

Teaching Internship Seminar (Dance)

15:255:536 (13) - 3 Credits

FALL 2015

Thursdays, 4:30 – 7:30 PM

207 Hickman Hall

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Office Hours: by appointment 109B Mortensen Hall 85 George Street, New Brunswick http://drbarbarabashaw.appointy.com/	Prerequisites or other limitations: Students should be enrolled in the EdM+Cert degree program in dance (207T or 207C) and have completed the first-year sequence of courses.
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Learning Objectives

1. **Artist-Teacher as a Community Member: Student Teachers will recognize their role as a community member within the partner school**
 - a) Apply investigatory, analytical and reflective skills in order to understand the perspective of the school community (students, families, cooperating teacher, administration) in order to make diplomatic adjustments in his/her approach to a teaching context
 - b) Analyze how educational beliefs impact classroom management principles and shape the learning context
 - c) Analyze how classroom management strategies shape the learning environment
 - d) Analyze how dance education programs are situated within school communities and how this impacts the sustainability of the program and contributes to the school mission
 - e) Recognize learners' families and the local community as a resource for supporting and improving learning
 - f) Know and apply effective strategies for communication with students, families, colleagues and superiors

2. **Assessing Learning: Student Teachers will devise, practice and revise assessment tools and procedures in order to create insights about learning and learners**
 - a) Design and revise and refine assessment tools
 - b) Plan, implement and critique assessment procedures
 - c) Demonstrate persistence and strive for reliability in implementing assessment methods
 - d) Demonstrate basic knowledge of the NJDOE Student Growth Objectives processes, terminology, forms and reports
 - e) Collect, organize and analyze data in order to: gain insights about learners, track learning, inform instructional and curricular decisions, and improve teaching approaches
 - f) Report data using descriptive language and visuals (tables/graphs)
 - g) Apply technology to support the assessment and instruction processes

3. **Design Instruction: Student Teachers will apply UbD principles to design student learning experiences**
 - a. Plan in writing, implement and document a comprehensive lesson to be evaluated by a school leader
 - b. Plan an interdisciplinary unit of learning integrating the four artistic processes (creating, performing, responding, connecting) [not implemented]

4. **Develop Professional Practices: Student Teachers will strategize, self-assess and reflect in order to develop professional practices**
 - a) Understand the importance of strategic preparation for supervisory evaluation and know what and how to prepare for successful teacher evaluations
 - b) Self-assess teaching skills and comprehend how this process/data is a critical resource for professional growth (focus on Danielson Domain 2 and Domain 3 and Dance Specific Rubric)
 - c) Apply findings from self-assessments to instruction and overall teaching practices
 - d) Ascertain his/her internship learning arc and devise professional development goals

Standards Emphasized*

New Jersey Professional Teaching Standards (2014)

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Standard 4: Content Knowledge

Standard 5: Application of Content

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Standard 9: Professional Learning

Standard 10: Leadership and Collaboration

Standard 11: Ethical practice

* Refer to tables on last pages for detailed view

Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge

1.1 Demonstrate an understanding of the 10 InTASC Standards (11 NJPTS)

1.2 Use research and assessment to develop an understanding of the profession and students

1.3 Apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of specialized professional associations (ex: NJPTS, NDEO PTSDA, etc.)

1.4 Apply technology to instruction and professional practice

Course Catalogue Description

Examines actual internship situations, provides for specific application of strategies learned in prior coursework, and explores internship-related problems for individual research projects. **Prerequisites: Admission to the graduate teacher certification program, completion of all preparatory coursework (preparatory coursework varies by program; student must confer with program adviser). Corequisite: 15:255:535.**

The goal of the course is to support pre-service dance teachers as they learn to apply pedagogical skills during the student teaching experience. The course will focus on investigatory and reflective tasks aimed at situating the student teacher in his/her school; guide the design, implementation and interpretation phases of learner assessment processes; integrate technology into assessment strategies; examine family relations and guide student teachers in developing, implementing and evaluating enhanced unit and lesson plans that incorporate multimodal materials. This course focuses on assisting the student teacher in preparing for the expectations of professional teaching in K-12 contexts with the focus on facilitating the teaching intern as a resourceful, community-sensitive, and reflective practitioner in dance education. The requirements for this course are designed to be useful to for the internship journey as well as candidacy for permanent teaching.

Technology Tools

TeachScape Learn

TeachScape Reflect

Login: <https://sso.teachscape.com/web/idp?nexturl=http://login.teachscape.com/web/>

Complementary Texts (PDF):

Edwards, J. (2014). *Time to teach: How do I get organized and work smarter?* Alexandria, VA: ASCD.

Goodwin, B. and Hubbell, E. (2013). *The 12 touchstones of good teaching: A checklist for staying focused every day.* Alexandria, VA: ASCD.

Hall, P. and Simeral, A. (2015). *Teach, reflect, learn: Building your capacity for success in the classroom.* Alexandria, VA: ASCD.

Mazzone, M. and Miglionico, B. (2014). *Stress-busting strategies for teachers: How do I manage the pressures of teaching?* Alexandria, VA: ASCD.

Mendler, A. (2014). *The resilient teacher: How do I stay positive when dealing with difficult people and policies.* Alexandria, VA: ASCD.

Reeves, A. (2011). *Where great teaching begins.* Alexandria, VA: ASCD.

New Resources on the Market:

Dunkin, A. (2015). *How they became famous dancers: A dancing history.* CreateSpace Independent Publishing Platform. (Kindle and Paperback available).

Krasnow, D. and Wilmerding-Pett, M. (2015). *Motor learning and control for dance: Principles and Practices for Performers and teachers.* Champaign, IL: Human Kinetics. (PDF and Hard Copy available).

Scheff, H., Sprague, M., & McGreevy-Nichols, S. (2014) (2nd Ed). *Experiencing dance: From student to dance artist.* (With Web Resources). Champaign, IL: Human Kinetics. (PDF and Hard Copy available).

Class Materials (Re-Cycled):

* Indicates complementary PDF available on TC2 Sakai

*Brookhart, S. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: ASCD.

*Brooks & Brooks. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: ASCD.

*Costa, A., & Kallick, B. (2009). *Habits of mind across the curriculum: Practical and creative strategies for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson Group (2011). [The Danielson Framework](#)

*Drapeau, P. (2014). *Sparking student creativity: Practical ways to promote innovative thinking and problem solving*. Alexandria, VA: Association of Supervision and Curriculum Development.

Gibbons, E. (2007). *Teaching dance: The spectrum of styles*. Bloomington, IN: Authorhouse.

Green-Gilbert, A. (2006). *Brain-compatible dance education*. Reston, VA: AAHPERD.

Haibach, P., Reid, G. and Collier, D. (2011). *Motor Learning and Development*. Champaign, IL: Human Kinetics.

*Jensen, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: ASCD

McCutchen, B. (2006). *Teaching dance as art in education*. Champaign, IL: Human Kinetics.

Popham, J. (2014) (7th Ed.). *Classroom assessment: What teachers need to know*. Upper Saddle River, NJ: Pearson.

Pritchard, A. (2014). (Third Edition). *Ways of learning : Learning theories and learning styles in the classroom*. Abingdon, Oxon: Routledge, Taylor & Francis Group. (Purchase as Kindle).

Smith-Autard, J. (2002). *The art of teaching dance in education*. London: A.& C. Black

Weinstein, C. S., Novodvorski, I. (2011). *Middle and secondary classroom management: lessons from research and practice* (3rd ed.). Boston: McGraw-Hill OR Weinstein, C. S., & Mignano, A. J. (2011). *Elementary classroom management: lessons from research and practice* (3rd ed.). Boston: McGraw-Hill.

*Wiggins & McTighe. (2011). *The understanding by design guide: Creating high quality units*. Alexandria, VA: ASCD.

*Wiggins & McTighe. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD.

*Ravitch, D. (2007). *Ed speak: A glossary of education terms, phrases, buzzwords and jargon*. Alexandria, VA: Association of Supervision and Curriculum Development.

To import all course references to your RefWorks account:

Sign into RU Library > sign into your RefWorks account > click this TI Seminar Book Refs share link:

<http://www.refworks.com/refshare?site=031571122609600000/192301412098153433/1%20TI%20Seminar%202015>

See the Course Sakai site for additional teacher reflection and classroom management resources.

Going Beyond the Grade

At this juncture of the EdM Program degree candidates should be striving to submit quality material that would be acceptable in a professional teaching context. You are no longer producing material that is only viewable to your professor or peers. Most if not all assignments you complete in this class will appear in your artistry-teaching web portfolio (finalized during Spring semester) that will be shared with school principals, teachers, parents and other decision-makers. As such, while completing all assignments, students are encouraged to consider the wider population of readers/viewers who will have access to your work vis-à-vis your artistry-teaching portfolio. Thinking “beyond the grade” is paramount for growth and success. To strengthen reflective skills, assessment skills and awareness of professional standards/criteria used in the professional education field, teacher-interns will also encounter greater emphasis on self-evaluation during the candidate year. These self-assessments will also help you consider the following:

- Is my work proficient and reflective of professional standards?
- What are ways I can strive for improvement?
- Would my work reflect positively on the school I am interning in? Would my work lend credibility to my cooperating teacher and principal?
- Would a principal be confident in sharing my work with families on the web or the district superintendent?
- Would people recommend me for projects, jobs or awards based on my work?
- Will I still be proud of my work in another five years, ten years, twenty years?

In order to obtain a summative grade for the course, all GSE Portfolio items must be submitted. These assignments are indicated with an asterisk below. Failure to submit these projects will result in an IP in the course.

Learning Activity	Points
Attendance (25.7 pt per class)	360
Assignments	220
Reflection Blog	140
Supervisory Preparations and Lessons	90
Student Growth Objectives (SGO)*	100
Unit Plan*	100
Lesson Plan, Video and Reflection*	Pass/IP
TOTAL	1000

GSE/Rutgers Grading Schema:

A	91.00 – 100.00	C	70.00 – 76.99
B+	87.00 – 90.99	F	Less than 70.00
B	81.00 – 86.99		
C+	77.00 – 80.99		

Descriptions of Learning Activities

Assignments – (220) pt

Assignments related to the course objectives will include investigations, reports, plan-book check-ins and reading responses, etc. Expect at least two assignments per week. Assignments will be assigned pre-impact/prior to the class session (in order to prepare) or post-impact/after the class session (in order to reinforce/reflect). I will assess these to help steer instruction in the course or to provide verbal feedback in the course. Individual feedback will be limited.

Assignment Credit Rubric:

- 10 pt = Completes all criteria and masters proficiencies of the assignment
- 5 pt = Partial/Incomplete or minimum proficiency of assignment
- 0 pt = Not submitted or submitted late

Reflection Blog – (140 pt)

Research demonstrates that reflection on planning, teaching and assessing can lead to significant improvements in teaching practice. Teacher-Interns will submit a total of 14 reflections (1 per week) via the Sakai site blog tool. Each week a different reflective topic will be posed. Various methods will be used to share blog posts – i.e. in-class pair and shares, in-class dialogues, and professor and peer comments outside of class time. At the end of the semester, teacher-interns will be reflect upon their arc of experience in preparation for preparing an informal presentation of the student teaching experience.

Assignment Credit Rubric:

- 10 pt = Completes all criteria and masters proficiencies of the assignment
- 5 pt = Partial/Incomplete or minimum proficiency of assignment
- 0 pt = Not submitted or submitted late

Supervisory Preparation – (90 pt) (9 x 10 pt)

You will be observed/evaluated a total of seven (5) times by your Rutgers Supervisor, two (2) times by your cooperating teacher and two (2) times as a dual observation by your RU Super and Coop Teacher. For each of these visits you are required to submit the following:

- A pre-visitation update at least 2 days before a supervisory visit (5pt) (a total of seven for the semester)
- A lesson plan (5 pt) (using the template required in your placement school) at least 2 days before a supervisory visit (must include learning objectives) (a total of seven for the semester)

Assignment Credit Rubric:

- 10 pt = Completes all criteria and masters proficiencies of the assignment
- 5 pt = Partial/Incomplete or minimum proficiency of assignment
- 0 pt = Not submitted or submitted late

You will also be evaluated by your school principal or other designated school leader one (1) time toward the end of the semester. For this evaluation you will be submitting the Lesson Plan Project (see below) and not a supervisory preparation update.

IT IS HIGHLY RECOMMENDED THAT TEACHER-INTERNS VIDEOTAPE ALL LESSONS THAT ARE SUPERVISED BY RU FACULTY OR YOUR COOPERATING TEACHER FOR POTENTIAL INCLUSION IN YOUR ARTISTRY-TEACHING PORTFOLIO AND/OR THE EDTPA IF APPLYING FOR NY STATE CERTIFICATION.

Student Growth Objectives Project – (100 pt)

The SGO project is an authentic processes used in the New Jersey K-12 schools by all teachers. It is used to track student learning over the course of the year and the results are factored into the teacher's annual teacher evaluation score. We will work through the SGO process throughout the semester, accumulating data, analyzing, reflecting upon and reporting data and then making data-driven teaching decisions aimed at helping every student achieve. For this project, our entire class will focus on collecting data related to technical skill learning so that we can all be on the same page in helping each other through the SGO process. At different junctures you will submit data and reports:

- Appendix A
- Appendix B
- Appendix C
- Final SGO Form
- SGO Self-Evaluation (Danielson 1f, 3d and 4b as well as the NJDOE SGO Quality Rating Rubric)

Assignment Credit Rubric:

20 pt = Completes all criteria and masters proficiencies of the assignment

10 pt = Partial/Incomplete or minimum proficiency of assignment

0 pt = Submitted late

All parts of the SGO project must be submitted in order to pass the course. Students will receive an IP until all parts are submitted.

Unit Plan (Not Implemented) – 100 pt

Using the skills and knowledge you gained in the TC2 course, you will design an interdisciplinary unit of dance using the **Excel Unit Template**. The unit should address all four artistic processes (creating, performing, reflecting, connecting). It is recommended that you situate your unit based on your current placement site, or one of the practicum placement sites to ensure realistic decisions. You are NOT required to implement the unit, but are free to negotiate to do so with your cooperating teacher if you so choose. The unit is self-evaluated and then shared with a peer for inter-rater review.

The Unit must be submitted in order to pass the course. Students will receive an IP until submitted.

Lesson Plan, Video and Reflection Project (Implemented)– (Pass/IP)

As a future teacher you will be assessed by your principal or another school leader on your teaching performance on an annual basis, multiple times per year, the quantity depending on the state/district of employment. Hence the **Lesson Plan Project** is an authentic process geared toward preparing you for your annual teacher evaluations and eventual success with the teacher tenure process. The **Lesson Plan Project** is the major project of the semester. Toward the end of the semester you will use a more complex RU Dance Ed. **Lesson Plan Template** to plan a comprehensive lesson worthy of principal evaluation and inclusion in your artistry-teaching portfolio. You will implement the lesson for evaluation by your school principal or other designated school leader -- as if you were being evaluated for job retention and tenure. Your principal's/leader's evaluation will be submitted to the GSE. You will self-evaluate this same lesson and submit it to the GSE. You will also videotape this same lesson and then select a 15-minute segment to upload to TeachScape along with your written lesson plan and a reflection.

Your TeachScape submission will be evaluated by Dance faculty during the winter break:

- Video evaluation = Danielson Domain 2 and Domain 3 and the Dance Specific Rubric.
- Lesson plan = Danielson Domain 1

The Lesson Plan Project will not be graded and included in the Teaching Internship Seminar course grade. However, if the written lesson plan, reflection and the video are not submitted by the course deadline, you will receive a grade of Incomplete for the course.

Classroom Management Plan (Class Org)

A reminder that the Classroom Management Plan will be submitted later in the semester for the Classroom Organization course and after completing several assignments that will be posted on the Classroom Org Sakai site.

Late Assignments:

The adherence to due dates reinforces professional behavior expected by school principles, departmental chairs, deans and colleagues who rely on timely submissions to keep operations running smoothly. Late assignments will not be accepted and will be marked as zero (0) and reflects poorly on the assessment of demeanor used to determine whether you will be recommended for certification. If you need an extension on an assignment, please request it **in writing via email**, briefly explaining your situation, mitigating circumstance or hardship. A request for an extension must be completed in **advance** unless it is not feasible due to an emergency. The validity of the request will be considered along with instructor availability to spend the extra time required to assess your late work. Your extension will either be accepted or refused. In order to be equitable to course peers who complete assignments on time, extended assignments will be reduced by one grade increment for each week of lateness.

If you are finding it difficult to keep up with student teaching tasks and course work in general, please consult Edwards, J. (2014). *Time to teach: How do I get organized and work smarter?* Alexandria, VA: ASCD. If you suspect you have a learning disability (ex: dyslexia, ADHD, visual/auditory processing, etc.), please review the Accommodations section at the end of the syllabus.

Incomplete Grade:

A summative grade of Incomplete for the course is not typically given. Only students providing valid evidence of a serious hardship will be granted this privilege.

Attendance:

This course meets for **15 weeks**. Your enrollment in this class serves as a contract for your attendance. Attendance ensures the members of the course (students and instructor) that his/her efforts to be prepared for class will be matched and mutually met by all members. As such, the following attendance policies and procedures apply:

- Course members are expected to attend all class sessions.
- Students may request an absence in writing (and in advance when feasible). The grounds for accepted absences include:
 - Illness requiring medical attention (a doctor's script is required)
 - Curricular or extra curricular activity pre-approved by the professor
 - Personal obligations claimed by the student and pre-approved by the professor
 - Recognized religious holidays with prior-notice to the professor
- One absence (no grade change), two absences (reduction of course grade by ½ grade), three absences (reduction of course grade by 1 grade), four absences (failing grade)
- Students who must be absent should attempt to deliver materials they have prepared for the class session to a peer and/or submit to their Sakai dropbox.
- Absent members should subsequently contact a peer (not the instructor) to debrief on the class session and gather any new materials
- In special cases (and at the discretion of the instructor), it might be possible to set up Skype attendance for students who can not meet in person
- In the case of severe inclement weather, we will typically make arrangements for an on-line class session or at-home tasks for completion
- If the instructor must be absent, he/she will attempt to provide alternate instructional methods such as a substitute teacher, instructions for a peer-facilitated session, an on-line session, a Skype session or an out-of-class assignment
- **Absences on student presentation days, typically on the final days of the semester, are not permissible or nor normally excused unless severe hardship is documented.**

Open School Night Policy: Open school night customs are variable from school to school. In some schools, the parents/families follow their child's schedule and visit each classroom for a 10-minute presentation by each teacher, including the arts teachers. In other schools, the parents/families visit the homeroom and then have the option to visit the arts classrooms (this is typical to elementary schools). Therefore the demands on the teacher are variable according to the school customs. In a secondary school you may need to help with "housekeeping" to prepare the studio and also help design a PowerPoint and other forms for families and then either observe or participate in delivering it to parents/families. In an elementary you may need to do "housekeeping" as well as prepare displays of student work such as photos, videos or student writing about dance, but you may not have much contact with parents/families. **Teacher-Interns should only ask permission to be absent from Teaching Internship Seminar on open school night if your teacher has significant contact or demand with parents/families, such as a reoccurring presentation or activity. You must submit your request in writing via email with a short description of the activity you will be involved with. If imperative content is being presented in class the night of your request, the professor has the right to refuse your absence.**

Parent/Teacher Conference Night Policy: Similar to the above policy, customs for parent/teacher conferences differ from school-to-school. **You should only ask permission to be absent from Teaching Internship Seminar on parent/teacher conference nights if a) there are no other days/evenings you can witness conference or b) your teacher has significant contact or demand with parents/families, such as numerous pre-booked appointments. If imperative content is being presented in class the night of your request, the professor has the right to refuse your absence.**

NDEO Conference Absence: Students attending the NDEO Conference are excused from their internship during the conference days, as conference attendance is significant professional development recognized by Danielson Domain 4 and the NJ Professional Teaching Standards. Students attending the NDEO Conference will receive an excused absence from the Internship Seminar course **provided that they submit evidence of having attended at least three hours of conference sessions. See the attached signature form. It is highly recommended that students document all conference sessions they attend for their Danielson Domain 4 portfolio submitted in the spring semester.**

Academic Integrity:

Students should be acquainted with the definitions and consequences of plagiarism and other academic violations: <http://academicintegrity.rutgers.edu/integrity.shtml>. Often the fine line between plagiarism and integrity is familiarizing your self with methods of citation and quotation. Hence it is highly recommended that students follow the APA style and formatting guide when preparing all written materials. Please refer to the EdM Student Guide for information on the APA Style Guide and helpful links.

Submitting Assignments:

Assignments are NEVER accepted via email.

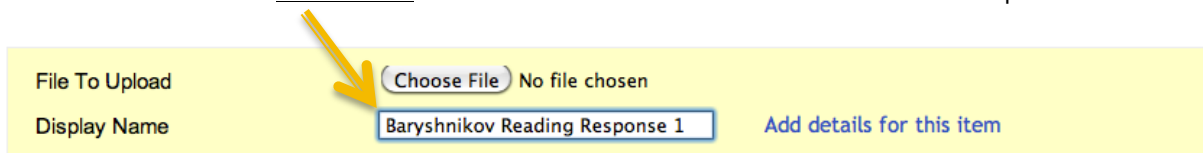
Students will submit all assignments, unless otherwise designated, onto the Sakai site.

After logging into the site students should submit their assignments to their individual drop box that is viewable only by the student and the instructor and program director. All written documents should be written in Word and saved as a PDF. Two naming procedures must be used when submitting documents:

1. Students should name their document using the following format: *surname and assignment name #*

Ex: [Baryshnikov.ReadingResponse1.pdf](#)

2. In addition, when uploading the PDF document to the course Sakai site you will be prompted to give a display name to your file. Please use the same name as the document name outlined in 1 above. Example:



The screenshot shows a file upload interface with a yellow background. On the left, there are labels 'File To Upload' and 'Display Name'. To the right of 'File To Upload' is a button labeled 'Choose File' and the text 'No file chosen'. Below 'Display Name' is a text input field containing 'Baryshnikov Reading Response 1'. To the right of this field is a link that says 'Add details for this item'. A yellow arrow points from the top left towards the 'Choose File' button.

Documents that are improperly attached will not be read or assessed.

Classroom Community:

Members of the class community will be encouraged to move between multiple perspectives as they engage in activities during course sessions. This includes the perspectives of the child/teen, the teacher, the artist, the learner, the researcher, etc. Students will be encouraged to examine their perceptions of teaching and learning throughout the semester. Respect for the perspectives of all course members is a critical dynamic of the course. Students who challenge their peers' sense of integrity should also expect to be challenged publicly during class and toward the greater goal of uncovering educational biases and issues. *As we will be discussing sensitive issues in the Teaching Internship Seminar, it is imperative that confidential and delicate information and dialogue not persist outside of the class boundaries. It is wise to begin practicing diplomacy.*

Use of Technology:

Social cell phone use (speaking, texting, game apps, etc.) is not permitted during class. Ringers should be silenced. If you have dependents you may keep your cell phone with you in silent/vibrate mode. Laptops, tablets and other handheld devices such as smart phones, however, may be used to take class notes, but students should be prepared to relinquish privacy when asked to verify on-task class use. If English is your second language translating devices may be utilized. Students may NOT take photos or videotape during class without prior permission from the instructor. Class photos or videos should not be posted on-line or any social networking site.

Internship Advisement:

The GSE Teaching Internship Guide should be the first step in inquiring into the expectations, rules and protocols. After this, you have three resources for guidance: The cooperating teacher, your Rutgers Supervisor and Dr. Bashaw.

Attire:

Use the **GSE Teaching Internship Guide**, your school's handbook as well as the directives of your cooperating teacher in terms of permissible attire while in the internship setting. Please consider that you want to be treated as a professional and junior faculty member and not be mistaken as a student. Therefore your attire should reflect this status. It is recommended that you wear a casual blazer over studio attire when traveling in the hallways or attending duties or meetings. If you have been asked to attend a formal meeting, dress accordingly.

Health:

Teacher-Interns will come into constant contact with viruses while teaching. A flu shot is highly recommended. It is also recommended that you shower in the evenings after school days. Keep a supply of Vitamin C or ColdCalm/Airborne or preferred remedies that reduce symptoms. Teacher-Interns are also advised that lice prefer clean, loose hair. Therefore consider the professional dancer tradition of greasy hair, pulled back into a knot or bun for prevention. Outbreaks of bedbugs are possible and it is recommended that you keep your clothing and personal items in a faculty locker or office and avoid putting cover-ups, clothing or bags on the studio floor.

Diplomacy:

The cooperating teacher and school administration is a critical network for you in seeking employment opportunities. It behooves you to develop a relationship of upmost diplomacy as outlined in the GSE Teaching Internship Guide. One of your goals is to be able to warrant a letter of recommendation from your cooperating teacher, and to inspire school administrators to want to recommend you to colleagues seeking dance educators. ***Recommendation letters are not an automatic privilege as a result of completing the internship; rather they are an earned accomplishment.*** If you are provided a recommendation letter you should respond with a written note of thanks and in no way should alter the letter without first seeking permission from referee.

BFA+EdM Student Restrictions:

Although BFA+EdM students are now officially GSE and not Mason Gross students, the Dance Department has extended the privilege of continued performance opportunities. BFA+EdM students may participate in rehearsals for only one (1) concert piece (student or faculty work) in the fall internship semester. By no means should your performance responsibilities take precedence over your internship responsibilities. If your supervisor or cooperating teacher determines that your internship is in jeopardy you will be removed from concert rehearsals and works.

Accommodations:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Students with disabilities have the right to an accessible education, as mandated by both state and federal law. In order to obtain an accessible education, students with disabilities may require certain accommodations. It is the responsibility of this University to abide by all applicable state and federal laws, as well as its own policy of nondiscrimination against all individuals, including individuals with disabilities. Accommodations for each student will be determined on an individualized basis. Students with similar disabilities may not necessarily receive the same accommodations. There is no list of approved accommodations for any specific disability. All students seeking accommodation for a disability must complete the process of obtaining a determination of eligibility and a Letter of Accommodation listing approved accommodations before they should actually receive accommodations from faculty members. This process assists the University to make consistent, principled decisions with regard to student accommodations and provides guidance to students and faculty alike on the proper course of action with respect to disability accommodation.

Name:

Date:

Due Second Week of Class

Teaching Internship Seminar Start Up Check List

- Joined the Teaching Internship Seminar Sakai Site
- Purchased a Teacher's Plan Book (These are available in the school supply section of Staples and in teacher supply stores such as Lakeshore Learning)
- Packed a hard-copy of the GSE Teaching Internship Guide for quick access during the school day
- Created a course folder on computer which includes a digital copy of the GSE Teaching Internship Guide and other relevant materials.
- Purchased preventative health remedies and/or have a plan for preventing illness (flu shot, etc.)
- Located and downloaded school district calendar, and retrieved dates for back to school nights, parent-teacher conferences, student dance concerts, etc. and input dates into my personal calendar
- Visited TI Seminar course calendar and input any dates into my calendar
- Acquired a copy of cooperating teacher(s) daily schedule
- Obtained the teacher and student handbooks from the placement school and have reviewed all expectations
- Acquired lesson plan format required by school leadership at school placement site
- Although we use Danielson/TeachScape in the GSE, I am aware of the teacher evaluation system used in my school/district (i.e.: Stronge, McRel, Marzano, etc.) if it differs from Danielson/TeachScape.
- Have been introduced to key personnel in the school:
 - Principal
 - Assistant Principal(s)
 - Supervisor
 - Department Head(s)
 - Nurse
 - HIB Counselor
 - Guidance
 - Office Staff
 - Security
 - Custodians
- Began collaborating with the cooperating teacher to obtain **photo/video permissions** for at least one designated class of students at school placement site (In November, this will be the class the principal will observe you teaching. You must video record this lesson).

**Print > bring to your placement > complete > scan or photo > save as LastnameChecklist
Submit to Sakai drop box by second class session.**

STANDARDS AND FRAMEWORKS REFERENCE:

<p><u>NDEO Professional Teaching Standards in Dance Arts (2011)</u></p> <p>I: Goals and Purposes of Dance Arts Education II: Knowledge About Students III: Standards and Curriculum: Skills and Knowledge of Dance Arts IV: Learning Environments V: Instructional Resources and Strategies VI: Collaboration with Colleagues to Advance the Field of Dance Arts Education VII: Integrating State and Community Resources to Support and Enhance the Dance Program VIII: Reflective Practice: Assessment, Evaluation and Research</p>	<p><u>New Jersey Professional Teaching Standards (2014)</u></p> <ol style="list-style-type: none"> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice
<p><u>Danielson Framework (2013)</u></p> <p>Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities</p>	<p><u>National Core Arts Standards – Dance (2014)</u></p> <ol style="list-style-type: none"> 1. Creating 2. Performing 3. Responding 4. Connecting
<p><u>New Jersey Core Curriculum Content Standards – Dance (2009)</u></p> <ol style="list-style-type: none"> 1.1 The Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses & Critique Methodologies 	<p><u>NYC Dance Blueprint (2005)</u></p> <ol style="list-style-type: none"> 1. Dance Making 2. Developing Dance Literacy 3. Making Connections 4. Working with Community and Cultural Resources 5. Exploring Careers & Lifelong Learning
<p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • English Language Arts • Math 	

6A:9-3.2 Scope

New Jersey Professional Standards for Teachers
May 2014

6A:9-3.3 Professional standards for teachers

- (a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

1. **Standard One: 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.

i. Performances:

- (1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in

- each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;
- (2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and
 - (3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- ii. Essential Knowledge:
- (1) The teacher understands 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;
 - (2) 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;
 - (3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and
 - (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
- iii. Critical Dispositions:

- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;
- (3) The teacher takes responsibility for promoting learners' growth and development; and
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. **Standard Two: 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.

i. Performances:

- (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;
- (2) The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;
- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;

- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;
- (5) 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; and
- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.

ii. Essential Knowledge:

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;
- (2) 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;
- (3) 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;

- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
- (5) 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; and
- (6) 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.

iii. Critical Dispositions:

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- (3) The teacher makes learners feel valued and helps them learn to value each other; and
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

3. **Standard Three: 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.

i. Performances:

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;
- (3) 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;
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;
- (7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and
- (8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge:

- (1) 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;
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;
- (3) 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;
- (4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;
- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

iii. Critical Dispositions:

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- (2) 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;

- (3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
 - (4) The teacher seeks to foster respectful communication among all members of the learning community.
4. **Standard Four: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- i. Performances:
 - (1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;
 - (2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;
 - (3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;

- (4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;
- (5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;
- (6) 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 or her learners;
- (7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;
- (8) The teacher creates opportunities for students to learn, practice, and master academic language in their content; and
- (9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge:

- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
- (3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;

- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and
- (7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

iii. Critical Dispositions:

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;
- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
- (3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

5. **Standard Five: 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.

i. Performances:

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;
- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;
- (6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;

- (7) 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; and
- (8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge:

- (1) The teacher understands the ways of knowing in his or 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.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
- (3) 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;
- (4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;
- (6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and

processing) across disciplines as well as vehicles for expressing learning;

(7) The teacher understands creative thinking processes and how to engage learners in producing original work; and

(8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii. Critical Dispositions:

(1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;

(2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and

(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

6. **Standard Six: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

i. Performances:

(1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;

(2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;

- (3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;
- (4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
- (5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;
- (6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;
- (7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;
- (8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and
- (9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge:

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;

- (2) 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;
- (3) 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;
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
- (6) The teacher knows when and how to evaluate and report learner progress against standards; and
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii. Critical Dispositions:

- (1) 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;
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;

- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. **Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances:

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;
- (2) 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;
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;

- (4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;
- (5) The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and
- (6) 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.

ii. Essential Knowledge:

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive

technologies, and how to use them effectively to plan instruction that meets diverse learning needs;

- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses; and
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

iii. Critical Dispositions:

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. **Standard Eight: 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.

i. Performances:

- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;

- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;
- (3) 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;
- (4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and
- (9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge:

- (1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and
- (6) 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.

iii. Critical Dispositions:

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;

- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;
- (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and
- (4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

9. **Standard Nine: Professional Learning.**-The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

i. Performances:

- (1) 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;
- (2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;
- (3) Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and

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

ii. Essential Knowledge:

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;
- (2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and
- (3) The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

iii. Critical Dispositions:

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;
- (2) The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;
- (3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and

- (4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. **Standard Ten: 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.

i. Performances:

- (1) 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;
- (2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;
- (3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;
- (4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;
- (5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;
- (6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;

- (7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;
- (8) The teacher uses and generates meaningful research on education issues and policies;
- (9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;
- (10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and
- (11) 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.

ii. Essential Knowledge:

- (1) 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;
- (2) 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;
- (3) 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; and
- (4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions:

- (1) The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;
- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;
- (4) The teacher takes responsibility for contributing to and advancing the profession; and
- (5) The teacher embraces the challenge of continuous improvement and change.

11. **Standard Eleven: Ethical Practice.** The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

i. Performances:

- (1) The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;
- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;

- (3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- (4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;
- (5) The teacher maintains professional relationships with students and colleagues;
- (6) The teacher provides access to various points of view without deliberate distortion of subject matter; and
- (7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

ii. Essential Knowledge:

- (1) 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;
- (2) The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate

education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);

- (3) The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions:

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;
- (2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;
- (3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and
- (4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.

6A:9-3.4 Professional standards for school leaders