

ECE 262: PROGRAMS FOR CHILDREN & FAMILIES.
Section ONE Syllabus (Wednesdays, 5-7.30 pm)

Class Meets on Wednesdays 5 - 7.30 p.m.; CPS Room 326

Professor: Oluyomi A. Ogunnaike (Ph.D.);

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Email: oogunnai@uwsp.edu **Office Hours:** 3-5p.m.on Mondays, & by Appointment

COURSE: Text, Supplementary Readings, & Format:

A. Text - Morrison, G. S. (2012). *Early Childhood Education Today*. (12th ed.) Upper Saddle River, NJ: Pearson Education Inc.

B. Supplementary Readings: *E-Reserve Articles & More (TBD)*

Prerequisite – HD 261, HD 265, or PSYCH 260

Course Description:

This course examines the types, settings, challenges, and issues facing specific programs, namely, Early Childhood (toddler/infant, preschool, & kindergarten), Child care, Head Start, and Early Intervention. The course also explores Brain-Based learning environments, Child Care Regulations, Revised Early Childhood Environment Rating Scales (ECERS- R), WI Model Early Learning Standards (WMELS), Poverty, and Diversity.

Central to this course is the LEARNING ENVIRONMENT where children and adult spend time in EC programs. Participants will learn how to explore and design developmentally -appropriate Learning Environments and Lesson Plans based on theoretical perspectives of Piaget, Vygotsky, Erikson, and Howard Gardner's Multiple Intelligences.

COURSE: Understandings, Essential Questions and Student Learning Outcomes (SLO)

The student will understand that:

- A program is as good as the learning environment and care provided.
- Your learning environment reflects what matters to you
- Programs for children and families vary in type, definition, & purpose. These programs also provide specific educational, health, socio-emotional and other support resources and services;

Essential Questions:

- What are some programs for children and families? How do these programs fit the lives of children and families in present day America?
- What is a learning environment? How do we prepare these to meet the needs of young children and families?

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Student Learning Outcomes:

- Students will read, review, and connect findings from assigned articles about different types of programs for children and families.
 - Students can prepare, design, and explain a learning environment based on class readings, and knowledge of theoretical perspectives on child development
 - Students will design social programs based on social trends, needs, and diverse challenges confronting children and families in present day America.
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IMPORTANT INFORMATION FOR ALL STUDENTS:

❖ **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, visit-
<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

❖ **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

❖ **PROFESSIONALISM:** To maintain the expected level of professionalism, students are required to:

- Be mindful of Clothing & Personal grooming- wear clothes that cover skin, no holes or cleavage in tops & bottoms alike;
- Ⓜ Turn off cell phones;
- Ⓜ Show respect for self, Professor, Guest Speakers & colleagues during class sessions through ACTIVE listening;

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- ⓐ Behaviors such as talking loudly or quietly, passing notes, side comments, and jesting behaviors reflect poor choice of behavior that will not be condoned;
- ⓐ Students are expected to pay attention - no side talk, loud chewing of gum, texting in class, and/or using computers to complete other courses' assignments during class sessions;
- ⓐ Try and join a professional Student Organizations namely, **Association for the Education of Young Children – AEYC; Student Wisconsin Education Association- StWEA;**
- ⓐ Try and Volunteer in an early childhood classroom (Preschool – 3rd grade) & other community programs e.g. Museum, Boys & Girls Club, Big Brothers and Big Sisters,

❖ **DISPOSITIONS**

In 2010, the School of Education (SOE) adopted the Professional Educational Program Teacher Candidate Dispositions (please see next page). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on the following: *Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions.* Should the need arise; a tiered-approach is available and individualized to individual students.

InTASC Standard #10:

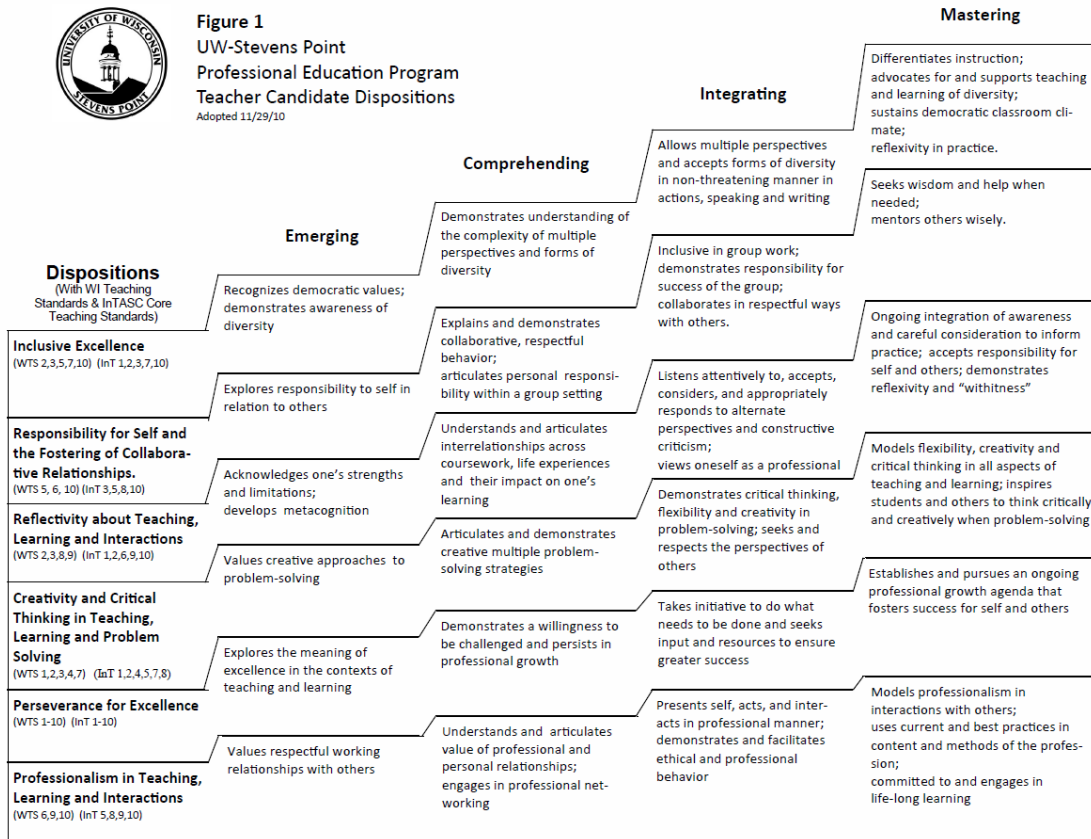
- The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (Disposition).*
- The teacher embraces the challenge of continuous improvement and change (Disposition).*

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Figure 1
 UW-Stevens Point
 Professional Education Program
 Teacher Candidate Dispositions
 Adopted 11/29/10



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COURSE EXPECTATIONS

1. ATTENDANCE POLICY:
 - Class attendance will be taken at every class meeting;
 - Regular attendance and participation contribute to passing this course;
 - **Two unexcused absences** are allowed after which the student loses 5 points for subsequent unexcused absence.
 - Inform Dr. Ogunnaike about class absence ahead of time;
 - Student will obtain materials discussed from group members.
 - A total of 50 points can be earned for attendance.

2. GROUP PARTICIPATION POLICY:
 - Students form groups by themselves.
 - Group members determine group success.
 - Groups complete specific course assignments.
 - Group members may need to work together outside of class meetings. Every effort will be made to ensure that class time is used to work on course assignments.
 - Participation goes beyond showing up in class. Participation involves completing the readings, informing your group members of your whereabouts, being dependable and flexible.
 - Each student will contribute time, efforts, and knowledge to class discussions.
 - A total of 30 points can be earned for participation

3. ASSIGNMENTS POLICY:
 - Assignments must be TYPED in double- spaced format, Font Size 12
 - Handwritten assignments will not be accepted.
 - Please inform Dr. O if you have **concerns** about assignments at least a week before due date.
 - Late assignments will not be accepted nor graded
 - No extra credits or extra assignments awarded.

COURSE ASSIGNMENTS: Completed in Groups

(Detailed descriptions of course assignments can be found in the "Assignment Booklet")

A. Weekly: i. Review of Readings: Groups will read, review, and share weekly readings in class to facilitate discussions. A GUIDE is available in the Assignment Booklet for groups' use. This assignment contributes to class participation. (worth = 10 points).

ii. Shared Reading of Children's Books: As part of class discussion, groups will take turn in bringing and sharing a favorite Children's book at the beginning of every class meeting. After the shared reading, the class will explore the connections (if any) between the book and the day's topic.

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B. Signature Assessments: In groups of 3 or more, students will complete the following assignments.

* **NOTE**: Students majoring in ECE are required to post these Signature Assessments in their Electronic Portfolios.

(i) **Head Start Observation & Reflection**: This assignment involves the observation of a Head Start program (local or in your hometown) for about 30-45 minutes. Students will use the *Observation Form* (in the Assignment Booklet) to record classroom, teaching practices, & children's interactions. A paper on your findings is prepared and submitted along with the *Observation Form & Rubric*. (Worth 50 points)

(ii) **Family Child Care Interview and Reflection**: This assignment involves the interviewing of a Guest Family Child Care provider by class groups. Groups will take turn asking the Guest Provider specific Qs about Family Child Care during her visit to class. After the interview, students will choose 2 questions and compare the Guest's answers to the regulations specified in the *Handbook of State Regulations of Child Care Homes*. A paper on your findings is prepared and submitted along with the *Interview Form & Rubric*. (Worth = 50 points)

C. Observation & Evaluation of Early Childhood Classrooms with ECERS-R

In your assigned groups of 4-5, students will use an *ECERS-R Adapted Observation & Evaluation Form* to learn more about the following - "Indoor Space", "Furniture", "Room Arrangement", & "Child-related Display" in specific Early Childhood classrooms. Worth = 50 points

D. Mid-Term Exams: This is an Oral examination that actively involves groups' efforts and initiative. Students will choose a topic, and prepare four in-depth questions on this topic. Upon approval by Dr. Ogunnaike, students will prepare the answers to all the questions in readiness for the mid-term. On the day of the exams, groups will choose a question from their four approved questions and present their answer to the class. Worth = 40 points

E. Final Project: A major Signature Assessment

The Final Project is the culmination of your learning experience in this course. Each group is required to **design a program or redesign an existing program** for children and families. Each group will provide: 3 reasons for the program, a description of the program, a blueprint & brochure. Programs will be presented on the last day of class. Worth =50 points

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Assignments, Points, Due Date: (ECE 262 Sec 1)

Please USE THIS CHART FOR SUBMITTING YOUR ASSIGNMENTS ACCORDINGLY

Assignment	DUE DATE	DUE TO	Points	InTASC Standards	NAEYC Standards
Review of Readings	Ongoing (130 points)	Dr. O	10 X # of reviews		
Observation (Head Start)	10/5- 10/12;	D2L	50	1, 2, 3, 4, 5	1, 3, 4
Interview (Family Child Care)	11/ 9 - 11/16	D2L	50	1, 2, 3, 4, 5	1, 3, 4, 5,
Mid-Term	10/26	Class	40	1, 4, 5, 7, 8	1, 3, 4
ECERS-R: Evaluation Group Presentation	11/9	Dr. O in class	50	3, 5, 6,10	1, 3, 4, 5, 6
Final Project	12/9	-Class presentation -D2L	50	ALL	1, 2, 3, 4, 5, 6
Participation Attendance			30 50	ALL	1, 2, 3, 4, 5, 6

TOTAL = 450 points

GRADE COMPUTATION:

- 440 – 450 = A
- 430 – 439 = A-
- 420 – 429 = B+
- 410 – 419 = B
- 400 – 409 = B-
- 390 – 399 = C+
- 380 – 389 = C
- 370 – 379 = C-
- 360 – 369 = D - Failure

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COURSE OUTLINE: Please NOTE

- ❑ This is a road map; Tentative & subject to changes/modifications
- ❑ Groups are assigned & expected to complete readings for each class meeting
- ❑ Readings are from (i) Course Text – Morrison (ii) E-Reserve Articles; (iii) Supplementary Materials, & (iv) Class Notes on D2L

Date & Topic	Readings	Class Activities	Assignments
9/7 <i>Introduction to Course</i>	NONE	Discuss: - Course Content; -Groups -Assignments & Expectations	<i>Clarify Readings & Assignments for Next class</i>
9/14 <i>Foundations: NAEYC Standards & Theories</i>	- <u>Morrison TEXT:</u> -Chap 1 -Chap 5	Group 1: brings and reads a children’s book; shares review of topics All: Discuss Standards & Theories	<i>Groups submit Weekly Review of Readings</i>
9/21 <i>EC Programs: Teaching & Learning with Children</i> Begin to Discuss Head Start assignment	<u>Morrison TEXT:</u> -Chap 6-	Group 2: brings and reads a children’s book; shares review of topics ===== Tentative: Whole Class plans a classroom or learning environment -WATCH VIDEO	<i>Groups submit Weekly Review of Readings.</i> Watch: Video on High Scope Learning Environment
9/28 <i>Children and Programs: Characteristics of Devpt & Growth @ different ages</i> <i>-Infants & Toddlers</i> <i>-Preschool,</i> <i>-Kindergarten</i> <i>-Primary</i>	<u>Morrison Text:</u> -Ch 9 –Infants & Toddlers (Group 1) - Ch 10- Preschool, & E-Reserve articles “The Most Important Grade” <u>“Begin with Preschool”</u> Guilfoyle (2013) (Groups 2 & 5) - Ch 11-Kindergarten (Group 3) - Ch 12 –Primary (Group 4)	Group 3: brings and reads a children’s book; -Each group shares findings from readings ===== -Discuss: -Infants & Toddlers -Preschoolers -Kindergarteners ===== -Time Permitting:- Watch VIDEO- <i>“Principles of Infant/ Toddler Care”</i> Guest Speaker? Kindergarten teacher (TBA)	** Dr. O will share web site on CHILD CARE Regulations– Dept of Children & Families <i>Groups submit Weekly Review of Readings</i>

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Date & Topic	Readings	Class Activities	Assignments
<p>10/5</p> <p><i>Child Care Programs</i></p> <p><i>Family Child Care Home.</i></p> <p><i>Child Care Centers.</i></p>	<p>-Morrison Text Chapter 7</p> <p><u>E-RESERVE:</u> Handbook of Child Care Licensing Regulations</p> <p>Read <u>Licensing Regulations of Family Child Care Homes</u></p> <p>Readings & Groups: <u>Group Size</u>, - Grp 1 <u>Qualifications</u>, -Grp 2 <u>Safety</u>, -Group 3 <u>Health</u> – Group 4 Grp 5: Find & review an <u>article on Child Care Centers</u></p>	<p>Group 4: brings and reads a children’s book;</p> <p>Class Interviews <u>Guest Speaker</u> Family Child Care provider (TBA)</p> <p>===== Groups Discuss: -<u>Qualifications</u>, -<u>Safety</u>, -<u>Group Size</u>, -<u>Health</u> CENTER ARTICLE</p>	<p><i>Groups submit Weekly Review of Readings</i></p> <p><i>Head Start Assignment Due in D2L</i></p>
<p>10/12</p> <p><i>Early Head Start Head Start</i></p> <p>Begin Mid-Term discussions</p>	<p>ALL Groups Read</p> <p>- Morrison Text, Chapter 8 (p. 197- 208; OR 201 -216)</p> <p>- Find, Read, & Review an article on <u>Early Head Start</u></p>	<p>Group 5: brings and reads a children’s book, reviews HS & EH</p> <p>-Other groups share readings <u>Guest Speaker</u> TBA</p> <p>-Mid-Term</p>	<p><i>Groups submit Weekly Review of Readings</i></p> <p><i>Head Start Assignment Due in D2L</i></p>
<p>10/19</p> <p><i>-Early Intervention</i></p> <p><i>-Socio-emotional Competence (SCEFEL)</i></p>	<p>ALL Groups Read</p> <p>-Class Notes on Early Intervention - FABLE</p>	<p>-Discuss FABLE & Qs</p> <p><u>Guest Speakers:</u> (TBA) -Early Intervention -SCEFEL-</p> <p>Complete Mid-Term</p>	<p>Submit Mid-Term Qs to Dr. O before leaving class.</p> <p><i>Groups submit Weekly Review of Readings</i></p>

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Date	Readings	Class Activities	Assignments
10/26 Mid-Term ECERS-R Assignment	Prepare Mid-Term Qs D2L Notes on ECERS	Mid-Term exam - Discuss Group Observations (ECERS-R) Assignment	
11/2 Findings from Brain Research WMELS	<u>E-RESERVE/D2L Articles:</u> i.- <u>Is your program brain-compatible</u> by Phipps –Grp 1 ii.-<u>Update on Brain Research</u>– by Pam Schiller – Grp 2 & 4 iii. <u>Applying brain research to create EC programs</u>– by Rushton & Juola – Rushton. - Grps 3 & 5	Group 1: brings and reads a children’s book, shares readings -Other groups share articles ===== <u>Guest Speaking (Child Caring)</u> – TBA -Discuss <u>Family Child Care Interview Assignment</u>	<i>Groups submit Weekly Review of Readings</i>
11/9 Poverty www.buildon.org Local Programs e.g. WIC,	-ALL Groups – check out buildon.org - Each group will find & review an article on Poverty to share in class. - Each group will find a local program that helps children & families e.g. <i>go on web site to search for PCHHS – Portage County Health & Human Services;</i> - Call PCHHS @ 715-345-5350 or go to 817 Whiting Avenue St. Point.	-Each group shares on <u>poverty & local program</u> - Groups present (ECERS-R) -Begin to discuss Final Project (<i>if time permits</i>) ===== -Group 2: brings and reads a children’s book, (if time permits)	<i>-Groups Present ECERS-R Observation Findings in class</i> <i>-Groups submit Weekly Review of Readings</i> <i>-Family Child Care Interview assignment DUE into D2L</i>

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Date & Topic	Readings	Class Activities	Assignments
11/16 <i>Diversity: Programs & Families</i> REVIEW of FINAL PROJECT	<u>ALL GROUPS read</u> -Morrison Text, Chapter 15 <u>E-RESERVE/D2L Article:</u> -“ <i>Learning in an Inclusive Community</i> ”- Sapon-Shevin	-Group 3: brings and reads a children’s book, -Groups share readings on diversity Continue discussion on Final Project Proposal <u>Guest Speaker - Community Programs (TBD)</u>	<i>Family Child Care Interview assignment DUE into D2L</i> <i>Groups submit Weekly Review of Readings</i> Submit Step 1 of Final Project
11/23 No Class	Happy Thanksgiving Everyone		
11/30 <i>Caring for America’s Children</i> REVIEW of FINAL PROJECT	<u>E-Reserve/D2L Article:</u> -“ <i>Supporting early school success</i> ” (Daniels, 2011)	-Group 4: brings and reads a children’s book, -Watch the Video “ <u>Caring for America’s Children</u> ” Continue Final Project	
12/7 LAST CLASS: <i>-Final Projects Presentation</i> <i>-Evaluations: Course</i>		Presentation of Final Projects Evaluations: Course	Final Project & Rubric DUE into D2L on 12/9

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SUGGESTED WEB SITES & TOPICS

- www.ecdgroup.com (**early childhood/family issues**)
- <http://www.nhsa.org/> (Head Start Information)
- <http://www.acf.hhs.gov/programs/ohs> (More on Head Start)
- <http://capservices.org/> (CAP Services - oversees Head Start in WI)
- www.chidrensdefense.org(**policy on children- Welfare, Head Start**)
- www.naeyc.org (National Association for the Education of Young Children)
- www.aecf.org
- <http://www.buildon.org/> (Poverty)
- <http://www.urban.org/>
- <http://www.edutopia.org/>
- <http://www.childtrends.org/>
- www.dec-sped.org
- www.earlychildhood.com/
- www.welfareinfo.org
- www.futureofchildren.org
- www.ChildCareExchange.com
- <http://dcf.wisconsin.gov/childcare/licensed/Index.HTM> (Licensing Rules)
- <http://dcf.wisconsin.gov/youngstar/default.htm> (Young Star Program)
- www.fpg.unc.edu/~ecers) (**Information about ECERS-R**)
- www.zerotothree.org

NAEYC Standards & Key Elements Guiding This Course

Standards

1. Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on development and learning
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

2. Building Family and Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in their children's development and learning.

3. Observing, Documenting, and Assessing to support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child
- 3d. Knowing about assessment partnerships with families and with professional colleagues

4. Using Developmentally Effective Approaches to Connect with Children and Families

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b. Knowing and understanding effective strategies and tools for early education
- 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d. Reflecting on their own practice to promote positive outcomes for each child

5. Using Content Knowledge to Build Meaningful Curriculum

- 5a. Understanding content knowledge and resources in academic disciplines
- 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

6. Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field
- 6b. Knowing about and upholding ethical standards and other professional guidelines
- 6c. Engaging in continuous, collaborative learning to inform practice
- 6d. Integrating knowledge, reflective, and critical perspectives on early education
- 6e. Engaging in informed advocacy for children and the profession.

InTASC Model Core Teaching Standards

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.

Performances

- Ia. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needed in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- Ib. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- Ic. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

- Id. The teacher understand how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- Ie. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- If. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- Ig. the teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction, relevant, accessible, and challenging.

Critical Dispositions

- Ih. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- Ii. The teacher is committed to using learners' strengths as a basis for growth, and their misconception as opportunities for learning.
- Ij. The teacher takes responsibility for promoting learner growth and development.
- Ik. The teacher values the input and contributions of families, colleagues, and other professionals in understands and supporting each learner's development.

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.

Performances

- 2a. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and need and create opportunities for students to demonstrate their learning different ways.
- 2b. The teacher makes appropriate and timely provisions (e.g., pacing for individual rate growth, take demands, communication, assessment, and response modes) for individual students with particular learning differences of needs.
- 2c. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2d. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2e. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

- 2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2i. The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.
- 2j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.
- 2k. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

- 2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.
- 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2n. The teacher makes learners feel valued and helps them learn to value each other.
- 2o. The teacher values diverse language and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

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.

Performances

- 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3b. The teacher develops learning experiences that engage learners in collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally.
- 3c. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3d. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.
- 3e. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3f. The teacher communicates verbally and nonverbally in way that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3g. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3h. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

- 3i. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3j. The teacher knows how to help work productively and cooperatively with each other to achieve learning goals.
- 3k. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3m. The teacher knows how to use technologies and how to guide learner to apply them in appropriate, safe, and effective ways.

Critical Dispositions

- 3n The teacher is committed to working with learners, colleagues, families, and communities to establish positive supportive learning environments.
- 3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

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3p. The teacher is committed to supporting learners as that participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3q. The teacher seek to foster respectful communication among all members of the learning community.

3r. The teacher is a thoughtful and responsive listener and observer.

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.

Performances

4a. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promote each learner's achievements of content standards.

4b. The teacher engages student in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspective so that they master the content.

4c. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4d. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4e. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4f. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4g. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4h. The teacher creates opportunities for the students to learn, practice, and master academic language in their content.

4i. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

4j. The teacher understands major concepts, assumptions, debates, processes on inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4k. The teacher understands common misconceptions in learning that discipline and how to guide learner to accurate conceptual understanding.

4l. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to the learners.

4m. The teacher knows how to integrate culturally relevant content to build on learner' background knowledge.

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4n. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions

4o. The teacher realizes that content knowledge is not fixed body of facts but is complex, cultural situated, and ever evolving. S/he keeps abreast of new ideas and understanding in the field.

4p. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4r. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

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.

Performances

5a. The teacher develops and implements project that guide learners in analyzing the complexities of an issue or question using perspective from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5b. The teacher engages learners in applying content knowledge to the real world problems thought the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5c. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5d. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5e. The teacher develops learners' communication skills in disciplinary and interdisciplinary context by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5f. The teacher engages learners in generation and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5g. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5h. The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge

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- 5i. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5j. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to core subjects and knows how to weave those themes into meaningful learning experiences.
- 5k. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5l. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5m. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5n. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5o. The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5p. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into curriculum

Critical Dispositions

- 5q The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5r. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5s. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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.

Performances

- 6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.
- 6b. The teacher designs assessments that match learning objects with assessment methods and minimizes sources of bias that can distort assessment results.
- 6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6d. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.

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- 6f. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6h. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessment of testing conditions, especially for learners with disabilities and language learning needs.
- 6i. The teacher continually seeks appropriate ways to employ technologies to support assessment practice both engage learners more fully and to assess and address learner needs.

Essential Knowledge

- 6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6k. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6m. The teacher knows when and how to engage learners in analyzing their own assessment results and helping to set goals for their own learning.
- 6n. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6o. The teacher know when and how to evaluate and report learner progress against standards.
- 6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Critical Dispositions

- 6q. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- 6r. The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6s. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and need to promote learner growth.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the 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.

Performances

- 7a. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7c. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7d. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7e. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7f. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

- 7g. The teacher understands content and content standards and how these are organized in the curriculum.
- 7h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7l. The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).

Critical Dispositions

- 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7p. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

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7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

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.

Performances

8a. The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.

8b. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in responses to student learning needs.

8c. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8e. The teacher provides multiple models and representation of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8f. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8g. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8h. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8i. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge

8j. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self expression, and build relationships.

8n. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

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8o. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions

8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8s. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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.

Performance

9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9c. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9d. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9f. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documents of sources and respect for others in the use of social media.

Essential Knowledge

9g. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9h. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

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- 9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9k. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

- 9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

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.

Performance

- 10a. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10b. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10c. The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

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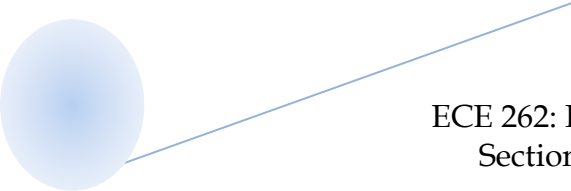
- 10d. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10e. Working with school colleagues, the teacher guilds ongoing connections with community resources to enhance student learning and well being.
- 10f. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10g. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families and colleagues.
- 10h. The teacher uses and generates meaningful research on education issues and policies.
- 10i. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10j. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10k. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

- 10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

- 10p. The teacher actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10r. The teacher takes initiative to growth and develop with colleagues through interactions that enhance practice and support student learning.
- 10s. The teacher takes responsibility for contributing to and advancing the profession.
- 10t. The teacher embraces the challenge of continuous improvement and change.



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