READ 5399.060 Independent Study for
READ 5301
Language, Literacy, & Culture
The University of Texas at Tyler
Spring 2016

Instructor Information:
Joanna Neel, Ed. D., Assistant Professor
Office: BEP 212 A (Biology, Education, Psychology Building)
Office Hours: Virtual Mondays 10:11:30, 4:00-5:00
In Office Mondays / Wednesdays 10:00-11:30 AM

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Class schedule:
READ 4366 030 Corrective Reading Practicum; Mon. & Wed. 7:30-9:00 AM   UT-Tyler/
Caldwell Elementary School
READ 5307 060 (20696) Literacy Instruction Practicum - Online
Reading Practicum Coordinator
READ 5301 Independent Study

B. Catalog Course Description
Examination of the critical roles of language, and culture on the literacy development of all
students, including English learners.

C. Knowledge Base(s)
This graduate level course explores children's literacy development with particular emphasis on
the cognitive, linguistic, and socio-cultural factors, which influence literacy learning and teaching.
Course content focuses on understanding the ways in which literacy practices are closely linked
with linguistic, socio-cultural, and political circumstances. This understanding challenges models of
literacy (Street, 1995) in which reading and writing are viewed in technical terms as cognitive
accomplishments unrelated to any particular social or political context. Issues and questions
addressed draw from theories and empirical research that describe the cognitive, linguistic,
motivational, and sociocultural foundations of reading and writing development.

Course content incorporates the International Reading Association (IRA) as well as the Texas
Examination of Educator Standards (TExES) for the preparation of reading specialists/literacy
coaches (IRA, 2010; TEA, 2006). IRA standards pertain primarily to Standard 1: Foundational
Knowledge and Standard 4: Diversity. TExES Standards pertain primarily to Domain 1: Instruction
and Assessment-Components of Literacy, and Domain 3: Meeting the Needs of Individual Students.

D. Student Learning Outcomes
Upon successful completion of the requirements of this course, students will have an
opportunity to:

1. Develop an understanding of current research, policy, and practice related to children’s
literacy development.


2. Develop an understanding of language, its acquisition and role in first and second language literacy development.

3. Critically examine the ways in which language, culture (and society) transact with literacy in our lives, particularly in classrooms.

4. Apply the knowledge gained about language, literacy, and culture to develop an a research-based orientation to literacy and its teaching in K-12 settings.

E. Course Evaluation and Grading:
The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. **Online Engagement** (20 points or 20% of course grade). Throughout the semester, you will be expected to engage actively in online assignments and activities aimed at strengthening your ability to critically read, synthesize, and interpret literacy research findings, as well as engage in literacy research activities related to the course content and learning outcomes. Your contribution to specific online activities is a significant part of the course grade and an important component of our shared pedagogical experience. Your active participation will help me to evaluate your overall performance as a class member, as well as making the class more interactive and engaging for all of us. Active engagement entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with others online, and exploring implications and applications of knowledge gained for your own professional work. The following criteria will be used to evaluate your class participation and engagement.
   - 0-5 points = Low level of participation and engagement
   - 6-10 points = Moderate level of participation and engagement
   - 11-15 points = High level of participation and engagement

2. **Literacy Autobiography/Philosophy of Literacy Learning & Teaching** (20 points or 20% of course grade). In this project, you will have an opportunity to develop your own theoretical orientation to the literacy learning and teaching. In framing your theoretical orientation profile, you may want to (a) begin by constructing an extended literacy autobiography in which you describe who you are as a literate person in the various contexts of your life and how you developed into that person, and (b) end by sketching out your personal theory of literacy learning and teaching based upon your knowledge, skills, and dispositions towards literacy. The following topics or ideas may be helpful as you begin constructing your literacy autobiography and theoretical orientation to literacy learning and teaching:
   - Becoming literate: Your memories of the importance of literacy in your home when you were young; memories of learning to read and write; memories of language, reading and writing instruction in primary grades, upper elementary years, middle school and high school.
   - Yourself as a literate person: Your present literacy practices, language and literacy in your everyday life, your definitions of reading, writing, and literacy, your beliefs about language and literacy use in life.
   - Your theory of literacy teaching and learning): What you believe about how language and literacy should be taught/learned in school, how those beliefs are influenced by your own experiences with literacy learning in and out of school and how they compare to the theorists that we will talk about in class.

   **End Product:** A 3-5 page typed, double-spaced paper submitted in three drafts during the first, eighth, and fifteenth weeks of the semester. You will have an opportunity to rethink, upgrade, and/or refine your autobiography and theoretical orientation to literacy profile throughout the
semester as you apply new knowledge and insights gained from class readings, projects, and discussions. We will make time for all to share their work via various modes including, a PowerPoint presentation, a poster presentation, a picture book (including e-picture book), an oral presentation with artifacts, a collage, or any other choices approved by the instructor. The criteria for evaluating the third and final draft of your paper include originality of thought and expression, synthesis of ideas, and writing quality.

3. Literacy Research Synthesis (50 points or 50% of course grade)

In this assignment, you will have the opportunity to expand your knowledge of literacy research, policy, and practice through the completion of a literature review of a specific aspect or dimension of literacy and its teaching. Your task consists of the following:

(a) Select a research topic addressing a pertinent literacy and/or language issue or question. Please discuss your project and its format with me in advance.

(b) Carefully read relevant research literature on the selected topic or issue. Include a minimum of 12 research studies within the last 5 years except for classics or highly significant studies.

(c) Prepare a research synthesis of the literature reviewed. The synthesis should be a distillation of what research says about the selected topic and the implications of this research on literacy practice, not just a summary or an annotated bibliography of the studies reviewed. The final research synthesis paper should consist of 15-20 pages typed, double-spaced, and formatted using APA style.

The criteria for evaluating the final research synthesis paper will focus on the extent to which you have (a) selected an appropriate cluster of studies relevant to your selected topic, (b) provided a complete and accurate review of the research literature, along with a discussion of their implications for classroom practice, and (c) produced a well written paper, which closely adheres to APA style conventions.

4. Final Exam (10 points or 10% of course Grade)

The final exam will consist of a mix of multiple choice questions and constructed short responses exploring specific literacy issues or questions addressed throughout the course.

F. Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

### Projects & Grading Criteria

<table>
<thead>
<tr>
<th>Class Projects</th>
<th>Weight</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online Contributions</td>
<td>20%</td>
<td>20 points</td>
<td>On-going</td>
</tr>
<tr>
<td>2. Philosophy of Literacy</td>
<td>20%</td>
<td>20 points</td>
<td>Week 2-Thursday</td>
</tr>
<tr>
<td>3. Literacy Research Synthesis</td>
<td>50%</td>
<td>50 points</td>
<td>Week 4- Thursday</td>
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<td>4. Final Exam</td>
<td>10%</td>
<td>10 points</td>
<td>Exam Week</td>
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<tr>
<td><strong>Totals</strong></td>
<td>100%</td>
<td>100 points</td>
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### Performance Standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
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<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
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<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
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G. Required Texts, Materials, & Supplies

Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials (see readings list attached). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Required Texts:


Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports (see sample resources in attached references).

b. *Educational Leadership* (ascd.org)
c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
d. *Journal of Educational Psychology* (apa.org)
e. *Journal of Learning Disabilities* (www.ldanatLorg)
f. *Journal of Literacy Research* (www.nrconline.org)
g. *Language Arts* (www.ncte.org)
h. *Reading Research Quarterly* (www.reading.org)
i. *Tapestry Journal* (tapestry.usf.edu)
j. *The Reading Teacher* (www.reading.org)

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
H. Topical Outline & Schedule: The following course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as needed.

<table>
<thead>
<tr>
<th>Class Modules</th>
<th>Focus of Course Content</th>
<th>Readings &amp; Project Due Dates</th>
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</table>
| **Module 1:** Develop an understanding of current research, policy, and practice related to children’s literacy development | • Lecture 1.1: What research says about children’s literacy development  
• Lecture 1.2: How literacy research and policy inform literacy instruction  
• Lecture 1.3: Designing research-based literacy instruction practices | • Specific readings will be assigned weekly from course texts, policy reports, and journal articles (See reference List)  
• Online Contributions Assigned & Due Weekly (First due Monday of second week of semester); Others Due Every Monday by Midnight. |
| **Module 2:** Develop an understanding of language, its acquisition and role in first and second language literacy development. | • Lecture 2.1: Overview of first language acquisition  
• Lecture 2.2: Overview of second language learning and teaching  
• Lecture 2.3: Key components of language (phonology, morphology, semantics, and pragmatics) | • Specific readings will be assigned weekly from course texts, policy reports, and journal articles (See reference List)  
• Philosophy of Literacy Due Monday, of Wk. #5, Sept. 21, |
| **Module 3:** Critically examine the ways in which language, culture (and society) transact with literacy in our lives and in schools. | • Lecture 3.1: Roles of language, culture, and society in children’s literacy development and learning  
• Lecture 3.2: Addressing the language, literacy, and content needs of all students, including English learners (Part 1)  
• Lecture 3.3: Addressing the language, literacy, and content needs of all students, including English learners (Part 2) | • Specific readings will be assigned weekly from course texts, policy reports, and journal articles (See reference List)  
• Literacy Research Synthesis due Thursday of Week #15, November 16 |
| **Module 4:** Apply the knowledge gained about language, literacy, and culture to develop an a research-based orientation to literacy and its teaching in K-12 settings. | • Lecture 4.1: Developing a personal theoretical orientation to literacy and its teaching.  
• Lecture 4.2: Designing research-based programs for struggling readers in clinical settings  
• Lecture 4.3: Designing research-based literacy programs for classroom settings. | • Specific readings will be assigned weekly from course texts, policy reports, and journal articles (See reference List)  
• Final Exam-Finals Week |
I. SELECTED READINGS


University Policies:

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date, January 24, of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (September 4) is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date, September 9th.

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Texas Administrative Code

Title 19: Education

Part 7: State Board for Educator Certification

Chapter 247: Educator’s Code of Ethics


Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
InTASC Model Core Teaching Standards
April 2011

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.