SECONDARY PHASE I POLICIES AND PROCEDURES MANUAL

School Leadership, Middle and Secondary Teacher Education

The Teachers College - Emporia State University

The information in this document is subject to change in part at the discretion of the instructor(s) in accordance with the policies and guidelines set by Emporia State University.

Spring, 2011

ED 332, Educational Psychology
ED 333, Principles of Secondary Education
ED 334, Classroom Management

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The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

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

**Knowledge**

Candidates 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.

**Skills**

Candidates demonstrate 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.

Dispositions

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.

Conceptual Framework Model

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, and 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.

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, the Office of Disability Services, and the professor will be strictly confidential.
WHAT PHASE I IS

The Kansas Department of Education requires an “official” beginning of teacher education, which is called “acceptance into teacher education.” At ESU, entry into secondary teacher education is also entry into Phase I. Phase I is a block of education courses and experiences in which candidates from all majors participate.

Because all the majors have different programs and methods courses, candidates come to Phase I with varying degrees of courses and experiences in education. Some candidates in Phase I have only had Introduction to Teaching. Some have had methods of teaching in their content areas, and some have not. These content area methods courses are designed to provide instruction in education specific to the content areas. The methods courses differ significantly from department to department; a couple of the majors even include a field experience, but most do not.

Phase I gives candidates a pre-student teaching, broad experience in teaching and the education profession which allows them to see the big picture of the profession. There is much more to the teaching job than planning and conducting lessons; thus, the Phase I experience goes beyond simply teaching lessons. Phase I should be considered a stepping stone to Phase II (student teaching), not its equivalent.

Phase I consists of three courses totaling nine credit hours: Principles of Secondary Education, Classroom Management, and Educational Psychology. An extensive field experience is required; this field experience is designed to have the candidate gain first-hand experience in classroom operations and in working with students in a public school setting. Candidates can expect to do some whole class teaching, small group teaching, working with individual students, and various teaching tasks as assigned by their mentor teacher.

PURPOSE OF ED333, PRINCIPLES OF SECONDARY EDUCATION

Students completing ED 333 will demonstrate curriculum development, including decision-making, planning for all learners, instruction, and assessment skills and reflection required of effective middle level and secondary teachers. They will demonstrate critical thinking skills in internship settings, and work with individuals, small groups, and whole class. Students will also describe basic elements associated with current reform movements. The course also prepares candidates for the Teacher Work Sample, the Kansas performance assessment, and contributes to their preparation for the Principles of Learning and Teaching exam.

PURPOSE OF ED334, CLASSROOM MANAGEMENT

Students completing ED 334 will demonstrate the following skills: organizing the secondary classroom; planning and conducting lessons geared toward students of differing backgrounds and abilities; conducting lessons involving problem solving, group work, active engagement, and self motivation; developing a climate which fosters creative inquiry; developing skills for keeping students on task; and developing classroom management and discipline strategies. Students will also explain the importance of professional behaviors in terms of ethics, law and equity. The course also prepares candidates for the Kansas performance assessment, and contributes to their preparation for the Principles of Learning and Teaching exam.

PURPOSE OF ED 332, EDUCATIONAL PSYCHOLOGY

Students completing ED 332, Educational Psychology will demonstrate knowledge of the relationship between psychological principles and the educative process. Students will apply this knowledge to their classroom organization and management, planning and conduct learning activities and assessments. The course also contributes to the preparation of candidates for the Teacher Work Sample, the Kansas performance assessment, and the Principles of Learning and Teaching exam.
PHASE I STUDENT LEARNING OUTCOMES

CONCEPTUAL FRAMEWORK, REFLECTION, AND DECISION MAKING IN THE CLASSROOM

Candidates will explain what it means to be a critical thinker, creative planner, and effective practitioner in the context of teaching. (ED333) Kansas Professional Education Standards 1-13

Candidates will examine aspects of teacher decision making, relate them to teacher belief systems and current reform movements, and make decisions based on simulated classroom situations. (ED 333) Kansas Professional Education Standard 13

Candidates will make decisions about planning, teaching, and assessment as they consider classroom context. (ED 333) Kansas Professional Education Standard 13

Candidates will be reflective practitioners by generating and utilizing educational research. (ED 332) Kansas Professional Education Standard 13

PLANNING FOR INSTRUCTION AND METHODS OF INSTRUCTION

Candidates will plan for instruction using performance-based, design-down strategies that are aligned with standards. (ED 333) Kansas Professional Education Standard 1

Candidates will plan instruction that is aligned at all levels. (ED 333) Kansas Professional Education Standards 1, 2, 4, 7, 8, 11

Candidates will plan effective instruction using classroom contextual information and assessment data. (ED333) Kansas Professional Education Standards 4, 7, 8

Candidates will plan effective instruction using low, middle, and high level outcomes. (ED333) Kansas Professional Education Standards 2, 3, 4, 7, 11

Candidates will plan effective instruction using assessment-based adaptations, multiple learning strategies, integrated instruction, reading strategies, active inquiry, and collaborative groups. (ED333) Kansas Professional Education Standards 2, 3, 4, 5, 7, 11

Candidates will identify and locate technology resources and design instruction that applies technology-enhanced instructional strategies to support the diverse needs of all learners. (ED333) Kansas Professional Education Standards 12

Candidates will apply their knowledge of behavioral theory, cognitive theory, and theories of cognitive development to classroom planning. (ED 332) Kansas Professional Education Standard 2, 4.

Candidates will practice instructional skills using a variety of teaching strategies to accommodate multiple intelligences, including these teaching/learning models: cooperative learning, direct instruction, discussion, inquiry, games, role-playing, and simulations. (ED 333) Kansas Professional Education Standards 1, 2, 4, 7, 8, 11

CLASSROOM MANAGEMENT AND MOTIVATION

Candidates use knowledge of effective classroom management strategies to create an environment that promotes positive relationships and productive learning. (ED 334) Kansas Professional Education Standard 5, indicators K4, P5.
Candidates plan effective instruction that includes strategies addressing student differences in individual and group work and whole class instruction. (ED 334) Kansas Professional Education Standard 2, indicator K2.

Candidates plan effective instruction that is based on knowledge of human motivation in individual and group work and whole class instruction. (ED 334) Kansas Professional Education Standard 5, indicator K1.

Candidates create circumstances in the classroom in which students are motivated to stay on task and to achieve in individual and group work and whole class instruction. (ED 334) Kansas Professional Education Standard 5, indicators K3, P2.

Candidates use an understanding of how groups function to plan effective instruction in which student groups work cooperatively and productively. (ED 334) Kansas Professional Education Standard 5, indicators K2, K3.

Candidates use knowledge of student differences to communicate effectively with all students. (ED 334) Kansas Professional Education Standard 6, indicator K2.

Candidates manage student records and communicate progress to students, colleagues, and parents. (ED 334) Kansas Professional Education Standard 8, indicator P6.

Candidates recognize learning problems and use knowledge of appropriate services and resources to collaborate with appropriate special services personnel to meet diverse learning needs. (ED 334) Kansas Professional Education Standard 3, indicators P4, P8.

DIVERSITY IN THE CLASSROOM

Candidates will explain the rights and put into practice the necessary accommodations to be made in the inclusive classroom for all characteristics of diversity that affect learning. (ED 332) Kansas Professional Education Standard 3

Candidates will explain the social, political, economic, equity, academic, and historical constructs of all forms of diversity as it applies to the teaching and learning process. (ED 332) Kansas Professional Education Standards 3, 13

Candidates will develop and demonstrate proficiencies that support learning by all students as they plan for instruction, conduct instruction, and assess instruction for students with exceptionalities and from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools. In the context of simulated and real teaching exercises, candidates will include multicultural and global perspectives that draw on the histories, experiences and representations of students from diverse cultural backgrounds. (ED334)(ED 333) Kansas Professional Education Standards 3, 13

ETHICS, LAW, AND PROFESSIONALISM

Candidates will demonstrate professional conduct encompassing both ethical and lawful behavior with students, parents, school patrons, school equipment and materials, and fellow professionals in real or simulated settings. (ED 334) Kansas Professional Education Standard 9

Candidates will demonstrate professional conduct by maintaining exemplary attendance, punctuality, and participation, by completing assignments and other requirements on time, and by resolving any academic or dispositional concern brought to them by the faculty or school staff. (ED 334, ED 333, ED 332) Kansas Professional Education Standard 9
TEACHING DISPOSITIONS

Candidates will demonstrate dispositions appropriate for beginning teachers. (ED 334, ED 333, ED 332)  
*Kansas Professional Education Standards 3, 9, 10*

ASSESSMENT OF STUDENT LEARNING

Candidates will critique various assessment processes, create authentic assessments and rubrics that are aligned with unit outcomes, and describe the impact on planning and instruction. (ED 333)  
*Kansas Professional Education Standard 8*

Candidates will design multiple assessment formats, both formative and summative, that are challenging, measurable, comprehensive, and performance based. (ED333) *(Knowledge 6, Skill 6); Kansas Professional Education Standard 8*

Candidates will calculate learning gains of individual students and student subgroups and use this information to interpret student learning, identify successful and unsuccessful activities, redesign future instruction, and identify professional learning goals (ED 333)  
*Kansas Professional Education Standard 8*

Candidates will describe the appropriate use by the classroom teacher of standardized test results. (ED 332)  
*Kansas Professional Education Standard 8*

Candidates will evaluate outcomes through the use of test scores, “teacher-made tests”, standardized tests, and alternative assessments. (ED 332)  
*Kansas Professional Education Standard 8*

REFORM INITIATIVES

Candidates will identify and describe significant school reform initiatives in the United States, and participate in the QPA process. (ED 333)  
*Kansas Professional Education Standard 9*

INTERNERSHIP

Students will complete the requirements of an internship in a middle and/or high school in which they show knowledge of the topics and behaviors addressed in the Kansas Professional Education Standards. (ED 333)  
*Kansas Professional Education Standards 2, 3, 4, 5, 6, 7, 8*
The Emporia State University 2009-2010 Catalog makes the following statement on pp. 4:

ESU has a commitment to a positive, quality environment that nurtures academic and personal excellence in learning and teaching. Students, faculty, staff, and administrators share a responsibility for sustaining an environment that is conducive to learning, teaching, and personal growth.

Based on the above ESU general policy statement, the secondary Phase 1 has enacted the following specific policy:

Phase I students who have children must make arrangements for their care other than bringing them to class. This action is taken to ensure that “an environment that is conducive to learning, teaching, and personal growth” is maintained for all students throughout the secondary Phase 1 experience.

ESU students who have children should contact the Non-Traditional Student Center, in the Memorial Union, to learn what kinds of programs and support services are available to assist them. The staff in that office can be reached at 620/341-5901 and at www.emporia.edu/nontrad/.

POLICY ON ETHICS AND PROFESSIONALISM

Department of School Leadership and Middle/Secondary Teacher Education
The Teachers College of Emporia State University

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 Department sets forth the following position on student behavior that is academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered unethical and/or unprofessional in the developing candidate for certification. These are specific examples:

- Academic dishonesty shall be interpreted to include all cases in which students attempt to claim as their 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 author or originator of the idea. Cheating and plagiarism are considered serious breaches of ethics.

- Behavior or use of language that is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered inappropriate and a serious breach of professional behavior.

In accordance with policy stated in the University Policy Handbook, faculty members may: (1) make such disposition of the case as they deem appropriate, (2) make available to their Department Chair and Office of the Dean of Students a record of the dishonest or disruptive behavior and action taken by the faculty member, and (3) send a copy of the report to the student's advisor together with a copy of this policy on ethics and professionalism.
Further, the Chair of the Department shall cause a file to be maintained of such offenses. If a student exhibits two or more instances of such inappropriate behavior before admission to Phase I, it is possible that student will not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I 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 II and/or the assignment to student teaching.

**Effective: August 22, 1994**
**Reaffirmed by SL/MSTE: November 9, 1998**

**ESU Student Academic Dishonesty Policy**

Academic dishonesty, a basis for disciplinary action, 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. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above.

The division chair will be advised of any action taken by the faculty member regarding academic dishonesty. The division chair will notify the Vice President of Academic Affairs. The Vice President for Academic Affairs will act as the record keeper for student academic infractions. The Vice President for Academic Affairs will notify the student in writing that an infraction has been reported, and notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

**PHASE I REQUIREMENTS**

**Students enrolled in Phase I will do all the following in all Phase I courses.**

> Because of the importance of professional responsibility, not abiding by these requirements could result in reduction of grade and/or removal from the program.

- **demonstrate commitment to professional and ethical standards through exemplary attendance and punctuality in all Phase I courses.** [There are no excused absences; work missed during any absence must be completed to the satisfaction of the instructor. Contact instructors prior to the absence to find out what will be missed. Because of the importance of professional responsibility, the instructor may take corrective action appropriate to the circumstances, which could include reduction of the course grade and/or removal from the program. Students are expected to demonstrate professional dispositions by being on time to class. Individual instructors may include attendance and/or participation as course requirements for which points are gained or lost.]

- **contact BEFOREHAND if it becomes necessary to miss any Phase I class. Call or email your instructor to report absences.** [Leave a message if necessary. State when you will be absent and for what reason. If non attendance is because of validated university activities, written notice must be provided prior to the class missed.]
• contribute to Phase I by participating in class activities and discussions in all Phase I courses in the manner specified by the instructor.

• complete various reading and written assignments in all Phase I courses by the due date, and in the manner specified by the instructor.

• turn off cell phones and all other electronic devices and remove headphones/earphones prior to the start of all Phase I classes.

• participate in a midterm conference with a Phase I instructor

Secondary Phase I Faculty Concerns / Interventions Levels

At times students in Phase I encounter academic difficulties or have dispositional behaviors that will cause them to not be successful in Phase II (student teaching.) The Phase I faculty is tasked with making every effort to extinguish those behaviors (academic and dispositional) and bring about improved performance. The interventions described in the steps below are followed when a Phase I student does not meet academic or dispositional expectations of the Phase I faculty.

Level 1 / Notice of Faculty Concern / Probationary Period
1. The Phase I faculty identifies a “Needs Improvement” designation in academics, dispositions, or both.

2. The Phase I faculty meets and determines specific criteria the student must meet to show improvement in the identified areas in which improvement is needed.

3. The Phase I coordinator notifies the student in writing of the required areas of improvement and meets with the student to assist him/her as needed. If the student shows improvement, no further action by the Phase I faculty is taken.

4. The Phase I coordinator documents the actions in the student’s record and forwards the documentation to the student’s advisor and to the Student Teaching Admissions Committee. This committee studies the records of all students before admitting them to student teaching.

Level 2 / Notice of Unsatisfactory Progress / Due Process on Continuance in Teacher Education
1. The Phase I faculty determines that either the student has not shown satisfactory improvement, or additional areas of needed improvement have been identified, or both.

2. The Phase I coordinator calls a Due Process hearing at which the student meets with the Phase I faculty and his/her academic adviser or other department representative. Possible outcomes of this Due Process hearing:
   a. The student continues with Phase I with additional performance stipulations.
   b. The student is dropped from all or part of Phase I, but can reapply for Phase I in a future semester.

3. The Phase I coordinator notifies the student in writing of outcome of the Due Process hearing and meets with the student to assist him/her as needed. If the student completes the additional stipulations, no further action by the Phase I faculty is taken.

4. These actions are documented in the student’s record and forwarded to the student’s advisor for departmental dispositional assessment. The Student Teaching Admissions Committee is advised that the candidate will not be entering into Phase II.
KANSAS PROFESSIONAL EDUCATION STANDARDS

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 students' learning and well-being.

Standard #11: The educator demonstrates the ability to integrate across and within content fields 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.
PRINCIPLES OF LEARNING AND TEACHING EXAM TOPICS

I. Students as Learners
A. Student Development and the Learning Process
   1. Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind
      • Examples of important theorists
      • Important terms that relate to learning theory
   2. Human development in the physical, social, emotional, moral, speech/language, and cognitive domains
      • Contributions of important theorists
      • Major progressions in each developmental domain and the ranges of individual variation within each domain
      • Impact of students’ physical, social, emotional, moral, and cognitive development on their learning and how to address these factors when making instructional decisions
      • How development in one domain, such as physical, may affect performance in another domain, such as social

B. Students as Diverse Learners
   1. Differences in the ways students learn and perform
      • Learning styles
      • Multiple intelligences
      • Performance modes
         ▪ Concrete operational thinkers
         ▪ Visual and aural learners
      • Gender differences
      • Cultural expectations and styles
   2. Areas of exceptionality in students' learning
      • Visual and perceptual difficulties
      • Special physical or sensory challenges
      • Learning disabilities
      • Attention-deficit disorder (ADD); Attention-deficit/hyperactivity disorder (ADHD)
      • Functional mental retardation
      • Behavioral disorders
      • Developmental delays
   3. Legislation and institutional responsibilities relating to exceptional students
      • Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act (IDEA)
- Inclusion, mainstreaming, and "least restrictive environment"
- IEP (Individualized Education Plan), including what, by law, must be included in each IEP
- Section 504 of the Rehabilitation Services Act
- Due process
- Family involvement

4. Approaches for accommodating various learning styles, intelligences, or exceptionalities
   - Differentiated instruction
   - Alternative assessments
   - Testing modifications

5. Process of second-language acquisition and strategies to support the learning of students for whom English is not a first language

6. Understanding of influence of individual experiences, talents, and prior learning, as well as language, culture, family, and community values on students' learning
   - Multicultural backgrounds
   - Age-appropriate knowledge and behavior
   - The student culture at school
   - Family backgrounds
   - Linguistic patterns and differences
   - Cognitive patterns and differences
   - Social and emotional issues

C. Student Motivation and the Learning Environment

1. Theoretical foundations of human motivation and behavior
   - Important terms that relate to motivation and behavior

2. How knowledge of human motivation and behavior should influence strategies for organizing and supporting individual and group work in the classroom

3. Factors and situations that are likely to promote or diminish student's motivation to learn, and how to help students to become self-motivated

4. Principles of effective classroom management and strategies to promote positive relationships, cooperation, and purposeful learning
   - Establishing daily procedures and routines
   - Establishing classroom rules
   - Using natural and logical consequences
   - Providing positive guidance
   - Modeling conflict resolution, problem solving, and anger management
   - Giving timely feedback
• Maintaining accurate records
• Communicating with parents and caregivers
• Using objective behavior descriptions
• Responding to student behavior
• Arranging classroom space
• Pacing and structuring the lesson

II. Instruction and Assessment

A. Instructional Strategies

1. Major cognitive processes associated with student learning
   • Critical thinking
   • Creative thinking
   • Higher-order thinking
   • Inductive and deductive thinking
   • Problem structuring and problem solving
   • Invention
   • Memorization and recall
   • Social reasoning
   • Representation of ideas

2. Major categories, advantages, and appropriate uses of instructional strategies
   • Cooperative learning
   • Direct instruction
   • Discovery learning
   • Whole-group discussion
   • Independent study
   • Interdisciplinary instruction
   • Concept mapping
   • Inquiry method
   • Questioning
   • Play
   • Learning centers
   • Small-group work
   • Revisiting
   • Reflection
   • Project approach

3. Principles, techniques, and methods associated with major instructional strategies
• Direct instruction
• Student-centered models

4. Methods for enhancing student learning through the use of a variety of resources and materials
  • Computers, Internet resources, Web pages, e-mail
  • Audiovisual technologies such as videotapes and compact discs (CDs)
  • Local experts
  • Primary documents and artifacts
  • Field trips
  • Libraries
  • Service learning

B. Planning Instruction

1. Techniques for planning instruction, including addressing curriculum goals, selecting content topics, incorporating learning theory, subject matter, curriculum development, and student development and interests
  • National and state learning standards
  • State and local curriculum frameworks
  • State and local curriculum guides
  • Scope and sequence in specific disciplines
  • Units and lessons
    • Rationale for selecting content topics
  • Behavioral objectives: affective, cognitive, psychomotor, speech/language
  • Learner objectives and outcomes
  • Emergent curriculum
  • Antibias curriculum
  • Themes/projects
  • Curriculum webbing

2. Techniques for creating effective bridges between curriculum goals and students’ experiences
  • Modeling
  • Guided practice
  • Independent practice, including homework
  • Transitions
  • Activating students’ prior knowledge
  • Anticipating preconceptions
  • Encouraging exploration and problem solving
  • Building new skills on those previously acquired
Predicting

C. Assessment Strategies
   1. Types of assessments
   2. Characteristics of assessments
   3. Scoring assessments
   4. Uses of assessments
   5. Understanding of measurement theory and assessment-related issues
   6. Interpreting and communicating results of assessments

III. Communication Techniques
   A. Basic, effective verbal and nonverbal communication techniques
   B. Effect of cultural and gender differences on communications in the classroom
   C. Types of communications and interactions that can stimulate discussion in different ways for particular purposes
      1. Probing for learner understanding
      2. Helping students articulate their ideas and thinking processes
      3. Promoting risk taking and problem solving
      4. Facilitating factual recall
      5. Encouraging convergent and divergent thinking
      6. Stimulating curiosity
      7. Helping students to question
      8. Promoting a caring community

IV. Profession and Community
   A. The Reflective Practitioner
      1. Types of resources available for professional development and learning
         - Professional literature
         - Colleagues
         - Professional associations
         - Professional-development activities
      2. Ability to read, understand and apply articles and books about current research, views, ideas, and debates regarding best teaching practices
      3. Ongoing personal reflection on teaching and learning practices as a basis for making professional decisions
         - Code of Ethics
         - Advocacy for learners
   B. The Larger Community
      1. Role of the school as a resource to the larger community
• Teachers as a resource

2. Factors in the students' environment outside of school (family circumstances, community environments, health and economic conditions) that may influence students' life and learning

3. Develop and utilize active partnerships among teachers, parents/guardians, and leaders in the community to support the educational process
   • Shared ownership
   • Shared decision making
   • Respectful/reciprocal communication

4. Major laws related to students' rights and teacher responsibilities
   • Equal education
   • Appropriate education for students with special needs
   • Confidentiality and privacy
   • Appropriate treatment of students
   • Reporting in situations related to possible child abuse