WAYNE STATE
College of Education

Expectations for Professionalism & Dispositions

The College of Education requires teaching candidates to be professionals who evidence sound judgment, ethical behavior, trustworthiness, confidentiality, responsibility, and the highest professional ideals. These expectations align with InTASC 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*. These expectations align with the Michigan Professional Educators code of ethics, as well as the general professional standards held by the teaching profession. College of Education teaching candidates are responsible for upholding the standards and expectations outlined in this document in all aspects of their professional coursework, clinical work, interactions with education colleagues, interactions with PreK-12 students' families, and interactions with PreK-12 students. Failure to comply with and meet these standards is a failure to meet the academic standards of the College of Education and could result in a candidate's failure in the clinical course, removal from clinical work ,and/or dismissal from the academic program.

As a teaching candidate, you are expected to:

1. Exhibit a commitment to equity for all learners; hold high expectations for all children/youth. Do not limit children or expectations for them based on race, ethnicity, immigration status, socioeconomic status, home language, religion, gender, (dis)ability, or other factors. Create classrooms that are inclusive and safe spaces for all learners.

2. Exhibit openness to feedback, new ideas, and constructive criticism in order to grow your teaching practice. Ask questions and seek help when needed. Exhibit active and reflective listening in order to engage in collaborative inquiry into practice and professional growth.

3. Take initiative in the classroom setting with support of Mentor Teacher; engage in self-initiated professional learning.

4. Maintain appropriate and professional relationships. Interact professionally with Mentor Teacher, school personnel, students, families, university Clinical Instructional Coach, and university personnel.

5. Treat all information shared with you regarding students, parents, families, and/or staff as confidential.

6. Use social media related to students, teaching, and your teaching internship responsibly, appropriately, and ethically. Maintain professionalism in digital forums and media regarding your students, their families, and your teaching internship. Maintain your students' privacy, including refraining from posting photos and other artifacts, without express consent from students, their parents/guardians, and appropriate school personnel.

7. Interact appropriately with PreK-12 students and children/youth in and out of school contexts. This includes ensuring that you conduct yourself appropriately and professionally in contact and interactions with minors, including through social media. Inappropriate interactions with children/youth are grounds for dismissal from the clinical work and the program.

8. Follow university, college, and school district policies and procedures.

9. Maintain the drug and alcohol-free workplace policies of preK-12 schools and Wayne State University.
   http://bulletins.wayne.edu/graduate/general-information/university-policies/university-policies.pdf

10. Dress appropriately and professionally, as determined by the school dress code and general standards of professional attire when working with children/youth.

11. Be in attendance and on time every day in the classroom, for school meetings and professional development, for your clinical seminars, and required WSU clinical seminars. Meet deadlines for all clinical assignments and teaching responsibilities.

12. Contribute to a positive, collegial learning environment during clinical seminars, school meetings, and professional development; collaborate constructively rather than competitively. Encourage all colleagues to contribute, rather than striving to dominate discussions. Contributes to setting and reaching group goals, fulfilling assigned role(s).

13. Exhibit warm, positive relationships with learners and colleagues, including positive use of nonverbal communication.

14. Manage emotions productively and maturely, including positive conflict resolution; exhibit flexibility.

15. Exhibit honesty and integrity, including academic integrity.

16. Use strong academic English in written professional and clinical work, and in teaching; code-switching when appropriate.

17. Produce high-quality academic work, with careful attention to both content and proofreading; exhibit passion for learning beyond grades.

18. Exhibit good judgement in decision making; accept responsibility for own decisions and actions.

19. Show passion for teaching.

Addressing Teaching Candidates' Concerns: Your concerns are important and the goal is for you to be supported in timely and appropriate resolution of concerns. In order to facilitate that, candidates are expected to follow protocol in addressing questions or concerns regarding clinical experiences. Communicate concerns in a timely manner, and through the appropriate channels, as you would hope your students' families would do with concerns related to your classroom. Speak first to your Mentor Teacher and/or university Clinical Instructional Coach. If you are not satisfied with the resolution, then contact the Director of Educational Partnerships and Experiences, Dr. Linda Hicks at am3610@wayne.edu or (313) 577-1642. If the concern is about collaboration with you Mentor Teacher, your Clinical Instructional Coach can support you in navigating a positive resolution. If you have a concern about the support you're receiving from your Clinical Instructional Coach and you have not been able to resolve this directly with your coach, you should contact Dr. Hicks for support: am3610@wayne.edu. If you feel that your concerns are not fully addressed after contacting Dr. Hicks, or if you would like to appeal a decision made by Educational Partnerships and Experiences, the next step would be to contact the Assistant Dean of the Division of Teacher Education, Dr. Namisha Patel at hr0439@wayne.edu or (313) 577-3886.

Addressing Significant School Events That May Impact Teaching Candidates: Our hope is that every PreK-12 school would experience a positive, productive, and nurturing school year. This is the shared goal of all schools and educators. Despite this goal and work to enact it, regrettably sometimes traumatic incidents occur in communities (including schools) that may negatively impact the students, school culture, and climate where WSU candidates are serving as interns; examples include natural disasters, crimes, death of a student, etc. If any such incidents should occur that have the potential to negatively impact the PreK-12 students, staff, and/or teaching candidates in the building, teaching candidates should immediately notify their Clinical Instructional Coach. The Clinical Instructional Coach should, in turn, report the incident to the Director of School Partnerships and Clinical Practice so that candidates at the school can be supported appropriately in teaching in contexts experiencing trauma. The Director will connect with the appropriate persons in the Teacher Education Division, and Counseling and Psychological Services (CAPS), if necessary, to support WSU students who are teaching in contexts where traumatic events have occurred and may be impacted by

these events themselves. We are committed to supporting our teaching candidates as whole human beings, not just academically.

Clinical and Professional Seminars: Teaching interns are required to attend professional seminars to support them in developing their teaching practice and professional skills and dispositions. The dates for these are provided in the EdP&E Semester Calendar. Tardiness and/or absenteeism are grounds for a failing grade for clinical work. Interns must participate fully in Orientation for pre-student and student teaching in order to begin their clinical work for the semester. Missing Orientation will result in ineligibility to continue with the internship for the semester. Candidates are expected to refrain from tangential, personal use of digital devices during class/seminar time and while teaching in schools; this includes cell phones, texting, Facebook, etc. Unless they are key tools during a lesson with PreK-12 students, keep you cell phone and other digital devices stored with your personal belongings during time with the students.

Attendance Policy

Candidates need to be at every clinical seminar—engaging with, supporting, and challenging each other's thinking in order to have a vibrant classroom community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the clinical internship and course. It is expected that we will all come to class having read the weekly texts and ready to actively participate with responses to the readings, questions, and critical thinking.

Every absence or tardy means that you will be unable to earn full participation points for the class; this will result in the lowering of your grade for the course, as will lack of participation during class. Up to three excused absence are permissible during the internship semester across clinical work, clinical seminars, and class meetings. These absences are across internship components; each component does not have 3 excused absences. Excessive absences during the teaching internship indicate that you should take the course another semester when you're able to engage more fully in it.

Tardiness and/or absenteeism beyond 3 days are grounds for a failing grade for clinical work and the course because educators are professionals who are held to high standards of punctuality, timeliness, and attendance. Exceptions to this policy are made on a case-by-case basis by the Director for extreme extenuating circumstances, such as medical emergencies.

Notify your Mentor Teacher and Clinical Instructional Coach if you will be absent before the start of the school day; you are still responsible for getting materials and/or lesson plans to your Mentor Teacher for the day. You may be required to make up absences by adding days onto your clinical work. Unexcused absences during the internship may result in a failing grade for clinical work and the related course.

Unexcused absences are not included as teaching days, and can be grounds for failing your teaching internship. If your Mentor Teacher is absent and there is a substitute teacher, you are required to be in your placement classroom; this counts as one of your days of clinical work. If you miss a day when there is a substitute teaching in your classroom, this counts as an absence.

Clinical Orientation Policy

Interns must attend Clinical Orientation for the semester in which they intern. This event includes professional development and is essential to candidates stepping successfully into their internship. Missing Clinical Orientation will mean that the intern will not be permitted to begin/continue clinical work for the semester.

Clinical Instructional Coaches also attend Clinical Orientation and facilitate small-group activities with their coaching cluster. A portion of Clinical Orientation is also the first class meeting for the course.

MICHIGAN CODE OF Educational Ethics

RESPONSIBILITY TO THE PROFESSION

Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.

A. Demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;

2. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;

3. Holding oneself responsible for ethical conduct;

4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;

5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;

6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and

7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. Fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;

2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;

3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;

4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and

5. Cooperating fully during ethics investigations and proceedings.

C. Promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;

2. Engaging in respectful discourse regarding issues that impact the profession;

3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;

4. Actively participating in educational and professional organizations and associations; and

5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

2 RESPONSIBILITY FOR PROFESSIONAL COMPETENCE

Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. Demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;

2. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;

3. Advocating for equitable educational opportunities for all students;

4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;

5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and

6. Committing to ongoing professional learning.

B. Demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;

2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;

3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;

4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;

5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and

6. Using data, data sources, or findings accurately and reliably.

C. Acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;

2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and

3. Protecting students from any practice that harms or has the potential to harm students.

❸ RESPONSIBILITY TO STUDENTS

A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. Respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;

2. Interacting with students with transparency and in appropriate settings;

3. Communicating with students in a clear, respectful, and culturally sensitive manner;

4. Taking into account how appearance and dress can affect one's interactions and relationships with students;

5. Considering the implication of accepting gifts from or giving gifts to students;

6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;

7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

8. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and

9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. Demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background(s);

2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;

2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

4 RESPONSIBILITY TO THE SCHOOL COMMUNITY

Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

A. Promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;

2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;

3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. Promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;

2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;

3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;

4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;

7. Ensuring that educators are assigned to positions in accordance with their credentials, preparation, and experience in order to maximize students' opportunities and achievement; and

8. Working to ensure a workplace environment that is free from harassment.

C. Promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;

2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and

3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. Promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;

2. Respecting intellectual property ownership rights when sharing materials (e.g. original lesson plans, district level curricula, syllabi, grade books, etc.);

3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and

4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. Understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;

2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;

3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

⑤ RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

A. Uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;

2. Staying abreast of current trends and uses of school technology;

3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;

4. Knowing how to access, document, and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;

5. Understanding and abiding by the district's policy on the use of technology and communication;

6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. Ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;

2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and

3. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying incidents and their potential impact on the student learning environment.

C. Maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;

2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and

3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. Promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;

2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and

3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

GLOSSARY

Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/School District:

This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time .

Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for "professional educator."

Ethic of Care:

Responding with compassion to the needs of students.

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:

A learner attending a P-12 school.

Technology:

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/ software that deliver text, audio, images, animation, and streaming video.

Transparency:

Openness and accountability with respect to one's behaviors, actions and communications as an educator.

INTASC TEACHER EDUCATION PROFESSIONAL STANDARDS

The teacher education profession demands of its practitioners a commitment to professional responsibility and the demonstration of appropriate professional and ethical behavior. Therefore, the academic curriculum of the Wayne State University Teacher Education programs require that all teacher education candidates demonstrate each of the model core teaching standards in accordance with the Interstate Teacher Assessment and Support Consortium (InTASC). These standards are woven throughout the assignments and clinical experiences in the academic programs and portions of the standards are assessed in each course. All College of Education teaching candidates are responsible for upholding these standards in all aspects of their professional coursework and clinical work. Failure to comply with and meet these standards is a failure to meet the academic standards of the Teacher Education program and could result in a student's removal from clinical work and/or dismissal from the academic program.

The Learner and Learning Standards

1. *Learner Development*. The teacher candidate 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.
2. *Learning Differences*. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. *Learning Environments*. The teacher candidate 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 Standards

4. *Content Knowledge*. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. *Application of Content*. The teacher candidate 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 Standards

6. *Assessment*. The teacher candidate 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.
7. *Planning for Instruction*. The teacher candidate 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.
8. *Instructional Strategies*. The teacher candidate 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 Standards

9. *Professional Learning and Ethical Practice*. The teacher candidate 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.
10. *Leadership and Collaboration*. The teacher candidate 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.