

Rutgers, The State University of New Jersey

**The Teaching Professional: Community-Based Digital Storytelling
15:255:539, section 5
Spring 2016**

** This is a hybrid course. Face-to-face class sessions will be on designated Thursdays from 4:50-7:30 pm in classroom ED-025B.*

Instructor: Dr. Erica Boling	Email: erica.boling@gse.rutgers.edu
Phone Number: 848-932-0774	Address: 10 Seminary Place, Office 210
Office Hours: by appointment before and after class; online or telephone conference calls can also be arranged	Prerequisites or other limitations: This course is for teacher education candidates only.
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input 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>.

Relevant New Jersey Professional Standards for Teaching can be found at the end of this document.

COURSE DESCRIPTION & LEARNING GOALS

Learn the art of documentary storytelling while taking a great story idea and making it reality. Every organization and community has a story to tell. In this course, students will work with local community members and non-profit organizations to acquire new understandings of the diverse communities that surround them. While working in collaboration with others, students will explore the stories of diverse communities, touching upon topics important throughout New Jersey, and creating multimedia projects that convey powerful messages through authentic storytelling. New media storytelling allows students unique opportunities to explore topics in-depth while moving individuals to awareness, understanding and action. Through this course, students will explore the power of personal storytelling and the practical, ethical, and compositional aspects of creating digital documentaries to tell these stories. In addition, this course will introduce students to the ways language, images, sound and movement work together to tell powerful stories that have the capacity to create social transformation and change.

Learning Goals & Objectives

At the end of the course, students should be able to...

- Reflect upon their personal biases and demonstrate a commitment to deepening understanding of their own frames of references (for example, culture, gender, language, abilities, and ways of knowing) by *keeping a Producer's Notebook* that documents classroom and community-based learning experiences on a weekly basis.
- *Engage in community-based activities, work with other adults, and demonstrate the ability to interact appropriately in both face-to-face and virtual contexts* while collaborating together during the creation of their digital documentary stories.
- Advocate and model safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media, by *creating a community-based digital documentary story* that reflects appropriate, safe, legal, and ethical uses of information and resources that were obtained directly from others and through the Internet.
- Demonstrate understanding of how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships by *engaging in face-to-face and online discussions* that cover these topics while supporting the development of community-based, digital documentary stories.
- Demonstrate understanding of how content and skill development can be supported by media and technology and demonstrate how to evaluate these resources for quality, accuracy, and effectiveness by *completing a digital documentary resource chart*.
- Demonstrate their knowledge, skills, and understanding of how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge by *completing a digital documentary story, reflecting upon the learning process, and writing a letter to parents/guardians* that explains how and why such a project can be implemented in k-12 classrooms.
- *Engage in face-to-face and online discussions* that demonstrate that they understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.

Course Organization

This is a hybrid course that will meet face-to-face and online throughout the semester. Students are expected to participate in independent, self-directed learning activities (with peer feedback) while creating digital documentary stories. There is also a community-based component of the course that requires students to spend time in a local New Jersey community and engage with others in ways that will support their digital documentary project. Community members can support the project in a variety of ways, from being experts in the field who help inform students on a particular topic to being the actual focus of the digital documentary story. Once students decide upon a topic for their digital storytelling project, the instructor will assist them, if needed, to identify and connect with individuals in the community who can inform the digital documentary topic. Topics, themes, and partnerships will be suggested in class, but students are also free to explore alternative options with instructor approval.

Required Texts

- Bernard, Sheila C. (2010). [Documentary Storytelling for Video and Filmmakers \(3rd ed.\)](#). Oxford, CA: Focal Press.
- Kalow, N. (2011). [Visual Storytelling: The Digital Video Documentary](#). Raleigh, Durham: A CDS Publication.
- Ohler, J. B. (2013). [Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity](#) (2nd ed). Thousand Oaks, CA: Corwin.
- Steele, Claude M. (2011). [Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do](#). New York: W. W. Norton & Company.

Recommended Text

- Artis, Anthony Q. (2014). [The Shut Up and Shoot Documentary Guide: A Down & Dirty DV Production](#). Burlington, MA: Focal Press.
- Theodosakis, N. (2009). [The Director in the Classroom: How Filmmaking Inspires Learning](#) - Version 2.0. CreateSpace Independent Publishing Platform.

Class Website will be on eCollege

Class Wiki Site: <https://digitalstory16.wikispaces.com/>

Grading Policy & Turning in Assignments

Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates can be found on our class website. You are responsible for knowing what the due dates are. Unless arrangements are made in advance of the due date, late assignments will not be accepted.

Some of your assignments require you to post information onto our class wiki and website. I will be regularly visiting the sites, so please make sure all comments and responses are posted by their due dates. Major assignments can also be submitted to me by email (erica.boling@gse.rutgers.edu) by their due date.

Communications & Announcements

I will update our class website each week to post information for your assignments. New information will be posted by Sunday at midnight at the latest. You are responsible for any information that is presented in these announcements, so please make sure to check our website or wiki (as specified by the instructor) between classes so that you are aware of any additions and/or changes.

Participation Policy

Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for helping make meaning, participating in online discussions, giving feedback to your peers, sharing how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. Additional information on requirements for class participation is provided below.

Evaluation of Course Work

The following will be considered and used when evaluating your work...

- Only work that meets professional standards will be accepted. As teachers, we are expected to clearly communicate information to parents, administrators, and colleagues. For this course, you are expected to hand in proofread work.
- You will be evaluated on clarity, conciseness, and organization of writing. Responsiveness to the task or question will also be evaluated (e.g., are you fulfilling the requirements of the assignment).
- Responses will be judged by completeness and depth. You must present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.

- Your work must demonstrate independent judgment. This includes going beyond the information presented by others. Be critical, seeing both strengths and weaknesses, and support opinions with your own reasons.
- Be sure to pay attention to professional style. Papers should be typed or word-processed and follow APA format.

Grading Scale

A = 90% and above
 B+ = 87 – 89.9%
 B = 80 – 86.9%
 C+ = 77 – 79.9%
 C = 70 – 76.9%
 D = 60 – 69.9%
 F = below 60%

Grading Summary

A = Outstanding work
 B = Good work
 C = Satisfactory work
 D = Poor work
 F = Failing work

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Confidentiality

When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

Technology policy

This course relies on the use of technology to create your final digital documentary project. You are not expected or required to have technological and digital literacy skills prior to taking the course, but you *are* expected to have access to a laptop or desktop computer, high speed Internet, and at least one type of video editing software program to complete the course. (Free, online video editing programs will be shared in class.) You will also be expected to record and share audio and video. In this day and age, many cellphones allow you with such capabilities and can be used as an option. There are also low cost options if you would like to purchase your own digital video recorder, and there are also opportunities (if you plan enough in advance) to borrow equipment from the GSE. For our online courses and virtual interactions, I highly recommend using a headset with an external microphone to minimize background noise and feedback.

In order to make the most of your online learning experience, there are several technical requirements you will need to fulfill. Refer to the guidelines at the following website to help ensure your online success: <https://ecollege.rutgers.edu/technicalreq.jsp>.

Throughout the semester, you will be learning about and using various online programs and tools. Many of these are Web 2.0 tools that are found on free, public websites. It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for programs like eCollege, and I am also available to assist you whenever I can. There are also numerous resources online, including video tutorials, that can be used to assist you with many of the technologies that you will be using.

Murphy's Law states, "Anything that can go wrong, will go wrong." Computers crash and Internet access can be limited during a thunderstorm. All of these issues cannot prevent you from submitting assignments on time.

My advice to you:

- Aim to complete all technology-related assignments **at least one day early**. This way you have one more day to get to the library or a friend's house if the worst happens. You'll also have time to contact me and notify me of any problem. I will always respond to you within 24 hours, however, if you only have 2 hours to submit the assignment there is no guarantee I will get your message in time. **If you have not heard from me in 24 hours, contact me. It is possible I have a filtering issue.** You are encouraged to text me if you need my help.
- Be sure your computer is in **good working order**. If it has any problems or issues you want to make sure those are ironed out **BEFORE** the course begins.
- Be sure to arrange access to a **2nd computer**. This could be your own; this could be the computer lab or a friend's. Technical glitches are not excuses for late work.
- **Test** the websites you are assigned to use as soon as you receive the assignment. Our websites may work at your place of business; however, you may find that later in the course a social networking site is filtered (not accessible from your place of business). Some sites don't work on older computers while others don't work on newer computers. Videos may not play. Security settings may need to be checked. It only takes a moment to click around and try this out. **Frequently links are moved to other web addresses, which will cause links not to work. Please notify me if a link does not work for you.**
- Keep **usernames and passwords** in a safe place. Since we'll be accessing various sites, you'll have several different places where you'll need login credentials. Keep these in a safe place so that they cannot be lost or stolen.
- **Create back-ups**. There are a lot of digital equivalents to the dog eating your homework. You should always have **two copies** of your work, preferably one being in your e-mail, online or off-site. Copying your file to a USB drive and deleting the original is not a back-up. The USB drive can fail too. It may not be going too far to say that important work should be stored online as well as locally. Francis Ford Coppola lost his life's work when thieves entered his home and stole his laptop AND back-up hard drive. While unlikely, lost data can really set you back in this course. You may store your work in a Google account and save it to your drive.
- If you are working with raw video, I highly encourage **having an external backup disc or thumb drive / flash drive** to store backups of your videos and video footage. You can now purchase them for one or more terabytes, and the prices are very reasonable.
- **Double-check** work. Make sure assignments are uploaded and posts are submitted.
- **Get phone numbers**. Some of our work will be in groups and group work may require chat sessions or other synchronous meetings. If you encounter a technical problem, you'll want to be able to have phone numbers for a back-up means to connect.

EVALUATION OVERVIEW, ASSIGNMENTS & TENTATIVE SCHEDULE

Your overall course evaluation and final grade will be based on the following:

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| 1. Attendance & Participation (in-class and online) | 25% |
| 2. Digital Documentary Story | 40% |
| 3. Producer's Notebook & Final Reflection | 20% |
| 4. Letter to Parents (Interdisciplinary Project Description) | 15% |

WEEKLY ATTENDANCE, PREPARATION, & PARTICIPATION

Your participation and attendance are necessary for you and your classmates to get the most out of this course. You are expected to **attend every class** session having completed all required readings and assignments/activities. I do understand, however, that extenuating circumstances might result in an absence. If you miss class, use the university absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me, but I recommend also following up forwarding the same information directly to me. If you are sick, our due dates for assignments remain the same unless if you have made special arrangements with me ahead of time. Please note you will not earn full credit for participation if you regularly arrive late/leave early, or if you do not actively participate both online and face-to-face classes.

In-class activities that I use to inform my planning count toward your participation grade. Activities related to readings will take the form of written reflections, article discussion group work, participation in online discussions, etc. At times materials prepared outside of class will also contribute to this portion of your grade. This course also requires you to participate in fieldwork in order to complete your Digital Documentary Story final project. Plan to spend approximately one hour per week throughout the semester with your community partner/s.

DIGITAL DOCUMENTARY STORY

Every organization, community, and individual has a story to tell. For this project, you will create a digital documentary that tells one of these stories. This semester-long project requires you to identify a community-based topic or issue that interests you and that you would like to better understand. Topics will be provided in class, but you can explore other areas with instructor approval. Once you have identified your topic, you will brainstorm questions that you have about the topic and identify various resources, organizations, and individuals that exist in local New Jersey communities who might help you answer these question(s). You will spend the semester exploring and learning about your topic while creating a digital documentary story that will allow you to share what you have learned with others.

This is a hybrid course that does not meet face-to-face every week, so part of your course time will be spent in the community, getting to know community organizations and individuals, and volunteering your time so that you can learn more about what they represent. Through this process, you will determine the story that you want to tell and who or what, in the community, will help you tell this story. As you learn about your community and the individuals in it, you will begin to gather information, resources, images, audio, and video that will assist you in creating your final digital documentary story. Throughout this process, you will be required to share your ideas and a preview of your documentary with one or more individuals in the community who help inform you on your topic. This is to insure that you are being

thoughtful, reflective, and respectful of the ways in which you are representing others, thereby ensuring that you are not viewing your story from a single and potentially biased perspective that does not misrepresent others. You will also be reflecting upon our weekly readings to become more aware of the dangers of misrepresentation and stereotyping.

When deciding upon the focus of your documentary, please keep in mind the following:

- Your topic must be community-focused and one that can be informed by one or more community members (Ex. What’s it like being an English language learner living in New Jersey and studying in our schools? What resources exist in the community for people learning to speak English?)
- The topic must be one that can potentially inform k-12 education (Ex. Learning about the experiences of non-native English speakers can help teachers better understand how to support them in k-12 classrooms.)
- The topic must be one that can be informed by research and one or more individuals in the community (Ex. Research studies on bilingual education and interviewing an individual who lives in New Jersey and who grew up learning English as a second language)
- Your final product should be a short (6-12 minutes) digital, multimedia story that can be shared with others to educate them on your topic. Stories must be told through images, audio, and text (written and/or spoken).

PRODUCER’S NOTEBOOK

While participating in the course, you are expected to make connections to classroom practice. You are also expected to reflect upon how the things that you are learning in class inform k-12 classroom teaching and student learning. Each week, you will be expected to reflect on class, class readings, your own learning, and the digital documentary experience by keeping a Producer’s Notebook. Additional information regarding what should be included in this notebook will be provided in class.

LETTER TO PARENTS

For this assignment, you will take on the role of class teacher and will write a letter to parents/families. This letter will describe an interdisciplinary project that you would like to do with your students. The project will require your students to engage in online research and online communication while creating a multimedia project. In your letter to parents, you must acknowledge your awareness of how to implement the project while complying with school and district regulations and attending to ethical issues and student privacy. Additional information regarding your “Letter to Parents” will be provided in class.

Tentative Schedule

F2F = class meets face-to-face on campus



= Class meets online

Unit 1: Introduction to Documentary Film & Storytelling			
Session	Topic	Readings Due	Assignments
Week 1 Jan. 21 F2F	Why documentary and filmmaking?	Bernard Ch. 1 Introduction Ohler Preface & Ch. 1 Ohler Ch. 13 Digital Storytelling Toolbox Ohler Resources A-H Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. <i>The International Review of Research in Open and Distance Learning</i> , 13(1), p. 56-71.	Complete readings and review syllabus.
Week 2 Jan. 28 F2F	Types of Documentaries How to tell a story and the 3-Act Structure	Bernard Ch. 2 Story Basics Bernard Ch. 3 Finding the Story Ohler Ch. 2 Designing & Discussing Digital Storytelling Ryan, R. M. R. & Deci, E. L. (2000). Self-determined theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55(1), p. 68-78.	Producer's Notebook #1
Week 3 Feb. 4 F2F	How to tell a story and the 3-Act Structure (cont.) Developing your concept	Bernard Ch. 4 Story Structure Bernard Ch. 5 Time on Screen Ohler Ch. 3 Digital Storytelling as an Educational Tool Vivaldi Ch. 1 Introduction Chimamanda Ngozi Adichie: The Danger of a Single Story (TEDGlobal 2009) http://www.idealists.org/ http://www.volunteermatch.org/	Producer's Notebook #2
Week 4 Feb. 11 	Telling Your Story: Ethical Considerations	Bernard Ch. 6 Creative Approach Bernard Ch. 7 Case Studies Ohler Ch. 4 Assessing Digital Stories	Producer's Notebook #3 Proposal Due

		Vivaldi Ch. 2 Identity & Performance Documentary Viewing & Critique (websites and resources provided by instructor)	
Week 5 Feb. 18 F2F	Working in the Community: Issues of Access and School Law	*Assigned Readings Provided by Instructor * Bernard Ch. 8 Research Vivaldi Ch. 3 Stereotype Ohler Ch. 10 Other Kinds of Stories	Producer's Notebook #4

Unit 2: Pre-Production & Development			
Session	Topic	Readings Due	Assignments
Week 6 Feb. 25 	Conducting Research Exploration of issues surrounding validity, trustworthiness, and copyright law	Bernard Ch. 9 Planning Bernard Ch. 10 Selling Ohler Ch. 5 Thinking About Story Ohler Ch. 11 Phase I Vivaldi Ch. 4 Broader View of Identity Online Resources: Issues of Validity, Trustworthiness & Copyright Law (Lynda.com videos and other online articles/videos provided by instructor)	Producer's Notebook #5 Resource Chart & Timeline Due
Week 7 March 3 F2F	Development of Story and the Power of Perspective	Bernard Ch. 14 Storytelling: A Checklist Ohler Ch. 6 Applying Story Maps Ohler Ch. 7 Story Planning Considerations Vivaldi Ch. 5 Many Experiences of Stereotype Rosie King: How Autism Freed Me to Be Myself (TEDMED 2014)	Producer's Notebook #6
Week 8 March 10 	Development of Story and the Impact of Identity and Stereotype	Ohler Ch. 8 Transformation Formations Ohler Ch. 9 More Story Maps Vivaldi Ch. 6 Identity Threat Vivaldi Ch. 7 Mind on Stereotype Lynda.com Videos	Producer's Notebook #7

Week 9 March 24 F2f	Development of Story and the Impact of Personal Biases and Stereotype Threat	Vivaldi Ch. 8 Strength of Stereotype Vivaldi Ch. 9 Reducing Identity & Stereotype Threat Lynda.com Videos (working with audio & video)	Producer's Notebook #8 Storyboard Due
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Unit 3: Production			
Session	Topic	Readings Due	Assignments
Week 10 March 31 	Production, Telling Stories Visually, and Shooting	Vivaldi Ch. 10 Role of Identity Threat Bernard Ch. 11 Shooting Ohler Ch. 14 Media Grammar for Teachers Kalow, N. (2011). Visual Storytelling: The Digital Video Documentary . Raleigh, Durham: A CDS Publication. Lynda.com Videos (images & lighting)	Producer's Notebook #9
Week 11 April 7 F2F	Production and Editing: Impact of Multimodal Ways of Knowing	Vivaldi Ch. 11 Conclusion Bernard Ch. 12 Editing Bernard Ch. 13 Narration and Voice-Over Bernard Ch. 14 Storytelling: A Checklist (revisit) Lynda.com Videos (editing/production)	Producer's Notebook #10 Letter to Parents due
Week 12 April 14 	Production, Editing, and Refining the Story	Ohler Ch. 15 Copyright, Fair Use & UPOS Lynda.com Videos (editing/production/copyright)	Producer's Notebook #11 Documentary Peer Feedback
Week 13 April 21 	Narration, Storytelling, and the Power of Perspective	*Assigned Readings Provided by Instructor *	Producer's Notebook #12

Unit 4: Post Production			
Session	Topic	Readings Due	Assignments
Week 14 April 28 F2F	Funding Your Future Class Project: Grant Seeking and Grant Writing	FILM SCREENING Film viewing throughout the week both online and in class.	Final Producer's Notebook Entry with Reflection Final Documentary Due by midnight on <u>SUNDAY,</u> <u>APRIL 24th.</u>

*Video Icon made by [Freepik](http://www.flaticon.com) from www.flaticon.com

New Jersey Professional Standards for Teachers (2014) can be found at <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>. In this course, we will be covering the following standards:

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

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

ii. Essential Knowledge

4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments

iii. Critical Dispositions

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

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.

ii. Essential Knowledge

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

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.

ii. Essential Knowledge

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;

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;

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.

ii. Essential Knowledge

2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;

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.

ii. Essential Knowledge

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

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

3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and

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.

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

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;

ii. Essential Knowledge

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

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;

6) The teacher provides access to various points of view without deliberate distortion of subject matter