WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Strategies for Effective Teaching
COURSE NUMBER: MEE 7603
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:

1. Master knowledge-based course content.
2. 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;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

**Association for Childhood Education International Program Standards**

**DEVELOPMENT, LEARNING AND MOTIVATION**

1. **DEVELOPMENT, LEARNING AND MOTIVATION**—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

**CURRICULUM STANDARDS**

2.1 **Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and
child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT FOR INSTRUCTION—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
5.1 Professional growth, reflection, and evaluation— Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

I. COURSE DESCRIPTION

Students review research and strategies for maximizing learning time in the classroom. Effective teacher/student interaction, classroom management and lesson design and delivery are studied. Fundamentals of test theory and test design are included as well as an overview of the uses and interpretation of standardized tests. Requirements include field observation and a related project.

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

ACEI Standard #3.2: Adaptation to Diverse Students

Learning Outcomes: Candidates will:
3.1 Know, understand, and use knowledge of different learning styles.
3.2 Know, understand, and use knowledge of differentiated instruction.
3.3 Know and understand knowledge of various special education categories.
3.4 Know, understand, and use knowledge of how visual, auditory and tactile learners differ.

Activities/Assignments: Candidates will:
3.1 Complete and analyze questionnaires dealing with learning styles.
3.2 Develop a strategy for implementing differentiated instruction for one subject area.
3.3 Based upon field observations, list how boys and girls learn differently at various developmental stages.

3.4 Based upon field observations, create modifications and adaptations for observed learners with special needs.

3.5 Based upon field observations, discuss how you would focus lesson plans on the needs of students with varied learning styles.

3.6 Review the literature on adapting instruction for diverse learners and present information to colleagues.

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

**ACEI Standard #3.5: Communication to Foster Collaboration**

**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 debates, oral presentations and role playing activities involving strategies for effective teaching and which model effective oral communication.

4.2 Complete written reflections of classroom activities, guest speakers, and 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.

**ACEI Standard #3.4: Active Engagement in Learning**

**Learning Outcomes:** Candidates will:

5.1 Know, understand, and use knowledge of classroom procedures, expectations and rules.

5.2 Know, understand, and use knowledge of classroom structure and consistency of schedule.

5.3 Demonstrate an understanding of the concepts of Cognitive Behavior Modification.

5.4 Create academic lesson plans that include social/behavior goals.

**Activities/Assignments:** Candidates will:

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5.1 List the differences of procedures, expectations, and rules.
5.2 Plan a schedule for a typical school day.
5.3 Visit a school and experience a ‘day in the life’ of a teacher.
5.4 Create interventions for students with behavioral concerns based on a CBM model.
5.5 Create academic lesson plans that include social/behavioral grades.

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

**ACEI Standard #3.1: Integrating and Applying Knowledge for Instruction**

**Learning Outcomes:** Candidates will:
6.1 Demonstrate knowledge of one performance indicator for one of the Delaware content standards in reading/language arts, mathematics, science or social studies.
6.2 Include materials focused upon Delaware student demographics in projects presented.

**Activities/Assignments:** Candidates will:
6.1 Create lesson plans that align with Common Core State Standards.
6.2 Using a standard lesson plan, develop a lesson which teaches one of your procedures within a core subject area. Take into consideration the variable make-up of the class.

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

**ACEI Standard #3.3: Development of Critical Thinking and Problem Solving**

**Learning Outcomes:** Candidates will:
7.1 Know, understand, and use knowledge of the contextual nature of teaching and learning as it applies to thinking, understanding and application of knowledge.
7.1 Demonstrate an understanding of the use of language arts to promote social skills.
7.2 Demonstrate knowledge of the use of mathematics to facilitate problem solving.

**Activities/Assignments:** Candidates will:
7.1 Provide varied opportunities for the application of knowledge as dictated by student experience and knowledge as they complete Performance Skills 6.1 and 6.2.
7.2 List a variety of writing projects that would allow students to explore social skills
7.3 Review materials that parallel math word problems and life related problem solving.

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

**ACEI Standard #4: Assessment**

**Learning Outcomes:** Candidates will:
8.1 Demonstrate knowledge of formative and summative written and oral assessments.
8.2 Demonstrate knowledge of various formal and informal assessment tools.
8.3 Know, understand, and use knowledge of alternative forms of student assessment.

**Activities/Assignments:** Candidates will:
8.1 Develop different assessment strategies which take into account a diverse student population.
8.2 Identify various assessment tools used with various levels of student populations.
8.3 Participate in a discussion concerning alternative student assessment.

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

**ACEI Standard #5.1: Professional growth, reflection, and evaluation**

**Learning Outcomes:** Candidates will:
9.1 Know and understand knowledge of research-based staff development delivery systems.
9.2 Know and understand knowledge of available professional development opportunities.
9.3 Know and understand knowledge of research-based curricula with supportive data for use.
9.4 Know and understand knowledge of the Delaware Lesson Analysis form and process.
9.5 Know and understand knowledge of the Common Core State Standards and Delaware Teaching Standards for Teachers.

**Activities/Assignments:** Candidates will:
9.1 List opportunities for staff development.
9.2 Compile a list of web sites which address curricular and methodological practices.
9.3 Participate in role playing activities involving lesson evaluation.

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9.4 Review the Common Core State Standards and the Delaware Teaching Standards for Teachers in classroom discussion.

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

**ACEI Standard #5.2:** Professional growth, reflection, and evaluation

**Learning Outcomes:** Candidates will:
13.1 Know, understand, and use knowledge of ways in which to interact in a positive, resourceful and productive manner with classmates, colleagues, and associates.
13.2 Display knowledge of the importance of generating enthusiasm, vigor, strength, fairness, concern for others, and a sense of humor in daily professional life and practice.

**Activities/Assignments:** Candidates will:
13.1 Interact in class with colleagues and display a positive, resourceful and productive demeanor.
13.2 Show enthusiasm toward education and those within the field.
13.3 Incorporate various informal approaches in classroom management projects.
13.4 Compile a list of activities that would effectively motivate elementary students.

**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 present, in writing, a description, analysis and reflection of the research-based evidence of understanding regarding principles of effective classroom management and factors that influence motivation and engagement in the classroom to create a classroom learning community where students work well independently and in groups. A scoring rubric will be used to assess the candidate’s understanding of this competency based upon the specific knowledge components of PC #5.
STRUCTURED EXTERNAL ASSIGNMENT

COURSE: MAS/MEE 7603

TITLE: Strategies for Effective Teaching

PROGRAM COMPETENCY 5: Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior

PROGRAM COMPETENCY 7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge

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

DELWARE TEACHER PERFORMANCE STANDARD 7: The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge

NCATE STANDARD 1: Candidate knowledge, skills, and dispositions

ACEI STANDARD 3.4: Active engagement in learning; 3.3: Development of critical thinking and problem solving

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will present, in writing, a description, analysis and reflection of the research-based evidence of understanding regarding principles of effective classroom management and factors that influence motivation and engagement in the classroom to create a classroom learning community where students work well independently and in groups. A scoring rubric will be used to assess the candidate’s understanding of this competency based upon the specific knowledge components of PC #5.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Understanding of the principles of effective classroom management.</td>
<td>❑ The candidate was able to clearly describe and give examples of fewer than three of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student</td>
<td>❑ The candidate was able to clearly describe and give examples of three of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student</td>
<td>❑ The candidate was able to clearly describe and give examples of four of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student</td>
<td>❑ The candidate was able to clearly describe and give examples of five of the following six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student</td>
<td>❑ The candidate was able to clearly describe and give examples of all six principles of classroom management: (1) establishing clear expectations for student behavior, (2) fostering active student</td>
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<table>
<thead>
<tr>
<th>Categorization</th>
<th>Description</th>
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<tbody>
<tr>
<td>5.2 Understanding of the factors that influence motivation and engagement.</td>
<td>The candidate did not, or was not able to clearly describe and give examples of the following four factors that influence motivation and engagement in the classroom: (1) positive relationships, (2) cooperation, (3) respect for students’ thoughts and ideas, and (4) high, but reasonable expectations.</td>
</tr>
<tr>
<td>5.3 Understanding of individual student behavior</td>
<td>The candidate did not demonstrate an understanding of the individual student behavior in the classroom</td>
</tr>
<tr>
<td>5.4 Understanding of how to help students learn to participate effectively in</td>
<td>The candidate did not demonstrate an understanding of how to create a classroom learning community where students work well independently and in groups</td>
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IDEA Objectives: E=2
I=4

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### Graduation Competencies

<table>
<thead>
<tr>
<th>Students will be able to frame a research question.</th>
<th>Develops a vague research question or thesis statement. Identifies few key concepts, synonyms, or related terms that describe the information needed.</th>
<th>Develops a general research question or thesis statement. Identifies obvious key concepts, synonyms, or related terms that describe the information needed.</th>
<th>Develops a clear research question or thesis statement. Identifies key concepts, synonyms, or related terms that describe the information needed.</th>
<th>Develops a focused research question or thesis statement. Thoroughly identifies relevant key concepts, synonyms, or related terms that describe the information needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to access needed information effectively and efficiently.</td>
<td>Develops an ineffective research plan. Searches inappropriate sources. Search is incomplete and retrieves well below the minimal requirement for number and types of sources.</td>
<td>Develops a substantiated research plan using few key words, synonyms, subject headings, or discipline specific vocabulary. Searches some inappropriate sources. Completes a search but retrieves below the minimal requirement for number and types of sources.</td>
<td>Develops a research plan using basic key words, synonyms, subject headings, or discipline specific vocabulary. Searches inappropriate resources. Completes a search, meeting the requirement for number and types of sources.</td>
<td>Develops an effective research plan using key words, synonyms, subject headings, and discipline specific vocabulary. Searches a variety of appropriate resources. Completes an effective search the requirement for number and types of sources.</td>
</tr>
<tr>
<td>Students will be able to evaluate information sources and content</td>
<td>No attempt is made to evaluate information and its sources. Does not identify different viewpoints among sources. As required, does not differentiate between primary and secondary sources, using all secondary sources. Journals not used and/or none are peer reviewed.</td>
<td>Ineffective evaluation of information and its sources. Minimal and/or incorrect consideration for authority, accuracy, objectivity, currency, context, and coverage of information and its sources. Weakly identifies different viewpoints among sources. As required, differentiates incorrectly between primary and secondary sources, using all secondary sources. Few journals used are peer reviewed.</td>
<td>Basic evaluation of information and its sources. Some consideration for authority, accuracy, objectivity, currency, context, and coverage of information and its sources. Identifies different viewpoints among sources. As required, differentiates between primary and secondary sources, using primary and secondary sources equally. Some journals used are peer reviewed.</td>
<td>Highly effective evaluation of information and its sources. Fully considers the authority, accuracy, objectivity, currency, context, and coverage of information and its sources. Identifies and analyzes differences in viewpoints. As required, differentiates between primary and secondary sources, using almost all primary sources. Journals used are peer reviewed.</td>
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IDEA Objectives: E=2  I=4
<table>
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<tr>
<th>IDEA Objectives: E=2</th>
<th>I=4</th>
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<tbody>
<tr>
<td><strong>4.0 Students will be able to use information for a specific purpose</strong></td>
<td><strong>Lacks organization of information. No synthesis of ideas or use of paraphrases or quotations to draw conclusions. Information need not met. Uses mostly quotes, with little to no paraphrasing. Unable to communicate ideas coherently.</strong></td>
</tr>
<tr>
<td><strong>Ineffective organization of information. Minimal synthesis of ideas with minimal use of evidence (paraphrases or quotations) to draw weak conclusions. Information need not met. Uses some paraphrasing and many quotations. Has not correctly determined if the information need has been fully met. Weakly communicates ideas.</strong></td>
<td></td>
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<tr>
<td><strong>Correct organization of information. Synthesizes ideas using some evidence (paraphrases or quotations) to draw weak conclusions. Uses paraphrasing and quotations. Meets the basic information need. Communicates ideas.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Effective organization of information. Synthesizes ideas effectively and presents evidence (paraphrases or quotations) to draw conclusions. Uses paraphrasing with some quotations. Determines if more information is needed or if the information need has been satisfied. Communicates ideas effectively.</strong></td>
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<tr>
<td><strong>Highly effective organization of information. Synthesizes multiple ideas successfully and presents solid evidence (paraphrases or quotations) to draw in-depth conclusions. Uses mostly paraphrasing with a few pertinent quotations. Effectively determines if more information is needed or if the information need has been satisfied. Communicates ideas expertly.</strong></td>
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<tr>
<td><strong>5.0 Students will be able to use technology to communicate information</strong></td>
<td><strong>Paper formatting indicates little skill in word processing applications. Many errors in formatting title page, headers, pagination, margins, headings, and/or spacing. Minimal use of spell or grammar check, excessive errors found.</strong></td>
</tr>
<tr>
<td><strong>Paper formatting indicates basic skill in word processing applications. Several errors in formatting title page, headers, pagination, margins, headings, and/or spacing. Minimal use of spell or grammar check, many errors found.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paper formatting indicates competence with word processing applications. Some errors in formatting title page, headers, pagination, margins, headings, and/or spacing. Use of spell or grammar check, few errors found.</strong></td>
<td></td>
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<tr>
<td><strong>Paper formatting indicates proficiency in word processing applications. Few errors in formatting title page, headers, pagination, margins, headings, and/or spacing. Obvious use of spell or grammar check, no errors found.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6.0 The teacher candidate demonstrates knowledge of written communication using appropriate writing mechanics</strong></td>
<td><strong>The candidate demonstrated an unsatisfactory level of knowledge of written communication by having at least four mechanical writing errors.</strong></td>
</tr>
<tr>
<td><strong>The candidate demonstrated an emerging level of knowledge of written communication by having at least three mechanical writing errors.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The candidate demonstrated a basic level of knowledge of written communication by having at least two mechanical writing errors.</strong></td>
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<tr>
<td><strong>The candidate demonstrated a proficient level of knowledge of written communication by having only one mechanical writing error.</strong></td>
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<tr>
<td><strong>The candidate demonstrated a distinguished level of knowledge of written communication by accurately using appropriate writing mechanics.</strong></td>
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<tr>
<td><strong>7.0 Use of multiple research-based sources</strong></td>
<td><strong>Insufficient research sources and used and cited – fewer than four – in developing the</strong></td>
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<tr>
<td><strong>A few research sources, fewer than four, some of which are appropriate to the topic, are used and</strong></td>
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<tr>
<td><strong>At least five research sources, some of which are appropriate to the topic, are used and cited</strong></td>
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<tr>
<td><strong>At least six research sources, most of which are appropriate to the topic, are used and cited</strong></td>
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<tr>
<td><strong>At least seven research sources, all of which are appropriate to the topic, are used and cited</strong></td>
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| 8.0 | The candidate demonstrates knowledge of parenthetical citation by using the American Psychological Association (APA) format | The candidate demonstrated an unsatisfactory level of knowledge for parenthetical citation by accurately using the American Psychological (APA) format that has more than three factual inaccuracies. | The candidate demonstrated an emerging level of knowledge for parenthetical citation by accurately using the American Psychological (APA) format that has only three factual inaccuracies. | The candidate demonstrated a basic level of knowledge for parenthetical citation by accurately using the American Psychological (APA) format that has only two factual inaccuracies. | The candidate demonstrated a proficient level of knowledge for parenthetical citation by accurately using the American Psychological (APA) format that has only one factual inaccuracy. | The candidate demonstrated a distinguished level of knowledge for parenthetical citation by consistently and accurately using the American Psychological (APA) format. |

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## DELAWARE STANDARDS FOR TEACHERS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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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>