New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit ☐ Graduate credit ☒ Professional credit ☐

1. School/Division: Education
   2. Academic Subject Code: EDUC

3. Course Number: E572 (must be cleared with University Enrollment Services)
   4. Instructor: S. Bontrager

5. Course Title: Elementary School Social Studies Curriculum
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring/2010

7. Credit Hours: Fixed at 3 or Variable from ____________ to ____________

8. Is this course to be graded S-F (only)? Yes ☐ No ☒

9. Is variable title approval being requested? Yes ☐ No ☒

10. Course description (not to exceed 50 words) for Bulletin publication: This course is designed for candidates working on initial certification in elementary education at the graduate level. The intention of the course is to explore the sociological backgrounds of education and surveys subject matter, materials, and methods in social studies.

11. Lecture Contact Hours: Fixed at 3 or Variable from ____________ to ____________

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ____________ to ____________

13. Estimated enrollment: 20 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: once per year. Will this course be required for majors? Yes ☐

15. Justification for new course: Current course for alternative route to licensure is not designed for initial licensure

16. Are the necessary reading materials currently available in the appropriate library? Yes ☐

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date 3-10-09

Department Chairman/Division Director

Approved by:

[Signature] Date 3/3/09

Dean

[Signature] Date

Dean of Graduate School (when required)

[Signature] Date 4-28-09

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
"Let us take care of the children, for they have a long way to go. Let us take care of the elders, for they have come a long way. Let us take care of those in between, for they are doing the work."
Traditional African Prayer

Course Title: Elementary Social Studies Curriculum
Course Number: E572
Section:

INDIANA UNIVERSITY SOUTH BEND
School of Education Mission Statement
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor: Sydney Bontrager
Phone:
Office:
Office Hours:
E-mail:

COURSE DESCRIPTION
Explores the sociological backgrounds of education and surveys subject matter, materials, and methods in the Social Studies content areas.

PREREQUISITES
Entrance into the Teacher Education Program.

REQUIRED COURSE TEXT
Textbooks

Children’s Books
Esperanza Rising by Pam Munoz Ryan
Freedom Walkers: The Story of the Montgomery Bus Boycott by Russell Freedman
Rules by Cynthia Lord
From the Mixed Up Files of Basil E. Frankwiler by E.L. Konisburg
Stand Tall, Abe Lincoln by Judith St. George

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at: http://www.dsa.indiana.edu/Code/.

Commitment to Diversity
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms. One example from this class is:... Develop an Integrated Cultural Thematic Unit of Study

Commitment to Technology
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is The Map/Photo Project
University and School of Education policies

Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

ACCOMMODATIONS FOR RELIGIOUS OBSERVANCES STATEMENT: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

DISABILITIES STATEMENT: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disability Support Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the website for Office of Disabilities Support Services.

ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (http://www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, including receiving a warning, failing the assignment, failing the course, or expulsion from the University.

Field Experience Note: You may be required to provide a criminal history check to school corporations before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

Please Note: Students in the School of Education are required to post select artifacts (assignments) on LiveText or in Oncourse. Therefore, students may be required to purchase and utilize LiveText at any time during this course. The instructor will notify you if you are required to post assignments on LiveText.

CLASS PARTICIPATION / PROFESSIONALISM / ATTENDANCE
Your teaching professionalism begins here at IUSB. It is very important that you maintain a positive attitude towards the faculty, staff, and your fellow students. Collaboration is a huge component to this course. Therefore, it is critical that you come to class having read the required materials, be prepared for discussions, and ready to work with your peers. If you choose not to participate in the non-graded class activities, it will count as an absence for the day. If you have an emergency situation, please notify me in advance so we can come up with a reasonable solution other than answering your cell phone in class. Please, no text-messaging. It is very disruptive. If you are having problems, or are too sick to attend class, please let me know. Notification will assure you of an excused absence. This is the beginning of your professional accountability. When you are working in the field, you must also notify the school and teacher you are assigned to for every absence. They may have made plans around your attendance.

WRITING QUALITY AND LATE WORK
IUSB is very fortunate to have a Writing Center. Strong writing skills are a must for teachers. If I am grading a written assignment, and come across 3 grammatical or spelling errors, I will return the paper to you for revision. You may resubmit the paper for full credit by the next class period. Otherwise, it will be a Zero. All assignments are expected on the due dates. After that, you will receive half credit. As with any other emergency, I will be flexible. Documentation is a must for full credit after the due date in all instances. I will not accept any late assignments the week of finals. If you do not keep yourself organized and on schedule, this may drastically affect your grade. I will not accept a semester’s worth of work, or several assignments in bulk.
PLAGIARISM
Plagiarism is when you submit someone else’s work as your own. This may be a term paper, reflection, lesson plan, review, summary, etc. This includes partial or total copying. If you find something on the Internet, no matter how insignificant you may think it is, copying it without citation is plagiarism. If after a conference between instructor and student it is discovered that plagiarism did happen, you will receive an automatic F for the course. Other disciplinary actions may occur as stated in the Code of Students Rights, Responsibilities and Conduct booklet. The definition of Plagiarism can be found on page 17, followed by the consequences on page 21. Students must complete the plagiarism tutorial and pass the quiz on plagiarism found at http://www.indiana.edu/~isid.

COURSE OBJECTIVES THE STUDENT WILL:
1. Become familiar with the National Council for the Social Studies standards.
2. Evaluate the many resources used in Social Studies instruction.
3. Plan an integrated Social Studies and Language Arts unit.
4. Analyze and reflect on controversial subjects that arise with the teaching of social studies.
5. Become familiar with content knowledge for an elementary social studies classroom.
6. Practice Social Studies instruction in a classroom.
7. Expand your personal knowledge of the American government, history, and current social issues, and reflect collaboratively about a problem/issue children face today.
8. Know and demonstrate understanding of assessing student learning.
9. Participate in IUSB classroom activities that will enhance your teaching of Social Studies.
10. Hone your professional presentation skills needed for effective classroom instruction.
11. Review the textbooks (in the LRC) that are currently being used in area schools.
12. Work cooperatively with others to develop and perform the task requirements for this course.
13. Develop high quality lesson plans that include multicultural resources, adaptations for special needs, and technology references.
14. Participate in novel studies and discussions.
15. Reflect on our classroom discussions and activities.
16. Become familiar with and utilize various technology tools that will enhance student learning.
17. Become aware of community service opportunities in our area.
18. Engage in activities that strengthen the connection between the school and home.

COURSE PERFORMANCE TASKS (IUSB Performance Standards)
Official Course Artifact: Update your Philosophy of Teaching via Livetext.
(10 points) (ACEI 1.0)
1. Develop an integrated cultural celebration thematic unit. This unit will have one central theme with daily lessons and activities. (100 points) (ACEI 3.2)
2. Create a field trip with a social studies theme. (50 points) (ACEI 3.4)
3. Develop assessment tools that demonstrate student understanding. (20 points) (ACEI 4.0)
4. Submit a recipe for our Family Recipe Book. (20 points) (ACEI 2.4)
5. Develop and participate in a literature activity on Esperanza Rising. (30 points) (ACEI 3.1)
6. Engage in hands-on activities that bring historical and current world events to life, deepen comprehension, integrate social studies and language arts, and make connections to daily life. These activities are books discussions, a trade fair, shoebox activity, and a wax museum. (50 points) (ACEI 3.1)
7. Explores and reflects on the service opportunities in the local community. (30 points) (ACEI 3.3)
8. Create a map of IUSB or the surrounding area to demonstrate perspective, geography standards, and to foster the development of a collaborative and inquiry-based classroom projects. (40 points) (ACEI 2.4)
9. Develop an Inquiry based lesson for an early childhood classroom. (20 points) (ACEI 3.3)
10. Develop a family survey and conduct interviews that would strengthen the relationship between home and school. (100 points) (ACEI 5.2)
COURSE ACEI STANDARDS

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

STUDENT EVALUATION

Students must attain a grade of “C” or better in all required education courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Cultural Thematic Unit</td>
<td>100</td>
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<tr>
<td>Family Interview</td>
<td>100</td>
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<tr>
<td>Family Recipe</td>
<td>20</td>
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<tr>
<td>Field Trip</td>
<td>50</td>
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<tr>
<td>Philosophy of Education</td>
<td>10</td>
</tr>
<tr>
<td>Literature Activity (Esperanza Rising)</td>
<td>30</td>
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<tr>
<td>Doing History Activities (5 @ 10 pts each)</td>
<td>50</td>
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<tr>
<td>Assessment</td>
<td>20</td>
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<tr>
<td>Community Service Reflection</td>
<td>30</td>
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<tr>
<td>Map Project</td>
<td>40</td>
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<tr>
<td>Inquiry Project</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL 460 Points

413 - 460 A
412 - 367 B
366 - 321 C
320 - 275 D
Below 275 F

You must make a C or better to pass this course.

**Unexcused absences and refusal to participate in the in-class activities will deduct 10 points (per absence) from the total**
## TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT</th>
<th>WHAT'S DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions; Course Overview; Syllabus</td>
<td>Student Info. Sheet</td>
<td></td>
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<tr>
<td></td>
<td>What is Social Studies; Textbook Review; Photo Activity</td>
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<td></td>
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<tr>
<td>2</td>
<td>Chapter 2 Reflection; Articles 1-4; View Paper Clips (88 minutes) ; Teaching Controversial Issues</td>
<td>Family Recipe</td>
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<tr>
<td>3</td>
<td>Chapter 3 Inquiry and Artifacts; Articles 14-20; View Dying to Live (20 minutes) for next week’s discussion; develop an Inquiry Project in class</td>
<td>Shoebox Activity; Inquiry Project (in class); Esperanza Rising</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4 Standards and Curriculum; Articles 21-24; bring Social Studies Standards to class; Discuss Esperanza Rising and Immigration; Learning Centers fun!</td>
<td>Esperanza Rising</td>
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<tr>
<td>5</td>
<td>Chapter 5 History; Articles 5-8; view Mighty Times video</td>
<td>Stand Tall Abe Lincoln</td>
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<tr>
<td>6</td>
<td>Chapter 6 Geography; My Wonderful World; field checklist; What Am I Wearing Activity: Map Project</td>
<td>Map/Photo Project (start in class)</td>
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<tr>
<td>7</td>
<td>Chapter 7 Civics and Democracy; Articles 9-13; view Service Learning video (19 minutes); Citizenship Test!</td>
<td>Design a symbol (in class)</td>
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<tr>
<td>8</td>
<td>Chapter 8 Teaching and Learning; Articles Newspapers in the Classroom; Problem Solving</td>
<td>Service Project; Final Draft Philosophy</td>
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<tr>
<td>9</td>
<td>Chapters 9 and 11 Interactive Teaching and Learning</td>
<td>Wax Museum (in class)</td>
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<tr>
<td>10</td>
<td>Chapter 12 Diversity; Articles 37-40; Traveling Trunks from Notre Dame’s Kellogg Center</td>
<td>Family Interview; Amazing Grace</td>
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<tr>
<td>11</td>
<td>Chapter 13 Assessment; Articles 33-36; develop an assessment tool; Freedom Walkers: The Story of the Montgomery Bus Boycott discussion;</td>
<td>Assessment (in class); Freedom Walkers: The Story of the Montgomery Bus Boycott</td>
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<tr>
<td>12</td>
<td>Chapter 10 Literacy; Reading, Social Studies, Integrating Curriculum; Learning Centers</td>
<td>Field Trip</td>
<td></td>
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<tr>
<td>13</td>
<td>FIELD TRIP! Riverview Cemetery: Walking the Portage with LaSalle; South Bend History in the cemetery</td>
<td>From the Mixed Up Files of Mrs. Basil E. Frankwiler</td>
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<tr>
<td>14</td>
<td>Socratic Seminar; Critical Thinking; Articles 27-32</td>
<td>Trade Fair (in class)</td>
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<tr>
<td>15</td>
<td>Articles 41-45; FIELD TRIP! Northern Indiana Center for History</td>
<td>Unit</td>
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</tbody>
</table>

This schedule is tentative and subject to change. Teaching in the classroom is full of surprises! You may have lessons that would go into the Hall of Fame, but life happens, and we adapt. You know how it goes!
BIBLIOGRAPHY

Books


Websites
National Council for the Social Studies (www.socialstudies.org)
Teaching Tolerance (www.teachingtolerance.org)
Urban Institute  www.urban.org/publications/900779.html
Immigration  www.urban.org/uploadedPDF/311139_ChildrenImmigrants.pdf
Children’s Defense Fund  www.childrensdefense.org
Census Bureau  www.census.gov
National Center for Children in Poverty  www.nccp.org

Videos
Paper Clips (Holocaust Study)
Mighty Times (Teaching Tolerance video on the Montgomery Bus Boycott)
Dying to Live: A Migrant’s Journey (Immigration)
Learning Indeed: Service Learning  (Community Service and Civic Responsibility)
IUSB PERFORMANCE STANDARDS FOR EARLY CHILDHOOD

Standard 1 Content Knowledge
1. The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
3. The teacher evaluates, develops, and uses interdisciplinary curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

Standard 2 Child Growth and Development
1. Uses knowledge of how young children differ in their growth, development, and approach to learning to create and modify environments and experiences to meet the individual needs of all young children in an inclusive educational setting.

Standard 3 Diversity
1. The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
3. The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' authentic experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
4. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

Standard 4 Instruction
1. Demonstrates current knowledge of how to implement meaningful, integrated learning and play experiences into curricula which promote the development of the whole child.
4. Stimulates young children's reflection, promotes critical thinking skills, and encourages methods of inquiry by linking new ideas to familiar ones and to prior experiences; provides opportunities for active engagement, manipulation, and testing of ideas and materials; engages young children in research and hypothesis testing; and develops curricula that encourage young children to see, question, and interpret ideas from diverse perspectives.
5. Selects and evaluates topics of study in terms of conceptual soundness, significance, and intellectual integrity.

Standard 5 Learning Environment
3. The teacher creates an environment which encourages individual and group activities, meets individual needs of all children and promotes child-to-child and child-to-adult interactions.
5. The teacher creates, evaluates, and elects developmentally appropriate materials and equipment for the environment.
6. The teacher organizes, allocates, and manages the resources of time, space, and attention equitably for all young children in the group.

Standard 6 Communication Techniques
1. The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
2. The teacher supports and expands learner expression in speaking, writing, and other media.
3. The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
4. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of responsiveness to different modes of communication and participation).
5. The teacher uses a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.
Standard 7 Instructional Planning
1. As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activates students’ prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
2. The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

Standard 9 Professionalism
2. The teacher advocates for equal access and the improved quality of programs, services, and living conditions for young children and their families, as well as for enhanced professional status and working conditions for early childhood education professionals.
3. The teacher reflects on beliefs and practices, articulates a philosophy and rationale for decisions, and evaluates the effects of choices and actions on others.
4. The teacher seeks out opportunities to remain current in the field by reading professional literature and by being aware of the available resources and professional organizations in the field.
8. The teacher advocates for best practices in early childhood education among other education professionals, policy makers, and the public.

Standard 10 Collaboration
1. The teacher can identify and use community resources to foster student learning.
2. The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
5. The teacher uses information (as educationally and legally appropriate) about students’ experiences, family situations, culture, learning behavior, needs, and progress as solicited from family members, colleagues, and the students themselves.

IUSB PERFORMANCE STANDARDS FOR MIDDLE CHILDHOOD
Standard 1 Content Knowledge
1. The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.
3. The teacher develops, evaluates, and uses interdisciplinary curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

Standard 2 Child Growth and Development
1. The teacher assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral and physical) and that leads to the next level of development.
2. The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The teacher assesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard 3 Diversity
1. The teacher identifies, designs, and implements instruction appropriate to the students’ stages of development, learning styles, strengths, and needs.
2. The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that addresses different learning and performance modes.
3. The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs, and accesses appropriate services or resources to meet exceptional learning needs.
4. The teacher seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ authentic experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).
5. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.
6. The teacher creates a learning community in which individual differences are respected.
7. The teacher encourages students to understand, question, and interpret ideas from diverse perspectives.

Standard 4 Instruction
1. The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet students’ needs.
2. The teacher constantly monitors and adjusts strategies in response to learner feedback.
3. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
4. The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternate explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.
5. The teacher uses developmentally appropriate resources and instructional strategies (e.g. small group projects, open-ended questioning, group discussion, problem solving, collaborative learning, inquiry experiences, technology, and play) to engage children in active learning opportunities that develop intellectual curiosity, solve problems, make decisions, and become successful learners.

Standard 5 Learning Environment
1. The teacher is reflective about his/her classroom practice and continually assesses and evaluates the effects of his/her instructional choices in view of his/her understanding about learning theory and personal beliefs about teaching and learning.
2. The teacher applies the concepts of learning and inquiry to create learning experiences that inspire the excitement of learning and foster risk-taking and collaboration.
3. The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
4. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading student to ask questions and pursue problems that are meaningful to them.
5. The teacher helps the group develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

Standard 6 Communication Techniques
2. The teacher supports and expands learner expression in speaking, writing, and other media.
3. The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
5. The teacher uses a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.

Standard 7 Instructional Planning
2. The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

Standard 8 Assessment
2. The teacher appropriately uses and interprets a variety of formal and informal assessment techniques (e.g. observation, portfolios or student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies.
3. Creates and modifies assessment techniques that respond to individual development.
4. Uses assessment information to enhance his/her knowledge of learners, to monitor student progress and performance, to communicate with parents, to support children in self-assessment, and to modify teaching/learning strategies.

**Standard 9 Professionalism**
1. The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The teacher pursues ongoing professional development and seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
3. The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**Standard 10 Collaboration**
1. The teacher can identify and use community resources to foster student learning.
5. The teacher participates in collaborative activities designed to make the entire school and community supportive of children and their learning.
6. The teacher uses information (as educationally and legally appropriate) about student’s experiences, family situations, culture, learning, behavior, needs, and progress as solicited from family members, colleagues, and the students themselves.