



FAST TRAIN Programs

GEORGE MASON UNIVERSITY
College of Education and Human Development
Fast Train Program for International Educators

EDUC 520
Curriculum, Instruction, and Assessment in International Schools
Wednesday 17th July – Friday 26th July, 2013

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Course Description

This course addresses the specifics of curriculum, instruction and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

Student Learning Outcomes. This course is designed to enable students to:

1. become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment
3. appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. adapt curriculum, instruction, and assessment for an international context
5. become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. develop a unit of inquiry using the PYP planning framework
7. extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. recognize and plan for sociocultural, linguistic, and learning differences among students
9. utilize strategies to promote inquiry and reflection among students
10. develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

Learning Outcomes Aligned with Professional Standards of:

1. INTASC http://cte.jhu.edu/pds/resources/intasc_principles.htm

2. International Baccalaureate Organization: Section 2a Draft PYP Practitioner Award Programme Requirements, June 2005. Also see <http://www.ibo.org/pyl/>

Student Learning Outcome	INTASC	PYP Requirement
1.	1,4,7,8	A,B,C,D
2.	2,3,5,7,10	A,B,C,D,E,F,H
3.	1,4,6,8	A -M
4.	1,4,7,8	D,F,H,I,J,K,L,M
5.	2,3,6	E,F,G,H
6.	2,3,4,7	E,F,G,H
7.	1,4,7,8	E,F,H
8.	3,5,6,7,9	N,O,P
9.	1,7,9	E,N,O,P
10.	5,6,9,10	E,F, H,N,O,P

3. ACEI/NCATE 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.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

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.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally; and,

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.

Course requirements and student responsibilities include:

- **Attend all class periods** of courses for which they register. In- class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (GMU Catalog 2010). Be punctual and notify instructor in advance if you are unable to attend class. Each unexcused absence will result in a “0.5” point deduction from your participation grade. All work missed is the responsibility of the student.
- **Meet responsibilities with a professional and positive attitude.** Become familiar with GSE professional behavior and dispositions listed below.
- **Complete all readings and assignments.** Submit by due date. Assignments submitted late without approval will be reduced in grade.
- **Participate in class activities.**

Note: Use of laptops in the classroom is restricted to designated times for class work only. Students should not have laptops open without specific direction from the instructor. All cellphones should be turned off during classes.

Required Texts:

Arends, R. I. (2007). *Learning to teach*. NY: McGraw-Hill.

Kyriacou, C. (2001). *Essential Teaching Skills*. Cheltenham: Nelson Thornes.

Additional readings will be distributed in class and / or posted on Black Board: <http://blackboard.gmu.edu>.

Classroom Observation:

20 hours of field experience explicitly dedicated to each FAST TRAIN course is a requirement. This must be logged and signed by the school. The Field Experience Log must be turned in before the course can be graded. Linked to their Field Experience, EDUC 520 students must complete the Student Learning Analysis Assignment which is the **Performance Based Assessment** for this course.

FIELD OBSERVATIONS Due Date: March 15, 2013 – please note failure to meet the deadlines for field experience will prevent you from registering for your next sequence of courses. In addition, field experience requirements turned in late will be graded at the discretion of the instructor. This may mean they are recorded as Unsatisfactory and will have to be repeated the following Spring.

A Note about Teacher Anthology and PBA's:

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the Field Observation Report. This assignment must be posted to **Task Stream**, where it will be reviewed and graded.

Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective paper after completing the final licensure courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

EDUC 520 Assignments and Evaluation Overview	
Preparation and Participation	20%
PYP Planner and Lesson Plan	20%
Develop and Critique an Authentic Assessment Tool	20%
Student Learning Analysis Assignment (PBA)	40%
Total	100%

Evaluation Criteria are listed with each assignment.

GRADING

<http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	

C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<70	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

Detailed Assignment Descriptions and Evaluation Criteria

<p align="center">Preparation and Participation (20 points)</p> <p>Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.</p>				
Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
<p>Preparation: Exceptionally well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives on and understanding of the topic.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Very well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Prepared for all sessions.</p> <p>Selects and fully completes readings and reports.</p> <p>Is prepared for sharing reading and asking questions.</p> <p>Demonstrates a good understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Not fully prepared for sessions.</p> <p>Selects and completes some of the readings and reports.</p> <p>Is somewhat prepared to share readings and questions.</p> <p>Demonstrates a beginning understanding of readings and makes some connection to classroom practice.</p>	<p>Preparation: Unprepared for sessions.</p> <p>Little or no involvement and sharing of readings and reports.</p> <p>Is seldom prepared to share readings and questions.</p> <p>Demonstrates a limited understanding of readings and makes few connections to classroom practice.</p>
<p>Participation: Participates in all discussions and activities with enthusiasm and positive learning outlook.</p> <p>Often takes the lead, actively promoting and extending conversation focused on the topic.</p> <p>Comments demonstrate an exceptional ly high</p>	<p>Participation: Participates actively in all discussions and activities.</p> <p>Actively promotes conversation focused on the topic.</p> <p>Comments demonstrate a high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer</p>	<p>Participation: Participates in all discussions and activities.</p> <p>Comments demonstrate sound understanding and good reflection.</p> <p>Listens actively and sensitively to peers.</p>	<p>Participation: Participates in most discussions and activities.</p> <p>Comments demonstrate basic understanding.</p> <p>Listens actively to peers.</p>	<p>Participation: Little meaningful participation in discussions and activities.</p> <p>Comments demonstrate little evidence of understanding or reflection.</p> <p>Has a negative effect on the classroom atmosphere.</p>

<p>level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a very positive effect on the classroom atmosphere.</p>	<p>feedback and input.</p> <p>Has a positive effect on the classroom atmosphere.</p>			
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PYP Planner and Lesson Plan (20 points)

To consolidate your knowledge of PYP curriculum and planning, you will create a unit of inquiry planner. You will receive a template to guide you in creating each element of the planner including central idea, inquiry points, resources, teacher questions, context for facilitative inquiry, and pre-unit, formative and summative assessments. You should also create ONE (1) sample lesson plan to accompany your unit of inquiry planner.

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient >14
All elements of the planner are addressed thoroughly and are linked together coherently. The sample lesson plan is detailed, very well-structured and links very clearly to the overall unit plan.	All elements of the planner are addressed and are linked together coherently. The sample lesson plan is detailed, well-structured and links to the overall unit plan.	All elements of the planner are addressed but lack depth or coherence. The sample lesson plan links to overall lesson plan but lacks detail and/or structure.	Most elements of the planner are addressed but lack depth or coherence. The sample lesson plan lacks detail and structure.	Only some elements of the planner are addressed and lack depth and coherence. The sample lesson plan is either missing or inadequate.

Develop and Critique an Authentic Assessment Tool (20 points)				
You will create an assessment tool that includes clear criteria for what will be assessed, and present it with a description of the context in which it will be used and a critique of its strengths and limitations.				
Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
Assessment tool is exceptionally well-thought out, includes very clear criteria and is highly appropriate for the context described.	Assessment tool is very well-thought out, includes very clear criteria and is appropriate for the context described.	Assessment tool is well-thought out, includes clear criteria and is appropriate for the context described.	Assessment tool is adequate but lacks clear criteria and/or may not be appropriate for the context described.	Assessment tool is inadequate.
Description of context is detailed and very clear.	Description of context is detailed and clear.	Description of context is clear.	Description of context is adequate.	Description of context is missing or inadequate.
Critique includes extensive insightful analysis of strengths and limitations.	Critique includes thoughtful analysis of strengths and limitations.	Critique includes some analysis of strengths and limitations.	Critique identifies some strengths and limitations.	Critique is missing or inadequate.

Performance Based Assessment (PBA)*

Student Learning Analysis (40 points)

For EDUC 520 you will complete the Student Learning Analysis assignment and submit it via TASKSTREAM.

This assignment, to be completed during your 20 hour field assignment, is designed to focus on the relationship between your teaching and student learning. It should answer the questions, “When I teach, do students learn? and How do I know they are learning?” You may complete this assignment in any content area with a small group of students (with your supervising teacher’s approval). You will need to be able to work for four to six weeks on this assignment so please plan accordingly.

Specifically, you will design a unit of instruction for elementary age students (using the PYP planner or any other planning format appropriate to your setting). You will establish baseline evidence of student knowledge through a pre-assessment you design. You will teach/lead the inquiry in your planned area. You will collect sample student work for analysis and complete a post-assessment of student learning. You will provide an in-depth analysis of teaching and student learning along with your critical reflection on the process.

Your final assignment will be assessed against the following 8 criteria, each potentially worth 5 points.

Criteria:	Target – 5	Target - 4	Acceptable - 3	Unacceptable - 2	Unacceptable - 1
Description of Target Group ACEI 2.7 Physical education	Description of the group gives an extended and comprehensive picture of their development levels, including any special learning needs and is supported by extended and substantive research references	Description of the group gives a comprehensive picture of their development levels including any special learning needs and is supported by substantive references	Satisfactory description of the group gives a clear picture of their development levels including any special learning needs and is supported by references	Description of the group gives an incomplete picture of their development levels including any special learning needs and is supported by a few references	Little to no description of development levels or special learning needs with no references provided
Socio-cultural context ACEI 5.2 Collaboration	Clear, comprehensive description of the family and community, including language, culture and socio-economic status. Description is linked to extended research references	Clear description of the family and community, including language, culture and socio-economic status. Description is linked to research references	Satisfactory description of the family and community including language, culture and socio-economic status. Description is linked to some research references	Incomplete description of the family and community. Description provides few connections to research	Description is vague and unclear with no connections to research.
Planning ACEI 3.1 Integrating and	Planning includes all required elements, comprehensively described: purposes, goals/objectives, resources, instructional activities (including	Planning includes all required elements: purposes, goals/objectives, resources, instructional activities (including technology), assessments,	Planning includes most required elements.	Planning includes only some required elements	Planning includes few required elements

applying knowledge	technology), assessments, differentiation and theme of inquiry	differentiation and theme of inquiry			
Summary of class data (pre-post assessments) ACEI 4.0 Assessment – formal data collection	Multiple samples of pre-post assessments are used skillfully to provide extended and substantive evidence to support teaching implications	Samples of pre-post assessments are used to provide significant evidence to support teaching implications	Samples of pre-post assessments provide satisfactory evidence to support teaching implications	Samples of pre-post assessments are incomplete but provide some evidence to support teaching implications	Samples of pre-post assessments are incomplete and do not support teaching implications
Summary Work Sampling and Field Notes ACEI 4.0 Assessment – informal data	Description of work samples is detailed and complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement	Description of work samples is detailed and connected to field notes. Together they give a good view of student learning and engagement	Description of work samples and field notes give a satisfactory picture of student learning and engagement	Work samples and field notes give an incomplete picture of student learning and engagement	Work samples and field notes do not describe student learning and engagement
Teaching Implications ACEI 1.0 Development, Learning & Motivation	Thorough and effective description of the connections between collected data and teaching/learning implications. Supported by extensive research references	Very clear description of the connections between collected data and teaching/learning implications. Supported by research references	Satisfactory description of connections between collected data and teaching/learning implications. Supported by some research references	Incomplete description of the connections between collected data and teaching/learning implications. Not supported by research references	Description is vague and unclear and does not connect collected data and teaching/learning implications or provide research references
Reflects on Student Learning Analysis assignment ACEI 5.1 Professional Growth	In-depth and comprehensive reflection on student learning with insightful connections to own teaching	Very good reflection on student learning with clear connections to own teaching	Satisfactory reflection on student learning with some connections to own teaching	Limited reflection on student learning with few connections to own teaching	Little or no meaningful reflection with no connections to own teaching
Overall quality of work	SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well-structured and error-free.	SLA is a very good piece of work, presented in a professional and timely manner. The paper is well-structured and virtually error-free.	SLA is a good piece of work, presented in a professional and timely manner. The paper is reasonably structured and contains only a few minor errors.	SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.	SLA is incomplete and not presented in a professional or timely manner. The paper contains numerous significant errors.

CEHD Syllabus Statements of Expectations

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Proposed Class Schedule

	Topic/Learning Experiences
<i>Preparation for Day 1</i>	<p>Welcome to EDUC 520 Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Read (everyone): Arends Chapter 1 <i>The Scientific Basis for the Art of Teaching</i> Arends Chapter 2 <i>Student Learning in Diverse Classrooms</i> Kyriacou Chapter 1 <i>Developing your teaching skills</i></p> <p>Introduce yourself to your professor and your classmates by giving a brief explanation of your experience with or knowledge of curriculum, instruction and assessment in international schools– submit your response on the Bb Discussion Board before July 17th.</p>
Day 1 Wednesday July 17th	<p>Introduction to Course:</p> <ul style="list-style-type: none"> * Education in an international context * Discussion of <i>Key questions about...</i> * Learning the art of teaching – understanding the roles of a teacher * Teaching the art of learning – understanding the characteristics of students * The assignments and assessment rubrics
<i>Preparation for Day 2</i>	Investigate and prepare to lead a 10-15 minute discussion on a specific issue, adaptation or consideration relating to curriculum, instruction and assessment in international schools
Day 2 Thursday July 18th	<p>Focus on curriculum:</p> <ul style="list-style-type: none"> * The interrelationship of curriculum, instruction, and assessment in the elementary curriculum * Specific issues and adaptations for international schools – discussion groups * Integrated teaching units and standalone subject teaching * International curriculum models, specifically the PYP framework
<i>Preparation for Day 3</i>	<p>Read: (as assigned) Arends Chapter 3 <i>Teacher Planning</i> Arends Chapter 4 <i>Learning Communities and Student Motivation</i> Arends Chapter 5 <i>Classroom Management</i> Kyriacou Chapter 2 <i>Planning and preparation</i> Kyriacou Chapter 4 <i>Lesson Management</i> Kyriacou Chapter 5 <i>Classroom climate</i></p>
Day 3 Friday July 19th	<ul style="list-style-type: none"> * Discussion of <i>Key questions about...</i> * The principles, timeframes, techniques and tools of effective planning * Planning analysis activity * Using the PYP planner & essential elements * Creating a Community of Learners * Motivating students
<i>Preparation for Day 4</i>	PYP Planner assignment
Day 4 Monday	Assignment due –PYP Planner with lesson plan

July 22nd	<p>Focus on Instruction:</p> <p>Models of Teaching</p> <ul style="list-style-type: none"> * Inquiry-based learning * Facilitating student inquiry * The art of questioning * A mini model unit of inquiry * Discussion of Student Learning Analysis (PBA) assignment – due March 15th
<i>Preparation for Day 5</i>	<p>Read: (as assigned)</p> <p>Arends Chapter 7 <i>Presenting and Explaining</i> Arends Chapter 8 <i>Direct Instruction</i> Arends Chapter 9 <i>Concept Teaching</i> Arends Chapter 10 <i>Cooperative learning</i> Arends Chapter 11 <i>Problem-based learning</i> Arends Chapter 12 <i>Classroom discussion</i></p> <p>Read: (everyone)</p> <p>Arends Chapter 13 <i>Connecting the Models and Differentiating Instruction</i> Kyriacou Chapter 3 Lesson Presentation</p>
Day 5 Tuesday July 23rd	<p>Focus on Instruction:</p> <p>Models of Teaching (group presentations)</p> <ul style="list-style-type: none"> * Presenting and explaining * Direct Instruction * Concept Teaching * Cooperative Learning * Problem-Based Learning * Classroom Discussion <ul style="list-style-type: none"> * Connecting the models * Building a repertoire of approaches * Strategies for differentiating
<i>Preparation for Day 6</i>	Arends Chapter 6 <i>Assessment and Evaluation</i>
Day 6 Wednesday July 24th	<p>Focus on Assessment:</p> <ul style="list-style-type: none"> * Principles and purposes of assessment * Formative and summative assessment * Self-assessment and reflection * Using the PYP Learner profile for self-assessment and reflection * Assessing conceptual understanding, skills and knowledge * Discussion of Assessment assignment - due Friday
<i>Preparation for Day 7</i>	Kyriacou Chapter 7 <i>Assessing pupils' progress</i>

<p>Day 7 Thursday July 25th</p>	<p>Assessment (continued)</p> <ul style="list-style-type: none"> * Discussion of <i>Key questions about...</i> * Creating effective checklists and rubrics * Developing and using student portfolios * Reporting to parents
<p><i>Preparation for Day 8</i></p>	<p>Arends Chapter 14 <i>School Leadership and Collaboration</i> Kyriacou Chapter 8 <i>Reflection and evaluation</i> Assessment assignment</p>
<p>Day 8 Friday July 26th</p>	<p><u>Assignment due – Assessment tool</u></p> <p>The reflective international teacher:</p> <ul style="list-style-type: none"> * Discussion of <i>Key questions about...</i> * Life-long professional growth, self-study, and reflection * The practicalities, challenges and rewards of living and teaching internationally * Becoming Internationally-minded * Discussion of Student Learning Analysis (PBA) assignment – due March 15th

INTASC Principles
Interstate New Teachers Assessment and Support Consortium

- Principle 1:* **Making content meaningful**
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 subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.