EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

COURSE:  INTRODUCTION TO TEACHING, EL 220B, Two Credit Hours
Spring 2011, VH 207, Tues./Thurs., 1:00 – 1:50 p.m.
Nelda I. Epp, Director Reading and Academic Success Center, Instructor of Record

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Office: VH222A (inside VH222) Office Hours: M-Th 9-3

Required Textbook:

Prerequisite: Sophomore standing

Course Description:
This course is designed to explore the possibility of teaching prior to the junior and senior level professional programs. It is designed to provide instruction through resource persons, multi-media materials, observation/participation, and field trips to help students become more aware of (1) professional needs and demands, (2) personal and academic requirements, and (3) requirements of professional education programs. It explores education from colonial times to the present including the history and philosophy of education. This course includes an analysis of the role of the local, state, and federal government in educational policy; an examination of the social forces that influence schools; ethical and legal issues involving the educational process; and multicultural/diversity issues in American education. There is a required field experience in the public or private schools. This course is further designed to cause one of two decisions from the student. By the end of the semester, you will either confirm your intentions to pursue a teaching degree or you will decide teaching is not for you.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered
within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Outcomes for Teacher Candidates and Other School-Based Professionals**

**Candidates will exhibit knowledge of:**
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

**Candidates demonstrate practical ability to:**
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

ED/EL 220 COURSE OBJECTIVES/STUDENT OUTCOMES
Upon completion of this course, students will demonstrate knowledge, skills, and dispositions which will assist them in becoming professionals who are critical thinkers, creative planners, and effective practitioners. Successful ED/EL 220 students will actively give their personal best effort to:

1. **Identify motives for wanting to become a teacher.**
   Kansas Professional Education Standard 9
   Teachers College Conceptual Framework (Dispositions 5, 6, 11)

2. **Determine if teaching is really the correct career choice.**
   Kansas Professional Education Standard 9
   Teachers College Conceptual Framework (Disposition 1, 5, 6, 7, 11)

3. **Learn what is required of a successful teacher.**
   Kansas Professional Education Standards 2, 5, 9, 12, 13
   Teachers College Conceptual Framework (entire conceptual framework)

4. **Discuss the job market and steps to increase future employment prospects.**
   Kansas Professional Education Standards 9, 12
   Teachers College Conceptual Framework (Knowledge 10, 11, 12, 16, 17, 18; Skill 10, 11, 12, 16, 17, 18;
   Disposition 8, 12)

5. **Analyze and discuss issues (e.g., bias, discrimination) operating in today’s classroom with emphasis on promoting inclusiveness and meeting the needs of culturally diverse populations.**
   Kansas Professional Education Standards 2, 13
   Teachers College Conceptual Framework (Knowledge 1, 3.; Skills 2, 3, 5, 7, 9; Disposition 2, 12)

6. **Identify ethical and legal issues.**
   Kansas Professional Education Standards 9, 13
   Teachers College Conceptual Framework (Knowledge 2, 4, 5, 16)

7. **Discuss key educational philosophies and develop/discuss a personal philosophy.**
   Kansas Professional Education Standards 9, 13
   Teachers College Conceptual Framework (Knowledge 3, 4, 5, 6, 7; Skill 4, 5; Disposition 3)

8. **Describe the major historical events in the development of American schools.**
   Kansas Professional Education Standard 13
   Teachers College Conceptual Framework (Knowledge 6)

9. **Observe, record, reflect, discuss and debate effective teaching and effective schools with respect to academic outcomes.**
   Kansas Professional Education Standards 2, 5, 9, 12
   Teachers College Conceptual Framework (Knowledge 7, 8, 9; Disposition 5, 6)

10. **Analyze the role of local, state, and federal governments with regard to education.**
    Kansas Professional Education Standards 9, 13
    Teachers College Conceptual Framework (Knowledge 2)

11. **Describe and analyze the social forces that influence and shape schools.**
    Kansas Professional Education Standards 12, 13
    Teachers College Conceptual Framework (Knowledge 10, Disposition 8)

12. **Explain how the school functions as a social system.**
    Kansas Professional Education Standards 5, 13
    Teachers College Conceptual Framework (Knowledge 17, 18)

13. **Use the Internet to communicate, locate, and analyze educational resources.**
    Kansas Professional Education Standard 12
    Teachers College Conceptual Framework (Knowledge 11, Skill 11)

14. **Describe the Teacher Work Sample Model.**
    Kansas Professional Education Standards 2, 5, 9, 12, 13
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Chapter &amp; Title</th>
<th>Dates to be covered</th>
<th>Assignments Due List</th>
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<tbody>
<tr>
<td>Chapter 1-Do I Want to Be a Teacher</td>
<td>1/18 – 1/27</td>
<td>Gauge Your Attitude &amp; Autobiography due 2/1</td>
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<tr>
<td>Chapter 8 – The Organization of the American Schools</td>
<td>2/1 – 2/3</td>
<td>Effective Schools Paper – due 2/10 Quiz Ch 1 &amp; 8 on 2/3</td>
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<tr>
<td>Chapter 4 – Student Diversity: Culture, Language, and Gender</td>
<td>2/10 – 2/17</td>
<td>MIT Test &amp; Profile with summary due 2/22</td>
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<tr>
<td>Chapter 5 – Student Diversity: Development, Ability, &amp; Exceptionalities</td>
<td>2/10 – 2/17</td>
<td>Quiz Ch 4 &amp; 5 on 9/21</td>
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<tr>
<td>TWS &amp; Conceptual Framework</td>
<td>2/24</td>
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<tr>
<td>Chapter 3 – Changes in American Society: Their Influences on Today’s Students</td>
<td>2/17 – 2/24</td>
<td>Educational Web Site Evaluation due 3/1</td>
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<tr>
<td>Mini-Teach Lesson Assigned</td>
<td>3/1</td>
<td>Plan due 3/17 Present by 4/7-19</td>
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<tr>
<td>Chapter 10 – School Law: Ethical and Legal Influences on Teaching</td>
<td>10/12 – 10/19</td>
<td>Take Home Test due 10/26 Copyright Quiz in class</td>
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<tr>
<td>Mini Teach Lessons</td>
<td>4/7 – 4/12 – 4/14 – 4/19</td>
<td>Presentations due on assigned date 4/7-19</td>
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<td>Chapter 9 – School Governance and Finance: Regulating and Funding Schools</td>
<td>4/21 – 4/26</td>
<td>Role Plays on 4/21</td>
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<td>Final</td>
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### GRADES

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<tr>
<th>TESTS</th>
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<th>ASSIGNMENTS</th>
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<th>ESSAYS &amp; PROJECTS</th>
<th>PTS.</th>
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<tr>
<td>Ch. 1 &amp; 8</td>
<td>20</td>
<td>About Me Worksheet</td>
<td>10</td>
<td>Autobiography</td>
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<td>Ch. 4 &amp; 5</td>
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<td>Gauge Attitude Wksh</td>
<td>10</td>
<td>Mini Teach</td>
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<tr>
<td>Ch 3 &amp; 11</td>
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<td>Effective Schools Paper</td>
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<td>Mini Teach</td>
<td>40</td>
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<tr>
<td>Ch. 10 Ethics</td>
<td>60</td>
<td>MIT Test, Profile and</td>
<td>15</td>
<td>Reflection</td>
<td>+ 10</td>
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<tr>
<td>Take Home Test</td>
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<td>Summary</td>
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<td>With Partner</td>
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<tr>
<td>Final</td>
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<td>Lesson Plan</td>
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<td>Educational</td>
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<td>Education Website</td>
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<td>Philosophy</td>
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<td>Eval.</td>
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<td>Experience Essay</td>
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<td>Copyright Quiz</td>
<td>10</td>
<td>Tutoring Logs</td>
<td>40</td>
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<tr>
<td>Total</td>
<td>220</td>
<td>Total</td>
<td>125</td>
<td>Historical Poster</td>
<td>40</td>
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Possible Points  600 or 645

*at least a “C” is required in this class for admission to the Teacher’s College

### Specific Course Requirements

#### ATTENDANCE
- For successful completions of EL 220, all students are expected **to attend class, participate in activities, complete assigned readings before class, complete classroom and homework assignments in a timely manner.**
- Arriving late to class or leaving early will count as a half day absence. Excessive tardies or absences will result in the filing of a negative dispositions report. Any student missing more than three class periods may have a disposition placed in their file with the Teachers College, and is subject to lowering of their grade by one letter.
- If a student’s absences from class or disruptive behavior becomes detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact
the student in writing about withdrawing from the class and shall seek the aid of the office of
the Vice President of Student Affairs to help insure contacting the student. The office of Vice
President of Student Affairs shall provide the student information about the existing appeals
procedures. Upon receiving a written report from the faculty member, the Vice President of
Student Affairs may initiate a student withdrawal from the class. None of the above implies or
states that faculty members are required to initiate the student withdrawals for excessive
absence.

LATE WORK
- Students are responsible for all work missed on the date of an absence. Assignments are due on
  the assigned date unless you made prior arrangements with Mrs. Epp. Assignments later than
  one week past due date will not be accepted with the exception above.
- Students with excused absences must negotiate the submission of the missing assignment
  before the absence. You must call 341-5495 at least one hour before an absence in the case of
  unexpected illness. Your assignment must be submitted to VH222A prior to the next class
  period to receive credit. Excessive tardiness will result in point deductions and/or the
  filing of a negative dispositions report.

PARTICIPATION
Active classroom participation is required for successful completion of this course. Students will be
evaluated on their constructive contributions to: class brainstorming, discussions, debates; group
projects, presentations, and critiquing of peer and group presentations. Points will be assigned for class
participation. For absences beyond 3 per semester (except in unusual circumstances) these cannot be
made up.

CELL PHONES/TEXTING/SURFING THE INTERNET
Please turn your cell phones off during class. You may turn your phone on vibrate if you have a
dependent family member (i.e. child or parent dependent upon your care). If you must take an
emergency call, please leave the class. Otherwise, please do not text or surf the internet during my
class. I may embarrass you or ask you to leave if I see it.

ORGANIZATION
All assignments must be word-processed, double-spaced, and saved on a back-up source. You are
responsible for having a backup of each assignment.

REFLECTIVE ESSAYS – WRITING ASSIGNMENTS
These essays are designed to give students the opportunity to begin the development of their
educational philosophies by reflecting on particular issues of importance in education and will be
completed as class assignments. Rubric criteria (this means how you will be graded) are listed in
points one through four below. Essays/reflects should cover criteria thoroughly but succinctly –
rambling essays of excessive length will be returned to student for rewriting which will be due no later
than one class period after its return. Most reflective papers can be completed in two, word processed,
double spaced pages. Each essay will be judged based on four criteria:

1. The student should address the assigned topic (all parts not just a few –if the assignment
given in class lists it as part to discuss, you need to do so). 10 pts. on rubric
2. The student should write clearly and succinctly utilizing effective language skills
   including correct grammar, sentence and paragraph structure, and essay skills of body
   structure with an introduction – body – and conclusion. All papers will be written in essay
   style unless other directions are given orally or on Blackboard. 10 pts. on rubric
3. **The student should demonstrate effective reflection** (this means it is clear that you put some thought into your writing and that is shown through developing, analyzing, using supporting evidence, and stating your opinion as you discuss content from class discussions, lectures, and text). 20 pts. on rubric

As educated people and potential teachers, we are held to a higher standard than perhaps others may be. *At all times, and in all assignments, I expect proper writing skills, which include sentence structure, spelling, punctuation, and correct grammar.* I will deduct points for incorrectly written communication and/or your paper may be returned to you for correction of errors prior to grading.

**COMMUNICATION/ASSIGNMENTS**

In addition to assignments given in class and on the syllabus, I post assignments, adjustments to them, or scoring rubrics for them on Blackboard under Course Docs and/or Course Assignments. I also communicate with you frequently through your ESU email and Blackboard postings which can include things like study guides and chapter outlines. I would suggest checking your email, and this class in Blackboard, for any updates or reminders at least a day before each class period.

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**FIELD EXPERIENCE REQUIREMENTS**

**REQUIREMENT – TUTORING INFORMATION**

Students must fulfill the lab requirements for ED/EL 220 by tutoring at the elementary, middle, or secondary level in the Emporia public schools or in out-of-area schools with permission of the OPES Director for a minimum of 30 hours per semester. However, there are a limited number of tutoring placements available, particularly at the secondary level, so students need to submit tutoring request forms as soon as possible since placements will be made in the order that the forms are received.

**REQUIRED LOGS & ESSAYS**

Students who tutor are required to complete a tutoring log and essays. Students granted a waiver **will be required to complete the same essays** required of students who tutor during EL/ED220. This means – ALL STUDENTS will complete the assigned essays from the tutoring manuals (Part I over experience with students, and Part II over your Philosophy of Education). Only students who tutor will complete the tutoring log.

See [http://indri.emporia.edu/](http://indri.emporia.edu/) select “Course Downloads”, then choose “ED/EL 220” for either manual. Next, select the “Tutoring Manual and Forms” or the “Waiver Manual and Forms”. You will then choose save or open. Students will word process essays I and II (Experience and Philosophy) as assigned in class and submit them in the form of a hard copy to the instructor on the day due.

**TUTORING LOG EVALUATION**

Logs will be evaluated on the depth of student reflection and observation. This means some reflection as to what you learned (as opposed to only what you see) is expected on your log each day.

**SUBMISSION OF LOGS AND ESSAYS**

Tutoring logs and essays may be submitted to the instructor as soon as they are completed and no later than the day of finals. **Logs must be submitted by your FINAL EXAM time.** Other assignments should be submitted on their due date. Assignments being corrected and resubmitted should be returned to the instructor within one week from the time they were returned to you. Make sure that the
teacher(s) supervising you has signed the log. Note that cooperating teachers(s) must sign on the front page of the log. Teachers will not sign until they have reviewed the log and they may ask to read your essays. Make sure that you complete the log in plenty of time to give it to your teacher for review. A final grade for the class will not be given until the signed and completed log has been received by Mrs. Epp. You will be responsible for keeping the original and giving a copy to Mrs. Epp. Please remember not to use student names in your log observations.

POLICY ON ETHICS AND PROFESSIONALISM – The Teachers College

Since it is a responsibility of the University and the Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, The Council on Teacher Education states the following position on matters of student behavior:

1) Academic dishonesty shall be interpreted to include all cases in which a student tries to pass off as his/her own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the originator of the idea. Cheating and plagiarism are considered to be very serious breaches of ethics. (See University policy on Academic Dishonesty below.)

2) Behavior and/or use of language which is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teacher are considered to be inappropriate and serious breach of professional behavior.

Such behavior will be considered to be unethical and/or unprofessional in the developing candidate for certification.

In keeping with the University policy stated in the Faculty Handbook, the faculty members (1) may make such disposition of the case as they deem appropriate and (2) shall make available to the chair of the division and to the office of the vice president of student affairs a record of the dishonest or disruptive behavior and the action taken by the faculty member, and (3) a copy of the report shall be sent to the student’s advisor together with a copy of this policy on ethics and professionalism.

Further, the chair(s) of the student teaching field(s) shall cause a file to be maintained of such offenses and if a student exhibits one or more instance of such inappropriate behaviors before admission to Phase 1/Block 1, it is possible that said student may not be admitted to Phase 1/Block 1 of the teacher preparation program (elementary or secondary). An offense during or after Phase 1/Block 1 shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase 2/Block 2 and/or the assignment to student teaching for one semester.

ESU ACADEMIC DISHONESTY POLICY

At Emporia State University academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources).

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other
academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the University. Excerpt 3D.0701, FSB 95002 approved by President 1/31/96, FSB 03002 passed by Faculty Senate 1/20/04, approved by President 2/9/04 (excerpt from ESU policy) (See Dept. policy under ethics and professionalism.)

STUDENT ACCOMMODATIONS STATEMENT

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, Disability Services, and the professor will be strictly confidential. For further information or questions, please contact the Office of Disability Services and Non-Traditional Student Programs in 242 SE Morse Hall, 620-341-6637 (Voice), 620-341-6646 (TTY), or via e-mail disabser@emporia.edu

CHANGES TO THE SYLLABUS

This syllabus is subject to change in any part at the discretion of the instructor in accordance with the policies and guidelines set by Emporia State University. Any changes to the syllabus will be announced in class. The instructor reserves the option to make necessary changes to best facilitate student learning. Adopted 11/13/94 Council of Teacher Education

EFFECT ON GRADE (ATTENDANCE)

Regular class attendance is crucial to the development of a student’s knowledge and skills. If excessive absences impair the development of such knowledge and skills, or diminish a student’s role or cumulative achievement in a class, the instructor has the right to reflect this judgment in the student’s grades. An instructor who reserves the right to make such a judgment must specify in the course syllabus the manner in which excessive absences will affect grades. (See attendance and participation above.)

KANSAS STATE DEPARTMENT OF EDUCATION
STANDARDS FOR PROFESSIONAL EDUCATION

Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students learning including critical thinking, problem solving, and reading.

Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all student learning and well being.

Standard 11: The educator demonstrates the ability to integrate across and within content field to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity, and communication, and help all students use instructional technology effectively.

Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.