EDUC 5372- 060 (80900)  
Fall 2014  
Models of Teaching  
The University of Texas at Tyler

A. Instructor Information

Name:  Literacy Faculty—Joanna Neel, Ed. D.  
Email:  jneel@uttyler.edu  
Office:  BEP 212-A  
Office Phone:  (903) 565-5750  
Office Hours:  Virtual  

- Mondays 10:00AM – 11:00AM; 4:00-5:00 PM  
- Wednesdays 10:00-11:00 AM  
- And/ Or by appointment  

Contact:  E-mail: jneel@uttyler.edu  
First Day of Class:  August 25, 2014  
Census Date:  September 8  
20th Class Day:  September 17  
Final Exams:  Week of December 8

B. Catalog Course Description

Teaching methodology for secondary teaching disciplines, curriculum, materials, and instructional models. Prerequisites: Admission to the Graduate School or Post Baccalaureate Teacher Certification.

C. Knowledge Base(s): INTASC Standards; Texas Essential Knowledge & Skills  
Key research, strategies, and teaching skills will be shared.

D. Student Learning Outcomes:

- Students will participate in online conversations, synthesizing and discussing each module.  
- Students will complete an educational autobiography.  
- Students will complete ten (10) assignments relevant to each module for week #2-11.  
- Students will complete a final exam.

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. **Educational Autobiography/Philosophy of Learning & Teaching** (20 points or 20% of course grade). In this project, you will have an opportunity to develop your own theoretical orientation to learning and teaching. In framing your theoretical orientation profile, you may want to (a) begin by constructing an extended learning 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 learning and teaching based upon your knowledge, skills, and dispositions towards learning and education. The following topics or ideas may be helpful as you begin constructing your educational autobiography and theoretical orientation to learning and teaching:

- Becoming educated: Your memories of the importance of 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 an educated person: Your present educational practices in your everyday life, your definitions and beliefs of education and learning
- Your theory of teaching and learning: What you believe about teaching and learning, what should be taught and learned in schools; how your beliefs are influenced by your own experiences in and out of school and how your beliefs compare to current research.

3. **10 Weekly Assignments (Weeks #2-11)** Assignments to reflect the learning objectives for modules 2-11. (50 points or 50% of course grade)

   - **End Product:** A 3-5 page typed, double-spaced paper. The criteria for evaluating your paper include originality of thought and expression, synthesis of ideas, and writing quality.

   - **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. Educational Autobiography</td>
<td>20%</td>
<td>20 points</td>
<td>Week 4</td>
</tr>
<tr>
<td>3. 10 Weekly Assignments</td>
<td>50%</td>
<td>50 points</td>
<td>Weeks #2-11</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>10%</td>
<td>10 points</td>
<td>Exam Week</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>100%</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Percent</td>
<td>Grade</td>
<td>Standard</td>
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</tr>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
</tr>
<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>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>00-65</td>
<td>65% or Below</td>
<td>F</td>
<td>Mediocre</td>
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G. Required Texts, Materials, & Supplies

Required Texts:


By Richard D. Kellough and Noreen G. Kellough

Publisher: Pearson

ISBN 0-13-704977-3; or 978-0-13-704977-6

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>
</tr>
</thead>
</table>
| Module 1:     | • Lecture 1.1: Introductions & Getting Started.  
• Lecture 1.2: *Secondary School Teaching* Ch. 1: Secondary School Teaching Today: Recognizing & Understanding the Challenge  
• INTASC Principles:  
• INTASC Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.  
• INTASC Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  
• INTASC Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.  
• INTASC Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.  
• INTASC Principle #10: The teacher fosters relationships with colleagues, parents, and agencies in the community to support students’ learning and well-being. | • 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:     | • Lecture 2.1: *Secondary School Teaching* Ch. 2 Teacher Professional Relationships  
• INTASC Principle#6: The teacher uses knowledge of effective verbal, | • Module #2 Assignment |
nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Lecture 3.1. Secondary School Teaching Ch. 3: Thinking &amp; Questioning: Skills for Meaningful Learning</th>
<th>Module #3 Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>INTASC Principle #1</strong> The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</td>
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</tbody>
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<thead>
<tr>
<th>Module 4</th>
<th>Lecture 4.1 Secondary School Teaching Ch. 4: The classroom Learning Environment</th>
<th>Module #4 Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>INTASC Principle #5</strong> 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.</td>
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<tr>
<td></td>
<td><strong>INTASC Principle #6:</strong> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
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<thead>
<tr>
<th>Module 5</th>
<th>Lecture 5.1 Secondary School Teaching Ch. 5: The Curriculum:</th>
<th>Module #5 Assignment</th>
</tr>
</thead>
</table>
| Module 6: | • Lecture 6.1: Secondary School Teaching Ch. 6: Planning the Instruction  
• **INTASC Principle #1** The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.  
• **INTASC Principle #2**: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.  
• **INTASC Principle #3**: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | • Module #6 Assignment |
| --- | --- | --- |
| Module 7: | • Lecture 7.1 Assessing & Reporting Student Achievement  
• **INTASC Principle #8**: The teacher understands and uses formal and information assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learners. | • Module #7 Assignment |
| Module 8: | • Lecture 8.1 The Thinking Curriculum: Using Teacher Talk, Demonstrations, Inquiry, and Games  
• **INTASC Principle #1**: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students. | • Module #8 Assignment |
<table>
<thead>
<tr>
<th>Module 9</th>
<th>Module 10</th>
<th>Module 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTASC Principle #2</strong>: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</td>
<td><strong>INTASC Principle #2</strong>: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</td>
<td><strong>INTASC Principle #9</strong>: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</td>
</tr>
<tr>
<td><strong>INTASC Principle #4</strong>: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving &amp; performance skills.</td>
<td>Lecture 9.1 Secondary School Teaching Ch. 9 Mastery Learning &amp; Differentiated Instruction</td>
<td>Lecture 11.1 Secondary School Teaching Ch. 11: Professional Development: A Continuing Process</td>
</tr>
<tr>
<td>Lecture 10.1 Secondary School Teaching Ch. 10 Organizing &amp; Guiding Student Learning in Groups</td>
<td><strong>INTASC Principle #3</strong>: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td><strong>INTASC Principle #9</strong>: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</td>
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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 9) 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 un administered 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.