



TAYLOR UNIVERSITY DEPARTMENT OF EDUCATION

Mild Intervention Licensure Student Handbook

*Developing Competent, Caring, and Reflective Teachers
Prepared for World Service*

Taylor University
236 West Reade Ave.
Upland, IN 46989
765-998-5147

TABLE OF CONTENTS

Department of Education Directory	3
Mild Intervention Catalogue Description	4
Program Requirements	5
Mild Intervention Course Descriptions	6
Mission Statement	7
General Program Requirements	8
State Licensure Tests	8
Frequently Asked Questions	9
Conceptual Framework	10
General Information	
Advisement	12
Financial Aid.....	12
Certification	12
Grading System	12
Transfer Credit from Other Institutions	12
APA Format.....	13
Course Extensions	13
Candidate Disclosure Policy.....	13
Field Experiences.....	14
Field Experience Placement Form	15
Diverse Field Placement Information Form	16
Academic Grievance Policy.....	17
Academic Integrity.....	18
The InTASC Model Core Teaching Standards	20

DEPARTMENT OF EDUCATION DIRECTORY
Mild Intervention Program

Taylor University Department of Education
Phone - 765-998-5147 - Upland
Fax: 765-998-4313 - Upland

Dr. Pamela Medows Professor	765-998-5145	Director of Licensure Programs
Dr. Cynthia Tyner Professor	765-998-5146	Chair, Department of Education
Mrs. Kim Overbey Director of Teacher Certification	765-998-5286	Indiana Certification Licensure Testing
Mrs. Carrie Meyer	765-998-4554	Director of Online Learning
Mrs. Leah Kimbrell	260-440-8250	Licensure Program Advisor
Mrs. Shannon Shilts Program Assistant	765-998-5147	Department Support
Dr. Jeff Groeling	765-998-5246	Vice Provost

Mild Intervention Catalogue Description

The mild intervention licensure program is a series of **graduate** level courses designed for individuals who are licensed in the state of Indiana and wish to add Exceptional Children: Mild Intervention (P-12) certification to their license. This **online** program allows for flexibility as one progresses toward completion of the program.

Candidates desiring the mild intervention licensure must possess a valid Indiana license in elementary education, secondary education or all-grade (P-12). Upon completion of the courses, candidates must meet all state licensure requirements of the Indiana Department of Education which will include content area test(s) for mild intervention.

Program Structure

The structure of the program is unique. Classes are taken in 4 month terms in which the student determines the start date. A student can enroll and begin a course any day of the year. Financial aid is not available for this program.

A student can work on a class any time of the day and never have to be online at a specific time. Courses are taught online in an independent study format through [Blackboard](#), Taylor's course management system. While the coursework is completed online, some classes require classroom observations and experiences that are completed in the student's local community. There is no student teaching requirement.

MILD INTERVENTION PROGRAM REQUIREMENTS

SED 520	Exceptional Children Field Experience: Teacher interview	3 hours
SED 530	Foundations of Special Education No Field Experience required	3 hours
SED 535	Critical Issues in Special Education Field Experience: Special Education Director interview	3 hours
SED 540	Assessment in Special Education Field Experience: 10 hours observation over minimum of 4 weeks	3 hours
SED 550	Behavioral Management Field Experience: 10 hours observation over minimum of 4 weeks	3 hours
SED 555	Methods of Special Education Field Experience: 10 hours practicum over minimum of 4 weeks	<u>3 hours</u>
		18 hours

Field Experiences: Field Experience Placement locations and times are determined mutually between candidate and instructor. Field Experience Placement forms are to be signed by an appropriate school official to verify the field placement. Forms are then forwarded by the candidate to be placed in the candidate's file in the Taylor University Education Department Office.

Mild Intervention Licensure Program

SED 520 – Exceptional Children (3 hours)

This course is designed to prepare the teacher for the challenge of meeting the needs of diverse student populations in the regular classroom. Various topics included are diverse student populations, mainstreaming and inclusion, federal and state special education laws, identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Assignments are commensurate with graduate level work. Field experience required.

SED 530 – Foundations of Special Education (3 hours)

This course is an overview of the history and development of laws which mandate the provision of special education and related services to students with disabilities. The purpose of this course is to *empower* the prospective teacher of special education through the development of the knowledge of the legal foundation of special education. Students will gain an understanding of the legal issues surrounding the rights and provision of special education services to students with disabilities in public schools. This course will provide students with information about legal issues in special education with an emphasis on implementing legally sound policies and procedures in their own practice.

SED 535 – Critical Issues in Special Education (3 hours)

The purpose of this course is to *empower* the prospective teacher of special education through their preparation to respond to issues they will encounter in the profession. Students will explore a wide variety of issues and trends currently impacting the field of special education. Students will gain an understanding of the important issues surrounding the inclusion of students with mild to moderate disabilities in public schools. Field experience required. Prerequisites: SED 520, SED 530

SED 540 – Assessment in Special Education (3 hours)

This course focuses on formal and informal assessment used to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other personnel is discussed. Field experience required. Prerequisites: SED 520, SED 530

SED 550 – Behavioral Management (3 hours)

Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. Characteristics and observations of behavior disorders are also explored. Field experience required. Prerequisites: SED 520, SED 530

SED 555 – Methods of Special Education (3 hours)

Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Field experience required. Prerequisites: SED 520, SED 530

**TAYLOR UNIVERSITY
DEPARTMENT OF EDUCATION**

MISSION STATEMENT

The Taylor University Department of Education provides students with a rigorous professional preparation in the areas of elementary and secondary education. This occurs within a reflective framework of evangelical Christian values that integrates faith with liberal arts and professional training. Students will be equipped and empowered to have a profound influence on the educational growth of the students they teach in public, private and/or overseas school settings.

Realizing that the preparation of teachers is a university-wide responsibility, the Department of Education cooperates and collaborates with all other departments to ensure the development of high-quality general education and major fields of study. This comprehensive liberal arts curriculum structured within the general education requirements provides the foundation for subject-matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession.

Interwoven into the professional preparation program is the demonstration of excellence in teaching as well as the emulation of the servant-leader model by faculty. As a result, students will be equipped to meet the needs of a diverse, pluralistic, global community.

**MILD INTERVENTION
TAYLOR UNIVERSITY
GENERAL PROGRAM REQUIREMENTS**

1. Complete the application process with all required information
 - a. Fill out online application
 - b. Submit the following to the Director of Licensure Programs:
 - i. Copy of current Indiana license
 - ii. Copy of college transcripts (for possible course waivers)
 - iii. Copy of licensure test scores
 - iv. Criminal background check (within the last year)
 - c. Pay \$100 application fee
2. Complete required courses
3. Maintain a 2.7 grade point average throughout the program and earn at least a C- in all coursework

State Licensure Tests

Content Area Assessment: Subject assessments measure your content knowledge of the subject(s) you will teach. To add the mild intervention content area to a teaching license, you must take and pass the following test after you complete your courses:

(025) Exceptional Needs – Mild Intervention

You are also required to pass the following:

(064) Exceptional Needs – Mild Intervention: Reading Instruction

However, if you have passed any of the following, you are not required to take (064):

- (014) Early Childhood Generalist – Subtest 1: Reading and English Language Arts
- (060) Elementary Education Generalist – Subtest 1: Reading and English Language Arts
- (038) Reading

For additional information, contact any of the following:

Mrs. Kim Overbey, Director of Teacher Certification, kmoverbey@taylor.edu, 765-998-5286
Dr. Pam Medows, Director of Licensure Programs, pmmedows@taylor.edu, 765-998-5145
Pearson Testing website: <http://www.in.nesinc.com/>

Mild Intervention: Frequently Asked Questions

Q: Are there any grade point requirements (GPA) for admission to the program?

No, but the candidate must have a valid Indiana teaching license.

Q: How many classes must I take?

The candidate must meet standards prescribed by the Indiana Department of Education (IDOE). For the mild intervention licensure program, the candidate can meet standards with six courses.

Q: Does this program contain field experiences and student teaching?

Student teaching is not required, though the program does contain several courses in which field experiences are mandatory. Since the mild intervention licensure is for P-12, students must complete at least one field experience in an elementary school and one in secondary.

Q: How long will it take to complete the program?

The program is designed to be flexible depending upon the individual candidates. The program could be completed in 12-18 months if the candidate is willing to commit the time to the program.

Q: Upon completion of all program and testing requirements, what content area will I be eligible to add to my license?

The content area is Exceptional Needs: Mild Intervention (P-12).

Q: Must I pass state tests?

Yes, all candidates must pass the appropriate content area tests. Please review the [Licensure Tests](#) page for complete information.

Q: Can I transfer my Indiana state teaching license to another state?

Most states have [reciprocity agreements](#) that make it easier for a licensed teacher to become licensed in another state.

Q: How do I take the required courses?

Courses are taken online; however, field experiences in the classroom are required. Prior to taking courses, the candidate must be accepted into the program.

Q: Do I need to maintain a GPA in the program?

Yes, candidates must maintain a 2.7 GPA and earn at least a C- in all coursework.

Q: What courses must I take first?

SED520 Exceptional Children and SED530 Foundations of Special Education

Q: Can mild intervention courses be waived based on previous coursework taken?

Yes, up to 3 courses can be waived based on coursework taken within the last ten years.

Q: Is financial aid available?

No

CONCEPTUAL FRAMEWORK OUTLINE

VISION: The Taylor University teacher education graduates will be competent, caring and reflective teachers prepared for world service.

MISSION: The Taylor University Department of Education will:

1. Provide candidates with rigorous professional preparation in the areas of elementary and secondary education.
2. Integrate faith and Christian values with liberal arts and professional training.
3. Cooperate and collaborate with all other departments to ensure the development of high-quality general education and major fields of study.
4. Demonstrate excellence in teaching as well as the emulation of the servant-leader model by faculty.

GOALS: The Taylor University teacher education candidates and graduates will meet the following goals:

1. To develop competency in personal qualities, general education, ethical and moral dispositions, subject matter, and professional skills.
2. To strive to become caring teachers who are learner-centered and respondents to the intellectual, social, emotional, and physical developmental needs of each student.
3. To become reflective teachers who are thoughtful individuals motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking.
4. To become equipped with the knowledge, understanding, performance skills, and attitudes for developing a global perspective that values and appreciates the contribution of a diverse student population in public, private, and/or international settings in the community for which they serve.

COMPETENCIES: The Taylor University teacher education candidates and graduates will demonstrate the following five primary competencies which are mastered through their integration of the academic and spiritual objectives of the university.

1. Personal Competencies:
Teacher education candidates and graduates will develop those aspects of personality and interpersonal relationship skills that will enhance effective classroom teaching and contribute to society.
2. General Competencies:
Teacher education candidates and graduates will exhibit knowledge of respect for and an application of the liberal arts as these relate to teaching, positive involvement in the world, and personal enrichment.

3. *Ethical Competencies:*

Teacher education candidates and graduates will consistently use Christian and professional ethics and will demonstrate a caring commitment to self, the profession, and to the people with whom they work.

4. *Subject Matter Competencies:*

Candidates and graduates of the teacher education program will demonstrate a level of proficiency in their chosen subject matter discipline that will allow them to be competent teachers of that discipline.

5. *Professional Competencies:*

Teacher education candidates and graduates will understand and apply the reflective, factual, theoretical, and practical knowledge of the educational process as related to the specific academic level.

GENERAL INFORMATION

Advisement

Students in the mild intervention program are advised by Taylor University Online. This academic advisor will continue to advise the student throughout the program. While advising is available, much of the student's planning is self-directed.

Financial Aid

Students pursuing mild intervention licensure are not eligible to borrow money through the Federal Direct Stafford Loan program.

Certification

All teacher education programs have been designed to meet Indiana licensure requirements and have been approved by the Indiana Department of Education. Students who complete an approved mild intervention licensure program and pass content area test(s) will be eligible to add Exceptional Children: Mild Intervention (P-12) to their Indiana teaching license. The teacher certification office at Taylor University is responsible for verifying to the Indiana Department of Education that all requirements for licensure have been met and for processing all applications for licensure.

Students should contact the Taylor University Education Department Teacher Certification Office during the final course to obtain information about adding a content area to their Indiana license. Links to other states' reciprocal license procedures are found at <http://online.taylor.edu/transition-to-teaching/tests.shtml>.

Grading System

The following grades and quality points are assigned to graduate students at Taylor University in calculating the GPA:

<i>Grade Meaning</i>	<i>Quality Points</i>	<i>Calculated in GPA</i>
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Satisfactory	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Poor	2.00	Yes
C-	1.67	Yes
F Failing	0	Yes
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes

Transfer Credit from Other Institutions

Students seeking admission to the mild intervention program may have course credits that are applicable to the program, which will be determined by the initial transcript audit. Any eligible courses must have been taken within the last ten years.

APA Format

All written materials submitted for professional education courses must use the guidelines of the Publication Manual of the American Psychological Association (APA). These guidelines include production of text as well as documentation of print and electronic sources.

Course Extensions

A student is eligible for one 4-month extension per course. The fee for a 4-month extension is \$250. Extension requests and payment of the fee must be received prior to the expiration date of the course.

If a course is not completed within the original enrollment period and the student does not request an extension, or if a student cannot complete the course by the end of the extension period, a grade of "F" is issued. Students have a one-time option of re-enrolling in the course and, while the old course and grade remains on the transcript, only the new grade from the repeated course will be counted in the cumulative statistics.

Candidate Disclosure Policy

Candidates in teacher education courses are required to self-report in writing any criminal legal proceeding in which the candidate is involved. Moreover, after being accepted into the TTT program, the program participant must also self-report in writing any criminal legal proceeding in which he/she becomes involved. The self-report should be submitted to the Director of TTT. For purposes of this policy, a "criminal legal proceeding" means an arrest or conviction for a criminal offense of any kind. A self-report pursuant to this policy must be made as soon as the candidate or program participant becomes aware of the criminal legal proceeding. Failure to self-identify as required by this policy may result in consequences deemed appropriate by the university including, but not limited to, immediate removal from the TTT program.

FIELD EXPERIENCES

Field experiences are considered a vital part of teacher preparation.

Field Experience Placement Form

Candidates are required to submit a Field Experience Placement Form for each field experience. The form is to be completed by the candidate including school information and appropriate signatures. The form is to be electronically forwarded to the professor and Director of Licensure Programs at Taylor University. The form will be placed in the candidate's file.

Diverse Field Placement Information

Candidates are required to submit a Diverse Field Placement Information Form for each school visited. The form is to be completed by the candidate from school demographic data. The form is to be electronically forwarded to the Director of Licensure Programs. The form will be placed in the candidate's file.

Dress Code: Appearance Reflects a Professional Image

Since teachers are highly visible to students and to the general public, they are expected to be well dressed and groomed. In fact, some school districts have dress codes for their teachers. Taylor University students who are pursuing teaching licenses must also be prepared to function as teachers, which mean they must behave, dress and carry their responsibilities in a proper manner.

To maintain and promote these essentials, candidates are expected to know and adhere to the following guidelines while visiting public or private schools at any time during field experiences.

What is Appropriate?

1. Be physically clean, neat, and well groomed
2. Dress in a manner consistent with responsibilities
3. Dress in a manner that communicates to others pride in personal appearance
4. Dress in a manner that does not cause ill-feelings to others in the school
5. Be groomed in such a way that dress, hair style or jewelry does not disrupt the education process or cause a health or safety hazard
6. Dress in accordance with host school requirements

Consequence:

Students who choose not to adhere to these policies under any circumstances **MAY BE REMOVED** from the field experience.



MILD INTERVENTION Field Experience Placement

This form is to verify the field experience request by the teacher education student. The student will not proceed with observation requirements in the classroom prior to the signing of this form.

_____ has been assigned to a classroom to observe interaction and activities
(Candidate Name)
as a field experience requirement for up to 4 hours per week for up to 6 weeks.

School Official's Signature

Date

Title

Printed School Corporation Name

Classroom Teacher's Name

Grade Level

Return this form to the professor and

Dr. Pam Medows
Director of Licensure Programs
pmedows@taylor.edu

08/16



MILD INTERVENTION Diverse Field Placement Information

Candidate: _____ SED Course: _____

P-12 School: _____ Date: _____

Elementary: Middle School: Secondary School:
(Please check appropriate school setting)

School Address: _____ City: _____ Zip: _____

Candidates are to complete the following information concerning the demographics of the field experience school setting. Use percentages of the student population for the school setting data.

Total number of students in the school: _____

Gender Male: _____ % Female _____ %

Racial Composition White _____ % Hispanic _____ %

African-American _____ % Native American _____ %

Asian _____ % Other _____ %

Socio-economic Composition Free Lunch _____ % Reduced Lunch _____ %

Special Needs Composition Special Education _____ % ENL (non-English speakers) _____ %

Return this form to:

Dr. Pam Medows
Director of Licensure Programs
pmedows@taylor.edu

08/16

ACADEMIC GRIEVANCE PROCEDURE FOR STUDENTS

Academic Grievance and Grade Changes

Procedures have been established to provide fair process of any academic complaint registered by a student. These procedures are part of the University's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty member, and any other academic staff member, who is accused of unfairness toward a student. The first step for students who believe unfair treatment has occurred in their academic experience is to make contact with the respective faculty member or academic staff person to discuss the issue. Then, if necessary, the student should discuss the issue with the Taylor University Online office. If the issue is still not resolved, Taylor University Online will initiate a formal grievance process.

All requests for change of grade (except from an extension) are initiated by the student with the professor of record and then approved by the Dean. Questions regarding a grade should be directed to the professor within sixty days (60) of the final submission for the course (exam or lesson).

Program Withdrawal

The withdrawal process requires the student to provide Taylor University Online with written notification. The date of withdrawal is the date on which the letter, fax, or email notification of withdrawal is received by Taylor University Online. Once withdrawn, the student must submit the readmission form should they desire to reenter the degree program. All incomplete coursework will be subject to standing academic and refund policies. A withdrawn student is still responsible for any outstanding financial obligations.

Program withdrawal will occur automatically for any student not actively enrolled in at least one course per year.

Readmission Procedure

Students who wish to reenter Taylor University Online must submit the readmission form for acceptance. If changes are made to the program while the student is withdrawn, the student will be required to follow the catalog for the year of readmittance. Students will be subject to the current tuition rate at the time of readmission.

ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of the Provost and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

Plagiarism

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge^[1]) material without giving appropriate credit to the source.^[2]

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism: collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered *for* the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work *with* the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is *not* plagiarism. However, having a peer *make changes* to the organization, ideas, paragraphs, or sentences *for* the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Some examples of plagiarism:

1. Not giving credit to the original source—electronic or print
2. Copying passages or phrases without attributing them
3. Not using quotation marks where needed
4. Having a peer alter the paper *for* the student
5. Downloading a paper electronically from a web source or from another student
6. Intentionally aiding another student's act of plagiarism

¹**Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

²**Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

Policy: All major acts of plagiarism must be reported by the faculty to the Office of the Provost and the Office of Student Affairs. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used *solely* by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs' and Student Affairs' offices will be destroyed along with all other student records according to their respective policies.

Best practices for avoiding plagiarism^[3]:

Students will avoid plagiarism by learning:

1. how to summarize and paraphrase appropriately.
2. how to give appropriate acknowledgement of all sources and ideas, even when what is appropriate may change depending on the discipline.
3. to contact the faculty member whenever they are unsure about appropriate acknowledgement of sources or ideas.

Faculty will teach students how to avoid plagiarism by:

1. including a plagiarism statement in course syllabi and discuss that statement with students (in all appropriate courses).
2. teaching the requirements and procedures for properly citing sources within the discipline.
3. modeling recognition of sources whenever appropriate on materials you obtained from another source (e.g., handouts, any image or text you put on PowerPoint).
4. trying to create assignments that make it unlikely that students would plagiarize.

Administrators will encourage a climate of academic integrity by:

1. publicizing all policies related to academic integrity, including ethical research, copyright practices, special internet issues, and plagiarism.
2. providing adequate support services for students who need extra help in learning how to conduct academic research (Zondervan Library, Academic Enrichment Center, and Writing Center).
3. providing opportunities for students to discuss plagiarism issues.

^[3] **Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://www.wpacouncil.org>>.

The InTASC Model Core Teaching Standards

The Learner and Learning

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.

Content Knowledge

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.

Instructional Practice

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.

Professional Responsibility

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.