways students think about mathematics. | The candidate failed to demonstrate knowledge of how to use research results in the teaching and learning of mathematics. The candidate demonstrated a limited knowledge of how to use research results in the teaching and learning of mathematics. The candidate demonstrated a basic knowledge of how to use research results in the teaching and learning of mathematics. The candidate demonstrated a proficient knowledge of how to use research results in the teaching and learning of mathematics. | The candidate demonstrated an outstanding knowledge of how to use research results in the teaching and learning of mathematics. |

| 3.0 SOCIAL STUDIES - NCSS | 3.1 Candidate ability to plan lessons that integrate multiple standards as appropriate for social studies education. | Related Assessment: Clinical Evaluation PC#6, Element 3. | ways students think about mathematics. including listening to and understanding the ways students think about mathematics. including listening to and understanding the ways students think about mathematics. including listening to and understanding the ways students think about mathematics. | The candidate did not demonstrate skill in planning lessons across social studies content areas integrating multiple social studies standards. The candidate demonstrated a relatively low level of skill in planning lessons across social studies content areas integrating multiple social studies standards. The candidate demonstrated an appropriate level of skill in planning lessons across social studies content areas integrating multiple social studies standards. The candidate demonstrated a proficient level of skill in planning lessons across social studies content areas integrating multiple social studies standards. | The candidate demonstrated a superior level of skill in planning lessons across social studies content areas integrating multiple social studies standards. |
| 3.3 Candidate ability to appropriately utilize technology and other forms of interactive learning as appropriate for social studies education. | The candidate did not demonstrate the skills necessary to utilize technology and other forms of interactive learning to enhance instruction and learning in the social studies classroom. | The candidate was below average in demonstrating the skills necessary to utilize technology and other forms of interactive learning to enhance instruction and learning in the social studies classroom. | The candidate demonstrated acceptable skills in utilizing technology and other forms of interactive learning to enhance instruction and learning in the social studies classroom. | The candidate was very skillful demonstrating the ability to utilize technology and other forms of interactive learning to enhance instruction and learning in the social studies classroom. | The candidate was exceptionally skillful demonstrating the ability to utilize technology and other forms of interactive learning to enhance instruction and learning in the social studies classroom. |

| Related Assessments: Program Portfolio PC#7, Element 3 and Clinical Evaluation PC#7, Element 4. | | | | | |

| 3.4 Evidence for this principle should indicate candidate success in planning and teaching content and activities that | The candidate successfully planned and taught content that addresses one of the NCSS content. | The candidate successfully planned and taught content that addresses two of the NCSS content. | The candidate successfully planned and taught content that addresses three of the NCSS content. | The candidate successfully planned and taught content that addresses four of the NCSS content. | The candidate successfully planned and taught content that addresses five of the NCSS content. |
4.0 SCIENCE-NSTA

4.1 Evidence of planning in science content, nature of science and inquiry.

<table>
<thead>
<tr>
<th>Candidate Performance</th>
<th>Evidence Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate did not demonstrate an acceptable level of skill in planning science content, the nature of science and inquiry (use of the scientific method).</td>
<td>Related Assessments: Clinical Evaluation PC#1, Element 3, PC#6, Elements 4 and 9, and PC#7, Element 1; Program Portfolio PC#1, Element 3 and PC#6, Elements 1 and 2.</td>
</tr>
</tbody>
</table>

4.2 Evidence of knowledge, skills, and understanding of safety procedures; chemical storage and use; and animal care and use.

<table>
<thead>
<tr>
<th>Candidate Performance</th>
<th>Evidence Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate failed to demonstrate knowledge and understanding of safety procedures; and, as applicable, of chemical storage and use; and/or of animal care and use.</td>
<td>The candidate demonstrated emerging knowledge and understanding of safety procedures; and, as applicable, of chemical storage and use; and/or of animal care and use.</td>
</tr>
</tbody>
</table>

4.3 Evidence of appropriate practice of safety procedures; chemical storage and use;

<table>
<thead>
<tr>
<th>Candidate Performance</th>
<th>Evidence Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate was not skilled in the practice of safety procedures; and, as applicable, of chemical storage and use; and/or of animal care and use.</td>
<td>The candidate was minimally skilled in the practice of safety procedures; and, as applicable, of chemical storage and use; and/or of animal care and use.</td>
</tr>
</tbody>
</table>

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<table>
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<th>and animal care and use.</th>
<th>chemical storage and use; and/or of animal care and use.</th>
<th>and, as applicable, of chemical storage and use; and/or of animal care and use.</th>
<th>and, as applicable, of chemical storage and use; and/or of animal care and use.</th>
<th>and, as applicable, of chemical storage and use; and/or of animal care and use.</th>
<th>applicable, of chemical storage and use; and/or of animal care and use.</th>
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</thead>
</table>

**4.4 Evidence of P-12 student learning in science content and the nature of science.**

**Related Assessments:** Clinical Evaluation PC#8, Elements 1-3 and Element 8; Program Portfolio PC#8, Elements 2 and 3.

| In the science classroom, the candidate did not demonstrate a positive impact on student learning in science content and in the nature of science. | In the science classroom, the candidate demonstrated a lower than average positive impact on student learning in science content and in the nature of science. | In the science classroom, the candidate demonstrated an acceptably positive impact on student learning in science content and in the nature of science. | In the science classroom, the candidate demonstrated a better than average positive impact on student learning in science content and in the nature of science. | In the science classroom, the candidate demonstrated a highly positive impact on student learning in science content and in the nature of science. |

**Definitions of Ratings for the Scoring Elements Above:**

**Distinguished:** The candidate demonstrated abilities or skills in the implementation of this element of the standard which far exceed those normally expected of the teacher preparation candidate at the conclusion of the internship/student teaching. The skills demonstrated by the candidate were at a level commonly expected of the effective, veteran classroom teacher.

**Proficient:** The candidate demonstrated abilities or skills in the implementation of this element of the standard which exceed those normally expected of the teacher preparation candidate at the conclusion of the internship/student teaching. The candidate demonstrated the skills to be an effective beginning classroom teacher.

**Basic:** The candidate demonstrated abilities or skills in the implementation of this element of the standard which are normally expected of the teacher preparation candidate at the conclusion of the internship/student teaching. The candidate demonstrated the skills to potentially become an effective classroom teacher.
Emerging: The candidate demonstrated abilities or skills in the implementation of this element of the standard which fall below those normally expected of the teacher preparation candidate at the conclusion of the internship/student teaching. The candidate needs continued skills development in this area to have the potential to become an effective classroom teacher.

Unsatisfactory: The candidate did not demonstrate abilities or skills in the implementation of this element of the standard to a level acceptable for the teacher preparation candidate at the conclusion of the internship/student teaching. The candidate needs a great deal of skills development in this area to become a teacher.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<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>