



## MTI 582: Disciplinary Literacy: Practical Strategies for Content Area Teachers

### FAST PASS DISTANCE COURSE FOR ANDREWS UNIVERSITY

| MTI Contact Information: |                                                                                              |
|--------------------------|----------------------------------------------------------------------------------------------|
| MTI Email:               | <a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>     |
| Instructor               | Kristin Blaskovitz                                                                           |
| MTI Grading:             | <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> |

| Course Information                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Format<br/>(distance learning,<br/>online, webinar,<br/>experiential onsite<br/>courses):</b> | <p><b>Distance Course</b></p> <p>Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under “Course Materials” or via your own research on the topic. Approximately 135 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT ANDREWS UNIVERSITY</b> for this course.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within <b>one year</b> of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Formatting Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Home address</li> <li>• Email address</li> <li>• School district name, address</li> <li>• Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p> |
| <b>Prerequisites and Credit Limits</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Resources provided for this course can be found towards the bottom of this document in the section labeled <b>Course Materials</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Required Books and Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Cossett Lent, Releah (2015). This is Disciplinary Literacy:Reading,Writing, Thinking, and Doing...Content Area by Content Area. Thousand Oaks, CA: Corwin Literacy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Learning Outcomes/Competencies:</b><br/> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the difference between disciplinary literacy and content area reading strategies. InTASC 4,8</li> <li>2. Identify the reading skills that are required for each discipline. InTASC 4,7</li> <li>3. Develop lessons that allow students to practice real reading and writing in your discipline. InTASC 4,6,7</li> <li>4. Understand how to use strategies that allow students to move beyond basic comprehension of material and into application. InTASC 1,5,8</li> <li>5. Develop a list of readings, texts and resources students and teachers can use in a specified discipline. InTASC 4,7</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Course Description:</b> This course will help new and experienced teachers identify strategies that will help the students understand the different types of reading and writing needed for each content area. This course will offer strategies that will allow growth for all learners in the classroom. Teachers enrolled in this course will enrich their classroom practices and develop new</p>                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| strategies for reading and writing in their content area.                                                                                                                                                                                                                                                                   |
| <b>Learning Strategies:</b> Professional literature analysis, personal reflection, project-based learning.                                                                                                                                                                                                                  |
| <b>Experiential Learning Opportunities:</b> Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course. |

| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   | Approximate contact hours for each assessment |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------|
| Resources and reflection time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   | 28 hours                                      |
| Resource questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 90 points         | 14 hours                                      |
| Studying (time to reread and take notes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   | 6 hours                                       |
| Applications- 2 @ 45 points each                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 90 points         | 16 hours                                      |
| Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.                                                                                                                                                                                                                                                                                                                                                                                               | 60 points         | 33 hours                                      |
| Action research project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 100 points        | 16 hours                                      |
| Research on classroom instruction strategies and theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 8 hours                                       |
| Final evaluation essay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 100 points        | 14 hours                                      |
| <b>Total points possible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>440 points</b> | <b>135 hours</b>                              |
| <b>Grading Scale: A (90-100%); B (80-89%)</b><br><b><i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i></b><br>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits. |                   |                                               |

| Resource Question Rubric- 10 questions @ 9 points each |                                                                                                                  |                                                                                                           |                                                                                                                |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Category                                               | Superior (3 pts)                                                                                                 | Sufficient (2 pts)                                                                                        | Minimal (1 pt)                                                                                                 |
| <b>Supporting Evidence in Practice</b><br>____/3       | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. |
| <b>Accuracy</b><br>____/3                              | All supporting facts and statistics are accurately represented.                                                  | Almost all supporting facts and statistics are accurately represented.                                    | Some of the supporting facts and statistics are accurately represented.                                        |

|                                       |                                                        |                                                        |                                                          |
|---------------------------------------|--------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|
| <b>Grammar and Spelling</b><br>____/3 | Response includes 0-1 mistakes in grammar or spelling. | Response includes a few grammar and spelling mistakes. | Response includes several grammar and spelling mistakes. |
|---------------------------------------|--------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|

### Application Rubric- 2 applications @ 45 points each

| Category                                          | Superior (15-14 pts)                                                                                             | Sufficient (13-12 pts)                                                                                    | Minimal (11-10 pts)                                                                                            | Below Standard (9 to 0)                                                                                                               |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supporting Evidence in Practice</b><br>____/15 | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom. |
| <b>Accuracy</b><br>____/15                        | All supporting facts and statistics are accurately represented.                                                  | Almost all supporting facts and statistics are accurately represented.                                    | Some of the supporting facts and statistics are accurately represented.                                        | Many of the supporting facts and statistics are inaccurately represented.                                                             |
| <b>Grammar and Spelling</b><br>____/15            | Response includes 0-1 mistakes in grammar or spelling.                                                           | Response includes a few grammar and spelling mistakes.                                                    | Response includes several grammar and spelling mistakes.                                                       | Response includes numerous grammar and spelling mistakes.                                                                             |

### Journal Rubric- 10 journal entries @ 6 points each

| Category                                         | Superior (3 pts)                                                                                                 | Sufficient (2 pts)                                                                                        | Minimal (1 pt)                                                                                                 |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Supporting Evidence in Practice</b><br>____/3 | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. |
| <b>Grammar and Spelling</b><br>____/3            | Response includes 0-1 mistakes in grammar or spelling.                                                           | Response includes a few grammar and spelling mistakes.                                                    | Response includes several grammar and spelling mistakes.                                                       |

### Action Research Rubric- 100 points

| Category                               | Superior (20-18 pts)                                             | Sufficient (17-16 pts)                                     | Minimal (15-14 pts)                                                    | Below Standard (13 to 0)                                |
|----------------------------------------|------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Review of Literature</b><br>____/20 | Outstanding inclusion of major theories and/or research studies. | Inclusion of major theories and/or research studies.       | Limited inclusion of major theories and/or research studies.           | No inclusion of major theories and/or research studies. |
| <b>Appropriate and Accurate</b>        | Results/Findings appropriately and accurately described          | Results/Findings appropriately and accurately described in | Results/Findings either not appropriately or not accurately described. | Results/Findings not described.                         |

|                                                                |                                                                                          |                                                                                        |                                                                 |                                                           |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------|
| <b>Results/<br/>Findings<br/>are<br/>Described<br/>____/20</b> | in extensive detail in relation to the research questions.                               | relation to the research questions.                                                    |                                                                 |                                                           |
| <b>Grammar<br/>and<br/>Spelling<br/>____/20</b>                | Response includes 0-1 mistakes in grammar or spelling.                                   | Response includes a few grammar and spelling mistakes.                                 | Response includes several grammar and spelling mistakes.        | Response includes numerous grammar and spelling mistakes. |
| <b>Methods<br/>and<br/>Procedures<br/>____/20</b>              | Complete and thorough description of data analysis methods.                              | Complete description of data analysis methods.                                         | Incomplete and/or unclear description of data analysis methods. | No description of data analysis methods.                  |
| <b>Conclusions<br/>____/20</b>                                 | Insightful conclusions supported by the data and clearly linked to review of literature. | Accurate conclusions supported by the data and clearly linked to review of literature. | Limited or unsupported conclusions.                             | No conclusions.                                           |

| <b>Evaluation Rubric- 100 points</b>                       |                                                                                                                              |                                                                                                                 |                                                                                                                   |                                                                                                                                       |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Category</b>                                            | <b>Superior (20-18 pts)</b>                                                                                                  | <b>Sufficient (17-16 pts)</b>                                                                                   | <b>Minimal (15-14 pts)</b>                                                                                        | <b>Below Standard (13 to 0)</b>                                                                                                       |
| <b>Supporting<br/>Evidence in<br/>Practice<br/>____/20</b> | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.             | Response shows evidence of ideas and insights from this course and how they are applied to the classroom.       | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.    | Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom. |
| <b>Accuracy<br/>____/20</b>                                | All supporting facts and statistics are accurately represented.                                                              | Almost all supporting facts and statistics are accurately represented.                                          | Some of the supporting facts and statistics are accurately represented.                                           | Many of the supporting facts and statistics are inaccurately represented.                                                             |
| <b>Grammar<br/>and<br/>Spelling<br/>____/20</b>            | Response includes 0-1 mistakes in grammar or spelling.                                                                       | Response includes a few grammar and spelling mistakes.                                                          | Response includes several grammar and spelling mistakes.                                                          | Response includes numerous grammar and spelling mistakes.                                                                             |
| <b>Sequencing<br/>____/20</b>                              | Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner. | Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner. | Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.   | Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.                    |
| <b>Reflection<br/>____/20</b>                              | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies          | Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies    | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies | Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.  |

|  |                           |                           |                           |  |
|--|---------------------------|---------------------------|---------------------------|--|
|  | presented in this course. | presented in this course. | presented in this course. |  |
|--|---------------------------|---------------------------|---------------------------|--|

## Course Assignments

### Resource Questions: Read, View, and Reflect (90 points)

Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. What are some of the problems that teachers encounter when using reading strategies as one of the tools for teaching the content of their class? **Resource Group**
2. On pages 22-32, Lent poses questions other teachers have raised in regards to the teaching of reading, what questions did she leave out? What questions do you still have about reading instruction for your discipline? **Resource Group**
3. Compare and contrast the types of reading done within a science classroom to the types of reading done in math, English and social studies classroom. Is there any overlap? Which discipline appears to have the most unique types of reading? Why do you think this is? **Resource Group**
4. What are the five strategies Lent offers as to how to get students reading in every discipline every day? Pick a strategy that fits with your discipline and explain how you would implement this strategy in your own classroom. **Resource Group**
5. Think about one unit you teach in your discipline. How could you begin creating a text set of articles, websites, visuals, fiction and nonfiction for this unit? What might you want to include? **Resource Group**
6. What one writing activity that you've read about in chapter 3 can you adapt to meet your own needs? Explain how you would design a lesson or mini-lesson around that writing activity. **Resource Group**
7. Looking at the "Shifts for Teaching Writing Within the Disciplines" graphic on page 64, identify writing practices you currently use in your discipline and how they are implemented in your class. Next, choose two "shifts" you would like to introduce into your course. Explain how that might be possible. **Resource Group**
8. Lent offers 5 different methods of inquiry in chapter 4. Choose one of the methods and explain how it might be used in your own classroom. Next explain how the same inquiry method could be used in another classroom (math, social studies, science, art, etc.). Next explain how using similar inquiry methods across disciplines might benefit students. **Resource Group**
9. What challenges do students experience when they collaborate with other students? What suggestions did Lent offer in chapter 5 that might offset these challenges and help make the collaborative learning experience successful for all students? **Resource Group**
10. At the end of chapter 5 Lent offers a Q&A about collaborative learning. While Lent gives thoughtful and reasonable answers to all the questions, her answers come from her research and own personal experiences. Choose TWO questions (from pages 161-173) and offer your own take and/or answer to that question. Next write ONE question you still have about collaborative learning yourself. **Resource Group**

### **Application #1- (45 points)**

Lent states, “....students should be reading something in every class every day related to the content, ideally something so interesting that they will want to continue reading outside of class. Once students turn into readers, they will read widely. As a content-area teacher, you should make engaging, disciplinary-relevant texts available to your students and give them time to read” (22-23). Create an annotated bibliography of disciplinary-relevant texts to share with your students. The list can relate to one unit of study or be a comprehensive list of the topics you cover within a semester or year. Use Figure 2.2 on page 25 of your textbook for ideas. Your list should contain 12-15 texts and vary in style and format (i.e. please do not list 15 graphs for your students to read or 12 political cartoons and 3 tweets). For each text you list in your bibliography please provide a short annotation with which unit the text relates as well a brief overview of the text.

-2-3 pages in APA Format

### **Application #2- (45 points)**

Develop and implement a lesson plan which incorporates one of the seven writing strategies outlined in chapter 3. Be sure to include a piece of text related to your content-area that your students will use as a way to influence, guide, focus or inspire their writing. Feel free to use a lesson plan template you are familiar with or use the lesson plan template links below to guide your formatting. Be sure to include any materials or documents that will be used during the lesson. After you implement your lesson complete the Lesson Plan Reflection document.

- [Lesson Plan Template #1](#)
- [Lesson Plan Template #2](#)

### **Journal entries**

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you’ve discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

### **Research Assignment- (100 points)**

Research different inquiry units specific to your content area and explain the importance or value

inquiry units have in your content area. Next use a unit of study you currently teach (or have taught recently) and revise it so that it becomes an inquiry based unit. Explain what activities you would implement, what assessments would be used and how lessons would be structured. Reflect on the similarities between the two units as well as the differences. What potential skills might your students learn/refine/practice during the inquiry unit that they wouldn't have if the unit were taught/presented in its original format/sequence?

-3-5 pages in APA format

-Utilize the textbook and professional articles

-Cite all sources

- Include copies of assessments, lesson plans and activities that would be used during this unit

### **Final Evaluation Assignment (100 points)**

Discuss the type of reading students will engage with most often in your content area. What reading skills will they need to comprehend the material? How do professionals in your content area think and how do you plan on teaching those skills to your students (i.e. how can you teach your students to “think” like a scientist, mathematician, artist, etc.)? Finally explain the role that collaborative learning can take in your classroom in order to help your students become readers and writers of your content area? What is one collaborative learning approach you currently use that you find beneficial or identify a collaborative learning approach you want to adapt in the future. Explain how it is implemented and the benefits of using it or explain how you would use it and what you think the potential benefits could be. 3-5 pages in APA format.

## **Course Resources**

The following is a list of resources that can help you facilitate this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

### **Resource Group 1:**

#### **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact**

## **The InTASC Model Core Teaching Standards (April 2011)**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: 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.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: 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.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

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

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### Standard #10: 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.