

BIED 398/498 Student Teaching in Biology

Course Syllabus

Spring 2019

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|--------------------|---|---------------|------------------|
| Instructor: | Dr. Krista Slemmons | Office | Tues 10-11, |
| Office: | 347 CBB Building | Hours: | Wed 10-12, or by |
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The primary purpose of student teaching is to offer a carefully mentored experience to develop and enhance the knowledge, skills, and dispositions necessary to positively impact student learning and development. This field experience is a cooperative endeavor between the host school faculty, the university and you. Specifically, student teaching experience should connect theory to practice by:

- thinking, talking, and writing critically about teaching and learning in a real-world context;
- understanding school cultures and communities, with a focus on diversity within these settings;
- creating a beginning sense of self as a teacher;
- building professional relationships.

You are encouraged to maintain an open line of communication with your supervisor and cooperating teacher at all times. In addition, it is expected that you be actively engaged in the classroom at all times during your student teaching experience. Co-teaching is the encouraged model for instruction.

During your student teaching, you are expected to maintain a high level of professionalism. You are expected to communicate regularly with your cooperating teacher and your university supervisor. Problems are best handled before rather than later they escalate.

Absences: The School of Education expects that you are absent for no more than three days during the semester due to illness. You are expected to prepare sub plans in the event of your absence and communicate with your cooperating teacher on the procedures for “calling in.” Please refer to the student teacher handbook for more details.

THE REQUIREMENTS FOR THE COURSE ARE AS FOLLOWS. All forms/templates are posted on D2L.

| REQUIREMENT(S) | DETAILS | DATE/TIME DUE |
|--|---|---|
| <input type="checkbox"/> Student Teacher Information Form | Appendix 1. Please complete to the best of your knowledge. If a room number changes please inform me. | First week of classes |
| <input type="checkbox"/> Statement of Expectations | Appendix 2: Written plan for student teaching experience including: schedules, duties, specific subject areas, lesson formats, groupings, evaluation plan, etc. | Second week of classes |
| <input type="checkbox"/> Weekly Reflection | Appendix 3: Focus of your reflections should be on the InTASC Standards. 1-2 standards should be identified and addressed in each reflection in addition to addressing: what were your successes, challenges, what would you do differently, etc. Examples of student reflections are posted on D2L. <i>These should be at least a page in length.</i> | Sunday @ midnight, uploaded to D2L <i>(Reflection Week # ____ Last name)</i> |
| <input type="checkbox"/> Weekly Lesson Plans | Appendix 3: These lesson plans need to be an outline format addressing: What, Why, How and Assessment. A template is provided on D2L | Sunday @ midnight, uploaded to D2L <i>(LP Week #_Last name)</i> |
| <input type="checkbox"/> Review CT Evaluation Form | Sit down with your cooperating teacher and look through the evaluation form. Ask CT to highlight areas where you have strengths and areas for improvement | 5 th week of placement |
| <input type="checkbox"/> Observations | <p>Pre-observation Send a copy of your lesson plan including handouts, presentations, etc. at least 24 hours prior to delivery of the lesson.</p> <p>Fill in how you will address each Teacher Standard during the lesson (see template on D2L)</p> <p>Lesson plans Appendix 4: Use the School of Education lesson plan template</p> <p>Reflection Submit a 1-2 paragraph reflection on your thoughts regarding the lesson (i.e. what went well, how could you improve, etc.)</p> <p>Post observation conference</p> | <p>4 /semester (2 each quarter if 2 placements)</p> <p>4 / semester</p> <p>4 / semester, due one week after observation</p> |

A post observation conference will be held within 48 hours of the delivery of the lesson via skype, google hangout or email. See post observation reflection paragraph. 4 / semester, due within 48 hours of each lesson

Supervisor Evaluation

Appendix 5: Formative assessments will be provided 2 days following video reflection submission 4 / semester

| | | |
|---|--|---|
| <input type="checkbox"/> First classroom visit | Will contact CT first week. Learn the context for learning (i.e. school culture and student background, IEP/504 students, student/faculty names, school policies). | Second week of classes |
| <input type="checkbox"/> Summative evaluations | Your cooperating teacher should submit a summative evaluation within 1 week of the end of your student teaching. Please ask your CT for a preliminary evaluation to upload to your portfolio prior to the final seminar class on May 12. See student handbook for the evaluation template. | Within 1 week of the end of your student teaching, original mailed to the Office of Field Experiences |
| <input type="checkbox"/> Portfolio | Allow for access as soon as possible Items to be added (revise Teaching Philosophy, Credentials, Evaluations, Student teaching assignment) | May 12 |

Detailed expectations, descriptions and examples can be found in the Handbook for Student Teaching

Observations will be scheduled in advance by your supervisor and will occur on Mondays or Fridays. Your first and last observation will be done in person. Ideally, we will conduct one observation per month. If you have a change in the scheduled observation, please let me know ASAP. If there is a change on the day of the observation, please send me a text message or email.

Following each observation, please respond within 24-48 hours (via email) to the following questions:

Describe a few items that went well and a few that did not. What is one thing that you would like to improve regarding this lesson (or anything else related to your teaching practice) and what steps are you taking to accomplish this?

Appendix 1: Teacher Candidate Information

| PERSONAL INFORMATION | | | |
|--|--|----------------|--|
| Name | | | |
| Address while student teaching | | | |
| Telephone | | | |
| Portfolio web address | | | |
| SCHOOL INFORMATION (1 st Quarter Placement) | | | |
| Name of School | | | |
| School Address | | | |
| School Telephone | | Principal | |
| Cooperating Teacher | | Email of CT | |
| Placement Begins | | Placement Ends | |
| SCHOOL INFORMATION (2 nd Quarter Placement) if applicable | | | |
| Name of School | | | |
| School Address | | | |
| School Telephone | | Principal | |
| Cooperating Teacher | | Email of CT | |
| Placement Begins | | Placement Ends | |

Modify to provide your daily schedule and location as necessary

| Period | Time | Subject | Grade | Room # |
|--|------|---------|-------|--------|
| Before School | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| After School | | | | |
| Best time to contact/meet | | | | |
| Best contact number | | | | |
| Dates during the placement that classes will not meet (vacations, testing days, conference days, inservice days, etc.) | | | | |
| | | | | |
| Employment outside of student teaching (include work schedule) | | | | |
| Other important information | | | | |

Appendix 2: STATEMENT OF EXPECTATIONS

This is an agreement between you and your cooperating teacher and should be created in a collaborative manner. This document should address but is not limited to the items listed to the right:

- Arrival/departure times
- Responsibilities (academic and administrative)
- Grading policies
- Lesson plan expectations
- Time line for lesson plans
- Teaching load
- Scheduling interviews
- Sick day procedures

- **Basic expectations of the Teacher Candidate:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

- **Expectations the Teacher Candidate has of the experience:**

- **Provide a basic description of the role of the teacher candidate and/or tasks to be accomplished during each week of the experience:**

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16:

*****We agree to this statement and to further discussion of these objectives as the term progresses.*****

Cooperating Teacher's Signature: _____ Date: _____

Cooperating Teacher's Signature: _____ Date: _____

Teacher Candidate's Signature: _____ Date: _____

Example of Teacher Candidate Expectations

1. Two-way, open communication: communicate triumphs & needs, strengths & weaknesses, accomplishments and need for help. Communication may include a collaborative log.
2. Do not view criticism as negative. Always be open to ideas from others to help make you a better teacher.
3. Treat all students with respect, seeing & knowing them as individual human beings with personality, talents, and struggles.
4. Know your subject matter.
5. Arrive at school 10 minutes prior to the school day (school day 7:25am - 3:25pm).
6. Dress professionally (Friday can include jeans with red/black school apparel).
7. Attend staff meetings, IEP meetings, and committee meetings as appropriate.
8. Be familiar with school policies as in the school Handbook such as fire, tornado, Code React, and evacuation procedures.
9. Establish and reinforce the schools “mantra:” All students & staff are respectful, responsible, & driven to succeed.
10. Follow established attendance & grading policies recording information in Skyward.
11. Plan notes, labs, assignments & activities at least 1 week in advanced, but anticipate some flexibility to be necessary & expected.
12. Become familiar with various technologies and use them to engage and enhance student learning.
13. Reflect weekly on your student teaching experience.
14. Visit other classrooms to watch various teaching styles in multiple disciplines.
15. Have fun with student teaching! You will never work harder for less pay in your life ☺

Example of Expectations - Weekly schedule:

Week 1

- Observe all lessons for Alternative Biology and General Biology
- Learn students' names and classroom procedures
- Get acquainted with administrators and other staff members
- Begin making relationships with students and staff
- Review Statement of Expectations and make revisions

Week 2

- Continue to observe all lessons for Alternative Biology and General Biology
- Review district and school handbooks
- Discuss goals and expectations with cooperating teacher(s)
- Provide assistance to teachers and students during classroom activities
- Reflect on daily school experiences
- Team teach one lesson or lead one activity
- Attend an IEP meeting with permission from all members (if/when appropriate)

Week 3

- Continue to team-teach lessons with cooperating teacher (when appropriate)
- Provide students with individual help and/or feedback regarding academics and/or behavior
- Further discuss with cooperating teacher(s) upcoming weeks' schedules
- Begin to generate or research new ideas or activities that are relevant to the topics that will be taught.
- Attend an extracurricular event that takes place at the school
- Talk with supervisor and set up an observation/evaluation
- Develop a detailed lesson plan for Supervisor on lesson(s) that I will teach

Week 4

- Observe another classroom in the building during prep or lunch hour
- Begin gathering resources from cooperating teacher(s)
- Begin teaching 2nd hour Alternative Biology and 10th hour Biology classes

- Attend any after school staff/team meetings
- Attend an IEP meeting/or follow up with permission from all members (when appropriate)
- Further discuss with cooperating teacher(s) upcoming weeks' schedules
- Talk with the principal or science coordinator about observation/evaluation.
- Develop a detailed lesson plan for Supervisor on lessons that are used in class prior to evaluation
- Help students and cooperating teacher during all other class periods; get involved and team teach as much as possible

Week 5

- Continue teaching 2nd hour Alternative Biology and 10th hour Biology
- Begin teaching 3rd hour Alternative Biology
- Search for modifications to current lesson plans to improve the lesson. i.e. engaging warm-up activities, group work, games, video-clips, etc.
- Observe a different classroom in the building during prep or lunch hour
- Continue gathering resources from Cooperating Teacher(s)
- Continue to reflect and grow from teaching experiences
- Attend a different extracurricular event that takes place at the school
- Volunteer for an extracurricular event or any other event that takes place at the school or within the district
- Follow up with IEP meeting; or attend another if possible
- Further discuss with cooperating teacher(s) upcoming weeks' schedules

Week 6

- Continue teaching 2nd and 3rd hour Alternative Biology and 10th hour Biology
- Continue to search for additional modifications or activities that can be implemented into lesson plans.
- Review Statement of Expectations to see that accurate progress is being made
- Continue to help assist with IEP process or any other student referral or testing processes
- Continue gathering resources from cooperating teacher(s)

- Have a discussion with cooperating teacher(s) about performance and progress made
- Continue to be involved with student IEP meetings
- Offer help before/after school for students in the Science Resource room
- Further discuss with cooperating teacher(s) upcoming weeks' schedules

Week 7

- Set up observation/evaluation with Supervisor
- Develop a detailed lesson plan for Supervisor prior to visit
- Continue to teach 2nd and 3rd hour Alternative Biology and 10th
- Continue gathering resources from cooperating teacher(s)
- Discuss with cooperating teacher(s) the upcoming weeks' schedules and review the lesson plans that were created for full-time teaching
- Video tape one lesson and write a self-reflection
- Begin teaching 7/8th or 11th hour Biology
- Plan to teach 1-3rd hour Alternative Biology and 7/8th and 10th hour Biology

Week 8

- Teach full-time
- Continue gathering resources from cooperating teacher(s)
- Ask another administrator or science coordinator to make observations and evaluate

- Attend an extracurricular event
- Make modifications to lesson plans as necessary

Week 9

- Teach full-time
- Continue gathering resources from cooperating teacher(s)
- Set up observation/evaluation with Supervisor

Week 10

- Teach Full time
- Develop and implement closing activities to wrap-up teaching placement
- Observe another classroom in the building
- Discuss the past weeks teaching with cooperating teacher(s), Supervisor, and administrators/curriculum coordinator that observed and evaluated a lesson.

Week 11-16

- Continue gathering resources from cooperating teacher(s)
- Continue to work with, plan, and observe cooperating teacher to gain more knowledge and skills about teaching
- Discuss interviews, hiring tips, etc. with staff and cooperating teachers(s)
- Observe other classrooms

Appendix 3: Student/Intern Teacher Journal Reflection

| | | |
|------------------|------------------|---------------|
| Name: | For the week of: | Reflection #: |
| inTASC standard: | | |
| | | |
| inTASC standard: | | |
| | | |

Student/Intern Teacher Weekly Lesson Plans (in brief)

**List the topic that will be covered, your role in teaching and a brief description of the lesson. Please use the School of Education Lesson Plan Template for lessons observed by your supervisor. A template is found in D2L.*

| Dates: | | | | | | |
|----------------|--------------------|---------------|----------------|------------------|-----------------|---------------|
| Name: | | | | | | |
| Subject | Description | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Your role | | | | | |
| | How | | | | | |
| | What | | | | | |
| | Why | | | | | |
| | Assessment | | | | | |
| | Your role | | | | | |
| | How | | | | | |
| | What | | | | | |
| | Why | | | | | |
| | Assessment | | | | | |
| | Your role | | | | | |
| | How | | | | | |
| | What | | | | | |
| | Why | | | | | |
| | Assessment | | | | | |

Appendix 4: Lesson Plan template UWSP, Professional Education Program Lesson Plan Framework

Please use this framework to design your plans for effective instruction. The embedded shaded guidelines and questions will help you consider aspects to address as you prepare your plan. Be sure to keep in mind the Gradual Release of Responsibility Model as you write your plan. Remember this learning model guides the learner through teacher modeling and demonstration, shared teacher/learner demonstration, learner guided practice, and learner independent practice. Please enlarge cells as needed when writing this plan.

| General Information | | |
|--|---------------|--------------------------|
| Name: | Date: | |
| Grade/Setting: | Class: | Length of Lesson: |
| Subject/Unit: | | |
| Knowledge of Context and Learners to Inform Teaching <i>In the box below:</i> | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Describe the type of school where you are teaching (i.e., preschool, elementary, middle school, high school, other; and urban, suburban, rural) <input type="checkbox"/> List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with special education teacher) that will affect your teaching in this learning segment. <input type="checkbox"/> Describe any district, school, or cooperating teacher requirements, or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests. <p>Also address the following points related to learners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> About the children in the class, describe the grade level, age range, number of learners in the class, number of males and females. <input type="checkbox"/> Explain required or needed supports, accommodations or modifications for your learners that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher for verification of learner needs. <input type="checkbox"/> Include the variety of learners in your classroom culture who may require different strategies/supports or accommodations/modifications to instruction or assessment: English/Dual Language Learners, learners with gifted Intellectual abilities needing greater support or challenge; other personal/cultural/community assets; learners with Individualized Education Plans or 504 plans; struggling readers, and learners who are underperforming or those with gaps in academic knowledge. | | |
| | | |

Central Focus/Enduring Understandings of Lesson/Unit

Essential Questions

- Provide open-ended, grade-level (or age-level) appropriate questions that will prompt exploration, innovation, and critical thinking about the central focus (typically 2-4).

Content Standards: Number and Applicable Wording (quote relevant parts of standards, i.e., Common Core State Standards, Wisconsin Model Academic Standards, Wisconsin Model Early Learning Standards)

Lesson Standards (Unit Standards if applicable)

Learning Outcomes/Objectives [align with reference lesson standard number(s)]

- Identify what your learners will know, will be able to do, and value as a result.

Formative Assessments

Please keep in mind that formative assessment is an on-going process including: developing the assessment, providing feedback and using the results to inform instruction.

- Describe how you will use formative assessments to elicit direct, observable evidence in order to monitor and/or measure learner learning and inform instruction.
- Identify how you will use the results of your formative assessment to plan interventions and/or additional challenges for learners.
- Identify how you will communicate with learners about their learning.

Please consider:

- *In what ways do learners have multiple options to demonstrate their learning?*
- *How will your assessment be culturally responsive?*
- *How will you support learners in reflecting on and monitoring their own learning?*

Academic Language

- List general academic and content specific language that is essential for learner understanding.

Please consider:

- *What prior knowledge do learners need in order to be able to understand the unit/lesson concepts?*
- *What key vocabulary must students have in order to access the lesson/unit concepts?*
- *How will you help the variety of learners in your classroom understand the unit/lesson concepts?*

Unit Concepts/Academic Vocabulary

Lesson Concepts/Academic Vocabulary

Prior Knowledge and Pre-Lesson Data Analysis

- What is it that learners need to know and be able to do prior to this lesson?
- What are your learners' strengths, weaknesses, preferences, and interests?
- How will you determine what learners know and can do and their preferences and interests in preparation for this lesson?

- What conceptions and misconceptions or misunderstandings might learners have related to this lesson?
- How will this information be used to plan instruction?

Lesson Procedure

Your instructional plan should be written as a series of steps, with introduction, steps in the body of the lesson, and closure. The following five components should be explicitly included in your procedures:

1. Communicate your purpose and revisit the learning target(s) at both the beginning and end of the plan
2. Be sure to activate/build background knowledge
3. Be sure to use instructional practices/strategies within your lesson procedure that ensure meaningful engagement of all learners
4. Be sure to present key information and engage learners in multiple ways, e.g., visual, auditory, and kinesthetic
5. Be sure your plan reflects implementation of the Gradual Release of Responsibility Model

As you are writing please keep in mind the following considerations:

6. How is proficiency for learning outcomes/objectives defined? How will you communicate this purpose to the learners?
7. Which routines will be taught or revisited in order for learners to be successful in this lesson?
8. Which culturally responsive research-based/evidence-based instructional practices and strategies will you use?
9. How will you purposefully group learners to facilitate learning?
10. How will you make intra- and/or inter-disciplinary connections?
11. How will a range of assessments be used to monitor and/or measure learner learning and inform instruction?
12. What technology and media will you use to deepen learning?
13. What assistive technologies will individual learners require to access learning?
14. How will you use disciplinary literacy to engage learners in authentic tasks?
15. How will you provide learners with opportunities for learning and application of academic language?
16. How will you provide learners with opportunities for applications of skills, learner directed inquiry, analysis, evaluation, and/or reflection?
(Remember Gradual Release of Responsibility)
17. How will you reflect on the central focus and transitions to the next lesson?
18. How will you provide learners with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader? Remember the graduate release of responsibility.

| Instructional Plan | Time Estimate (associated with each step) | Resources, Materials and Technology |
|--------------------|--|-------------------------------------|
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Commentary Teacher Reflection and Post-Lesson Analysis

- How were a range of assessments used to monitor and/or measure learner learning and inform instruction?
- Did all my learners demonstrate evidence that learning occurred? How do I know?
- Which learners did not meet the expected learning based on the assessment evidence? What interventions will I use?
- How will this information be integrated?
- How can I grow professionally to enhance learner learning?

NOTE: When you are finished with your lesson plan, please delete all shaded directions.

Appendix 5: Supervisor Assessment

| University Supervisor Formative Assessment | | | | |
|--|--|--------------|--|------------|
| Teacher Candidate | | Coop Teacher | | Supervisor |
| Subject/Grade | | School/City | | |
| Date | | Start Time | | End Time |
| InTASC Standard | | Observations | | |
| The Learner and Learning | | | | |
| 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. | | | |
| 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. | | | |
| 3. Learning Environment | 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. | | | |
| Content | | | | |
| 4. Content Knowledge | The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | | | |
| 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. | | | |
| Instructional Practice | | | | |
| 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. | | | |
| 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. | | | |
| 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. | | | |
| Professional Responsibility | | | | |
| 9. Professional Learning & Ethical Practice | The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner. | | | |
| 10. Leadership & 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. | | | |

Guidance/Feedback for Teacher Candidate:

Recommendations for Teacher Candidate Growth:

The [teacher candidate] [cooperating teacher] [university supervisor] discussed the observation in a conference.

*** Please underline conference participants***

Prepared by university supervisor: _____ Date: _____

The university supervisor will send an electronic version of this evaluation to the teacher candidate for inclusion in the ePortfolio.

Preconference Assessment Template

*How will you address these standards during your lesson? You may have addressed some of these standards outside of the observed lesson. If that is the case, please indicate what you have done to fulfill the standard(s).

| | | |
|--|--|--|
| 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. | |
| 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. | |
| 3. Learning Environment | 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. | |
| 4. Content Knowledge | The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. | |
| 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. | |
| 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. | |
| 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. | |
| 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. | |
| 9. Professional Learning & Ethical Practice | The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner. | |
| 10. Leadership & 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. | |