

# Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
  - Course is listed in the current catalog, but is **NOT** a “General Education” course
  - New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **January 3, 2019**
- B. Department: **Teaching & Leadership**
- C. College: **Education**  
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):  
**Tracy Rampy**  
*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*
- E. Course prefix: **EDTH**
- F. Course number: **330**
- G. Credit hours: **3**
- H. Title of course: **Technology for Teaching and Learning**  
Is this a change in the title of the course? **Choose an item.**  
*(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*
- I. Will this course require a new course description? **No**  
*(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)*  
**Click or tap here to enter text.**
- J. Does this course include a co-requisite laboratory course: **No**  
If “Yes”, please provide the co-requisite course name and number:  
**Click or tap here to enter text.**
- K. Will this course be available on-line: **Yes**  
If “Yes”, please provide a detailed explanation: **If the course is offered in the summer term, it will be offered online.**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **Click or tap here to enter text.**
- N. Co-requisite(s) —other than lab course named above: **Click or tap here to enter text.**

O. Select the *Pitt State Pathway Core Element* or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
  - **Written Communication**.....
    - Students will communicate effectively.
- Communication
  - **Verbal Communication**.....
    - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods**.....
    - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
  - **Human Experience within a Global Context**.....
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Human Systems within a Global Context**.....
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Natural World within a Global Context**.....
    - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
  - **Wellness Strategies**.....
    - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If "Yes," please select one: Social Responsibility within a Global Context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across **all** sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone II  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved  Not Approved   
*Alice C. Jagchorn* 2/4/19  
Department Chairperson Signature Date

**Faculty Senate General Education Committee** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature Date

**Faculty Senate**..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).

Naming convention: **PSP.ABC123.Form**  
PSP = Pitt State Pathway.  
ABC123 = Course abbreviation and number

**Department of Teaching & Leadership  
College of Education  
Pittsburg State University**



**Course Number:** 18FW-EDTH-330.01  
**Course Title:** Technology for the Classroom  
**Credit Hours:** 3  
**4:30 Class Time/Location:** T/TH: 12:30-1:45 Hughes 308  
**appointment Course Delivery Method:** Face-to-Face w/online components  
**Phone :**Office:620-235-4082; Cell:913-522-4917 **Semester:** Fall 2018

**Instructor:** Tracy Rampy  
**Office:** Hughes Hall B13  
**Office Hours:** M/W 8:45-11:45; W 2:30-3:30; Other times by appointment  
**Phone :**Office:620-235-4082; Cell:913-522-4917  
**Email:** [trampy@pittstate.edu](mailto:trampy@pittstate.edu)  
*Email via Canvas is preferred contact*

## **1. COURSE DESCRIPTION**

This course is designed to introduce students to educational technology, current research on critical issues and trends within the field, and how to effectively integrate educational technology into the P-12 classroom and curriculum. Students will explore and demonstrate how educational technology can enhance personal and professional productivity and support teaching and learning in a 21st Century learning environment.

## **2. PURPOSE**

The purpose of this course is to provide students with opportunities to explore, discuss and research educational technologies for learning and discover effective ways to integrate these technologies into personal and professional settings.

## **3. PITT STATE PATHWAY**

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**

#### 4. COURSE OBJECTIVES

Students will:

- Explore, discuss, research, and analyze educational and emerging technologies in various teaching/learning settings.
- Plan, design, and demonstrate appropriate teaching materials for various learning experiences.
- Differentiate instruction and analyze the need for equitable access for all learners.
- Develop a personal learning network for continued professional growth.
- Discuss social media and analyze its influence within the educational and professional settings.
- Exhibit ability to work in small teams and collaborate on projects throughout semester.
- Demonstrate effective communication skills.

##### Pitt State Pathway Elements to be Covered in this Course

Learning Outcome: Students will explore global systems conscientiously.		
Pitt State Pathway Element(s)	Pathway Course Objectives	Pathway Learning Assessment(s)
<p style="text-align: center;">Essential Element</p> <p><b><u>Human Systems within a Global Context:</u></b></p> <p>Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness.</p> <p>Competency in this element means:</p> <ul style="list-style-type: none"> <li>• <i>Analyzing</i> the structure, development, and change of human economic, political, social and/or cultural systems over time;</li> <li>• <i>Analyzing</i> the individual's role and responsibility to society at all levels;</li> <li>• <i>Evaluating</i> how human systems are interconnected at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes human organizational systems using a variety of disciplinary and interdisciplinary perspectives               <ul style="list-style-type: none"> <li>○ Explore, discuss, research, and analyze educational and emerging technologies in various teaching/learning settings.</li> <li>○ Discuss and demonstrate an understanding of how using technology for producing vs consuming impacts the individual, society, institutional structures, the economy, and the world.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To assess the chosen level of student learning (<b>Milestone II</b>) part of the student's Canvas and whole class discussions will be to analyze how technology influences the current educational system.</li> <li>• To assess the chosen level of student learning (<b>Milestone II</b>) students will self-evaluate and debate the role of emerging technologies with industry/field experts</li> <li>• To assess the chosen level of student learning (<b>Milestone II</b>), students will be asked to research, evaluate and analyze the uses of productivity vs consumption technological resources to further academic and professional productivity.</li> <li>• To assess the chosen level of student learning (<b>Milestone II</b>), students will investigate global diversity in learning by collaborating with an international software developer to better understand the implications of formative assessments.</li> </ul>
Companion Element (optional)		<ul style="list-style-type: none"> <li>• To assess the chosen level of student learning (<b>Milestone</b></li> </ul>

The instructor retains the right to change the syllabus, schedule and assignments at any time.

<p><b>Social Responsibility:</b> Social responsibility within a global context is the ability to recognize one's accountability to society - locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large. Competency in this element means:</p> <ul style="list-style-type: none"> <li>• <i>Applying</i> the concepts associated with active, responsible citizenship;</li> <li>• <i>Analyzing</i> the ethical, social, and environmental consequences of local, national, and global organizations;</li> <li>• <i>Analyzing</i> the historical consequences of local or national decisions on global systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the roles and responsibilities of citizens at all levels <ul style="list-style-type: none"> <li>○ Discuss and demonstrate an understanding of how using technology for producing vs consuming impacts the individual, society, institutional structures, the economy, and the world.</li> <li>○ Differentiate instruction and analyze the need for equitable access for all learners.</li> <li>○ Discuss social media and analyze its influence within the educational and professional settings.</li> </ul> </li> </ul>	<p>II), students will be asked to research, evaluate and analyze the uses of productivity vs consumption technological resources to further academic and professional productivity.</p> <ul style="list-style-type: none"> <li>• To assess the chosen level of student learning (<b>Milestone II</b>) students will self-evaluate and debate the role of emerging technologies with industry/field experts.</li> <li>• To assess the chosen level of student learning (<b>Milestone II</b>) students will compare strategies and resources to differentiate instruction with the use of technology.</li> <li>• To assess the chosen level of student learning (<b>Milestone II</b>) students will be asked to analyze the roles and responsibilities of all citizens when using social media in educational and professional settings.</li> </ul>
---	--	---

**Kansas Elementary Education Standards**

**Standard 1: Learning.** The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

**Kansas Elementary Education Unified Standards**

**Standard 2: Assessment.** The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations. **2.2, 2.3**

**Standard 3: Planning Instruction Considering Individual Learner Characteristics.** The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation. **3.4**

**Standard 6: English Language Arts.** The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through

The instructor retains the right to change the syllabus, schedule and assignments at any time.

application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **6.2, 6.4**

**Standard 7: Math.** The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics, counting and cardinality, and operations and algebraic thinking. **7.4, 7.5**

**Standard 8: Science.** The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses fundamental concepts in science (physical, life, and earth and space sciences) including science in technology, personal and social perspectives, history and nature, unifying concepts, and inquiry processes as well as individual performance data to plan, implement, and assess science learning experiences that engage all students to plan, implement, and assess science learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **8.4, 8.5**

**Standard 9: Social Studies.** The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate. **9.5**

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**

**Standard 11: Professional and Ethical Practice.** The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies. **11.1, 11.3**

#### **Kansas Professional Education 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, relevant, and rigorous learning experiences **1.2.1, 1.3.1, 1.3.2**

**Standard 2: Learning Differences.** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learning to meet rigorous standards **2.1.3**

**Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation **3.1.1, 3.2.1, 3.3.1**

**Standard 5: Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. **5.1.2, 5.2.1, 5.3.3**

**Standard 6: Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. **6.1.1, 6.1.3, 6.3.2**

**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, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **7.1.1**

**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 relevant ways. **8.1.4, 8.2.1, 8.2.2**

**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. **9.2.1**

#### **PSU College of Education Professional Knowledge Base**

See Appendix A within Syllabus

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**



**ISTE (International Society for Technology Education Standards for Teachers) Standards for Educator** <http://www.iste.org/standards/standards/for-educators>

**ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.**

**Empowered Professional:**

**Learner.** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

**Leader.** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

**Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.

**Learning Catalyst:**

**Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

**Designer.** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

**Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

**Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

**PSU General Education Program**

**Goal #3:** Students should be able to function responsibly in the world in which they live.

**Part IV: Producing and Consuming:** Demonstrate an understanding of how the world of producing and consuming impacts the individual, society, institutional structures, economy, and the world. 2

**5. REQUIRED TEXTBOOKS**

No textbook is required for this course. Readings will be assigned by the instructor and can be found as a PDF or a link through the Internet or Axe library.

**6. ADDITIONAL REQUIRED MATERIALS**

**Internet Browser**

You will need the latest version of Chrome, Firefox, or Safari for an Internet browser, latest plug-ins for commonly used functions and ability to access the PSU Canvas, PSU student email, PSU Google Drive. Chrome and Firefox are preferred browsers.

**High Speed Internet Access – Primary and Back-up Connections**

You **MUST** have access to a *high-speed Internet connection*. If your personal device is not working you **MUST** have a back-up plan. **Not having access to a device, experiencing any technical issues/failures or not having access to the Internet is NOT an excuse for missing deadlines for your course work.**

**Gorilla Geeks Help Desk (620-235-4600) <https://www.pittstate.edu/it/gorilla-geeks.html>**

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**

### **Additional Hardware and Software**

Data storage (Cloud storage)

Access to, including but not limited to, the following:

- a. Device (i.e. laptop, Chromebook, tablet) MUST have access to a device and internet. If your device is not working or has limited capabilities, you MUST have a device back-up plan. There will be access to device carts available during class.
- b. Canvas
- c. Google Drive via student email: UN@gus.pittstate.edu
- d. Microsoft Office (Can obtain Microsoft Office 365 free via GUS portal)
- e. Various Web Applications
- f. Apple ID UN/Password
- g. Creating online accounts to various free online resources that will be required throughout the semester.
- h. YouTube Account
- i. Social Media account (Twitter)

## **7. TECHNICAL PREREQUISITES**

- a. Basic computer skills, including navigating the Internet, using education applications, and viewing multimedia objects.
- b. Canvas navigation skills.

## **8. ATTENDANCE, COMMUNICATION, PARTICIPATION, AND ASSESSMENT**

### **Class Attendance**

**Attending class is an expectation; attendance will be taken each class session. Communicate all absences (excused or unexcused) to instructor via Canvas. Initiation of any discussion about missed work due to an absence (excused or unexcused) is the responsibility of the student. Refrain from asking, “can you tell me what I missed in class” or “did we do anything important.”**

Much of our work is hands-on and/or team projects that require attendance. Three absences (excused or unexcused) will require meeting with instructor to discuss dropping the course. **Withdrawing or dropping this course for whatever reason is the responsibility of the student.**

### **Communication - Effective communication is essential for success in the course.**

Please note my contact information. Do not hesitate to contact me with any questions or concerns throughout the semester. Preferred method of communication is email via Canvas. My phone contacts are also listed if needed.

### **Active Participation**

Active participation is a vital part of your learning experience during this course. Students are expected to actively participate and contribute during class discussions, team projects, and discussion posts within Canvas; access course materials via Canvas; complete assignments per due dates; and be positive and “present” during class.

### **Weekly Assignments**

Each week, you will be required to complete specific assignments; quizzes; actively participate in class discussions, discussion posts within Canvas and individual and/or group projects; and assessments/reflections. Dates of assignments to be determined by instructor.

### **Withdrawing or Dropping Course**

**Withdrawing or dropping this course for any reason is the responsibility of the student.** Check the [Fall 2018 Syllabus Supplement](#) for drop and withdraw dates.

**Expectation of Positive Teamwork:** There will be opportunities for collaboration and small team projects. In this class, students will be asked on a regular basis to participate in activities, such as engaging in teamwork/projects, presenting to the class, moving around the classroom without personal properties in close proximity, and performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the Regents approved PSU weapons policy ([https://news.pittstate.edu/2016/12/regents-approve-psu-weapons-policy.html#.W2u\\_oIVKhQI](https://news.pittstate.edu/2016/12/regents-approve-psu-weapons-policy.html#.W2u_oIVKhQI)) to ensure they understand the requirements related to concealed carry.

**Cell/Smartphones** are allowed for academic purposes only. Personal/pleasure texting during class is not an academic purpose.

**Bringing** relatives, pets (exception of service animals), or friends to class will not be permitted.

### **Score Posting and Grades**

Assignment comments are returned to individual students via CANVAS and grades will be posted to the online gradebook via CANVAS. It is the student's responsibility to check their grades and contact the instructor in a timely manner with any questions.

Assignments will normally be graded 2 weeks after the assigned due date. The instructor holds the right to grade assignments earlier or later than this time frame depending on extenuating circumstances.

**Course final is mandatory.**

Class grade is a subjective grade as determined by the instructor.

### **Grading Scale**

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
Below 60%	= F

### **Late Assignments Policy**

**No late work will be accepted without PRIOR approval from the instructor.** Assignments must be submitted on or before the date due. The initiation of discussions concerning assignment deadlines is the responsibility of the student **prior** to all due dates.

### **Written Communication Skills**

Any and all written work submitted should represent the student's best writing skills. Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly. All email correspondence and discussion board posts should be done in a professional manner. Avoid slang or text message abbreviations and symbols. Work submitted without proper netiquette will result in a reduction in grade.

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**

### **Academic Honesty and Integrity**

Each student is expected to do **their own work**. Penalties for academic misconduct or dishonesty include, but are not limited to, a score of zero for the assignment in question, a final grade below the letter grade earned, or an F for the course. Please refer to the Pittsburg State University policy on violations of the [academic honesty and integrity policy](#) which will be followed in the coursework unless otherwise noted by the instructor.

### **Additional University Policies, Information and Resources**

Up-to-date information about campus resources, notifications, expectations and grades can be found in the [Fall 2018 Syllabus Supplement](#).

## **9. ACCESSIBILITY AND ACCOMMODATIONS**

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need reasonable accommodations should discuss options with the [Center for Student Accommodations](#) (620.235.4309) during the first two weeks of class. The CSA will contact instructors with suggested classroom needs and accommodations. Approved documentation needs to be on file in the CSA prior to the start of the semester. Students need to maintain open communication with the instructor throughout the semester.

## **PROFESSIONAL REPUTATION**

You are preparing for an exciting career in a profession that esteems a high standard of personal integrity. As a teacher candidate progresses through a program of study, they are developing a professional reputation. Upon completion, a candidate often requests that a reference be provided to a school system for employment or for admission to an advance degree program. Often times the reference asks the recommender about a candidate's attendance, dependability, and professional judgment. A candidate is wise to work toward developing an exemplary reputation and model the disposition of a professional educator. [Teacher Education Handbook](#).

**The instructor retains the right to change the syllabus, schedule and assignments at any time.**

APPENDIX A  
PITTSBURG STATE UNIVERSITY  
COLLEGE OF EDUCATION  
PROFESSIONAL KNOWLEDGE BASE

**THE LEARNER AND LEARNING**

**Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.**

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

**CONTENT**

**Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.**

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.

12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

### **INSTRUCTIONAL PRACTICE**

**Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.**

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

### **PROFESSIONAL RESPONSIBILITY**

**Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.**

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate 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.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate 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.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.