



Course Syllabus

LEAD 6005.I1 SSSL 6023 LEAD 6006	COURSE TITLE : Internship	TERM: Fall 2006
SITE: (insert site here)	INSTRUCTOR CONTACT INFORMATION: Altrogge or Bevel LEAD 6005/ LEAD 6007 LEAD 6006 Staff Heskett SSSL 6023	CREDIT HOURS: 1-3

1. COURSE DESCRIPTION: (insert course description here)

Education Specialist: Internship (LEAD and SSSL)

NCATE/ ELCC Standard 7.0: Internship. Each internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through *substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.*

Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

LEAD Meets Standards for School Building Leadership

SSSL Meets Standards for School District Leadership

7.1 LEAD: Substantial

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.

b. Each candidate should have a minimum of six months (or equivalent, see note below) of fulltime internship experience.

Note: Length Equivalency: **The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).**

7.1 SSSL: Substantial

a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.

b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

Note: Length Equivalency: **The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).**

Six Months = 26 weeks / 26 weeks x 9 hours = 234 and 26 weeks x 12 hours = 312/ average of the two number of hours = 273 hours

The Webster Ed. S. Internship experience will generally last for a minimum of 270 documented contact hours distributed throughout the entire degree. There are several options to complete this requirement.

1. Each administrative candidate will review and discuss the options with his/her faculty mentor.
 2. The administrative candidate will develop an internship plan to complete the requirements. The plan must address the following:
 - a. The four internships to accompany the blocks stipulating the number of hours and standards addressed.
 - b. The four internships may be divided equally to equal the required number of hours, that is, each internship would be at least 67.5 hours.
- or
- c. The four internships plus other internship experiences would equal total number of required hours. For example, the four internships could be 40 hours each, for a total of 160 hours. The

remaining 110 hours may be divided into several other internship projects over the length of the degree.

3. Internship experiences may begin with the specified Block/ Courses and be extended to be completed over the summer.
4. Data sheets documenting all internship projects will be entered into the portfolio and database.

7.2 Sustained

LEAD

a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

SSSL

a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.

7.3 Standards-based

LEAD

a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders

b. Experiences are designed to accommodate candidates' individual needs.

SSSL

a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

b. Experiences are designed to accommodate candidates' individual needs.

7.4 Real Settings

LEAD

a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.

b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

SSSL

a. Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.

b. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.

7.5 Planned and Guided Cooperatively

LEAD

a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.

b. Mentors are provided training to guide the candidate during the intern experience.

SSSL

a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs.

b. Mentors are provided training to guide the candidate during the intern experience.

7.6 Credit

LEAD

a. Candidates earn graduate credit for their intern experience.

SSSL

a. Candidates earn graduate credit for their intern experience.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship. Candidates are required to maintain a daily reflection journal throughout the time of the internship. Candidates are required to meet on a regular basis throughout the internship with a team of "critical friends" to discuss the achievement of the goals in their self-improvement plan.

Additional activities can be found beginning on page 25 of the *Instructions to Implement Standards for Advanced Programs in Educational Leadership* document published by NCATE/ ELCC.

2. LEARNING OUTCOMES

SEE ATTACHED ELCC STANDARDS FOR BUILDING LEVEL AND DISTRICT LEVEL INTERNSHIPS.

THEN THIS SECTION IS TO BE COMPLETED WITH THE STUDENT, SITE PERSONNEL AND UNIVERSITY FACULTY IN RELATION TO THE STANDARDS.

Activities (Course Outcomes)	Standards: MPEA/ELCC	Rationale

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS. (Insert Schedule)

4. RESOURCES:

Required Text(s):

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

(Insert Assessment Criteria)

Assessments
<i>REQUIRED ASSESSMENT 5</i>
#5 Professional Knowledge, Skills and Dispositions as Demonstrated in Internships

- 1.3 implement a vision
- 2.1 promote positive school
- 2.2 provides effective instructional program
- 2.3 apply best practice to student learning
- 2.4 design comprehensive professional growth plans
- 3.2 manage operations
- 4.1 collaborate w/ families and community
- 4.2 respond to community interests/needs
- 4.3 mobilize community resources
- 5.1 acts with integrity
- 5.2 acts fairly
- 5.3 acts ethically
- 6.1 understands larger context
- 6.2 responds to larger context

**Educational Expectations and Standards: Primary
Responsibility and Rubric Design**

**Primary Block
Responsibility**

The candidate for advanced certification ensures a shared vision of learning by leading the local school community in the implementation of:

- | | |
|--|-----|
| 1 processes that use research about best professional practice. | All |
| 2 processes that recognize the uniqueness and educability of each learner in a pluralistic society. | 4 |
| 3 processes for a plan for continuous, comprehensive, systemic school improvement. | 2 |
| 4 processes that use data for vision-driven change in a school setting. | 3 |
| 5 processes that promote personal reflection (open to continuous review and revision through thoughtful, purposeful study of one's beliefs and practices). | All |
| 6 processes that use the fundamental principles of interpersonal communication, consensus building, conflict resolution, and organizational change. | 4 |

STANDARD TWO

KNOWLEDGE

The candidate for advanced certification ensures a school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in the acquisition of knowledge and understanding about:

- | | |
|---|-----|
| 1 student and adult growth and development. | 1 |
| 2 learning and motivational theories. | 1 |
| 3 a caring school community. | 4 |
| 4 best instructional practice. | 3 |
| 5 program and curriculum design, articulation, and evaluation. | 3 |
| 6 technology for student learning and professional development. | All |
| 7 diversity and its meaning for educational programs and practices. | All |
| 8 change in individuals, systems, and organizations. | 3 |

PERFORMANCE

The candidate for advanced certification ensures school culture and instructional programs conducive to student learning and staff professional growth by leading the local school community in the implementation of:

- | | |
|---|---|
| 1 processes that identify and codify varied instructional strategies. | 3 |
| 2 processes that support a culture for a caring school community. | 4 |

3 processes for student assessment grounded in the belief that each student can learn.	3
4 processes for the use of student data that improve instruction.	3
5 processes for the development, evaluation, and refinement of curriculum.	3
6 processes for a professional development plan for staff	2
7 processes to assess the level of commitment to life-long learning of staff and students.	2
8 processes that assess the nature of a school's climate and culture.	4

STANDARD THREE

KNOWLEDGE

The candidate for advanced certification ensures organizational management for an effective learning environment by leading the local school community in the acquisition of knowledge and understanding about:

1 principles, theories, and models of organizational management.	2
2 operational procedures, regulations, and policies at the school level.	2
3 operation of school facilities.	2
4 requirements of the safe schools' act,	2
5 legal issues for effective school operations.	2
6 current technology that supports school management.	2
7 human resource management.	2

PERFORMANCE

The candidate for advanced certification ensures organizational management for an effective learning environment by leading the local school community in the implementation of:

1 processes that use varied principles, theories, and models of management that support effective learning and teaching.	2
2 processes that analyze the operational procedures in a school.	2
3 processes that involve stakeholders in management <u>decision-making</u> through <u>consensus building</u> .	decision making (2) consensus building (4)
4 processes that simulate building budget development.	2
5 processes for optimum utilization of human resources across a facility.	2
6 processes that address confidentiality and privacy issues.	2
7 processes that analyze safety and accessibility of the school environment.	2
8 processes that use technology to manage school operations.	2

STANDARD FOUR

KNOWLEDGE

The candidate for advanced certification ensures collaboration among school, family, and community by leading the local school community in the acquisition of knowledge and understanding about:

- | | |
|--|---|
| 1 models for collaboration among school, family, and community. | 4 |
| 2 emerging issues, trends, and dynamics of a diverse school community. | 4 |
| 3 community resources available to the educational program. | 4 |
| 4 community relations, marketing, and communication strategies. | 4 |

PERFORMANCE

The candidate for advanced certification ensures collaboration among school, family, and community by leading the local school community in the implementation of:

- | | |
|---|---|
| 1 processes that foster the involvement of the community in the educational programs of the school. | 4 |
| 2 processes that foster the involvement of the school in the life of the community. | 4 |
| 3 processes that foster the involvement of families in the educational programs of the school. | 4 |
| 4 processes that foster collaboration and communication among members of the school and school community. | 4 |
| 5 processes that demonstrate diversity is valued. | 4 |

STANDARD FIVE

KNOWLEDGE

The candidate for advanced certification ensures integrity, fairness, and ethical leadership by leading the local school community in the acquisition of knowledge and understanding about:

- | | |
|--|-----|
| 1 a professional code of ethics. | 1 |
| 2 historical perspectives of ethical, moral leadership. | 1 |
| 3 respect for the rights and dignity of all. | All |
| 4 practices that inspire trust, integrity, and ethical behavior. | All |

PERFORMANCE

The candidate for advanced certification ensures integrity, fairness, and ethical leadership by leading the local school community in the implementation of:

- 1 processes that develop a professional code of ethics. 1
- 2 processes that assess the level of trust in a school setting. 4
- 3 processes that examine the prevailing nature of values in the school community. 1
- 4 processes that examine the essence of how school leaders treat people (e.g. with respect, courtesy, fairness, and equity). 4
- 5 processes that demonstrate ethical decision-making. All

STANDARD SIX

KNOWLEDGE

The candidate for advanced certification ensures the political, social, economic, legal, and cultural contexts of education are responsive to student success by leading the local school community members in the acquisition of knowledge and understanding about:

- 1 the law as related to education and schooling. 1
- 2 the political, social, cultural, and economic systems and processes that impact school. 1
- 3 models and strategies for change and conflict resolution as applied to the varied school contexts. change (3) conflict resolution (4)
- 4 global issues and forces affecting teaching and learning. 1
- 5 the dynamics of policy development and advocacy within a democratic system. All

PERFORMANCE

The candidate for advanced certification ensures the political, social, economic, legal, and cultural contexts of education are responsive to student success by leading the local school community in the implementation of:

- 1 processes that promote open and ongoing communication with community groups concerning trends, issues, and potential changes. 4

2 processes for the development of school policies and regulations consistent with local, state, and federal laws.

1

ACROSS ALL STANDARDS

DISPOSITIONS

The candidate for advanced certification are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.

1 Acts fairly

All

2 Acts with Integrity

All

3 Acts in an ethical manner

All

Block Definitions

1 Foundations

2 Resource Management

3 Curriculum

4 Collaboration/Cooperation

Rubric Definitions

1 Little or No: Does not meet expected standard

There is little or no evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: vague irrelevant

2 Progressing: Basic knowledge and skill

There is limited or incomplete evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is Limited in: breadth , depth, complexity, consistency

3 Proficient

There is clear and consistent evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: Developed, effective, applicable, reasonable,complete

4 Exemplary: Exceeds proficiency

There is comprehensive and convincing evidence that the candidate ensures by leading the local school community in accomplishment of the expectations. The evidence presented is: integrated, thoughtful, insightful, complex, conclusive

6. GRADING SCALE : (Insert Grading Scale/Criteria here)

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

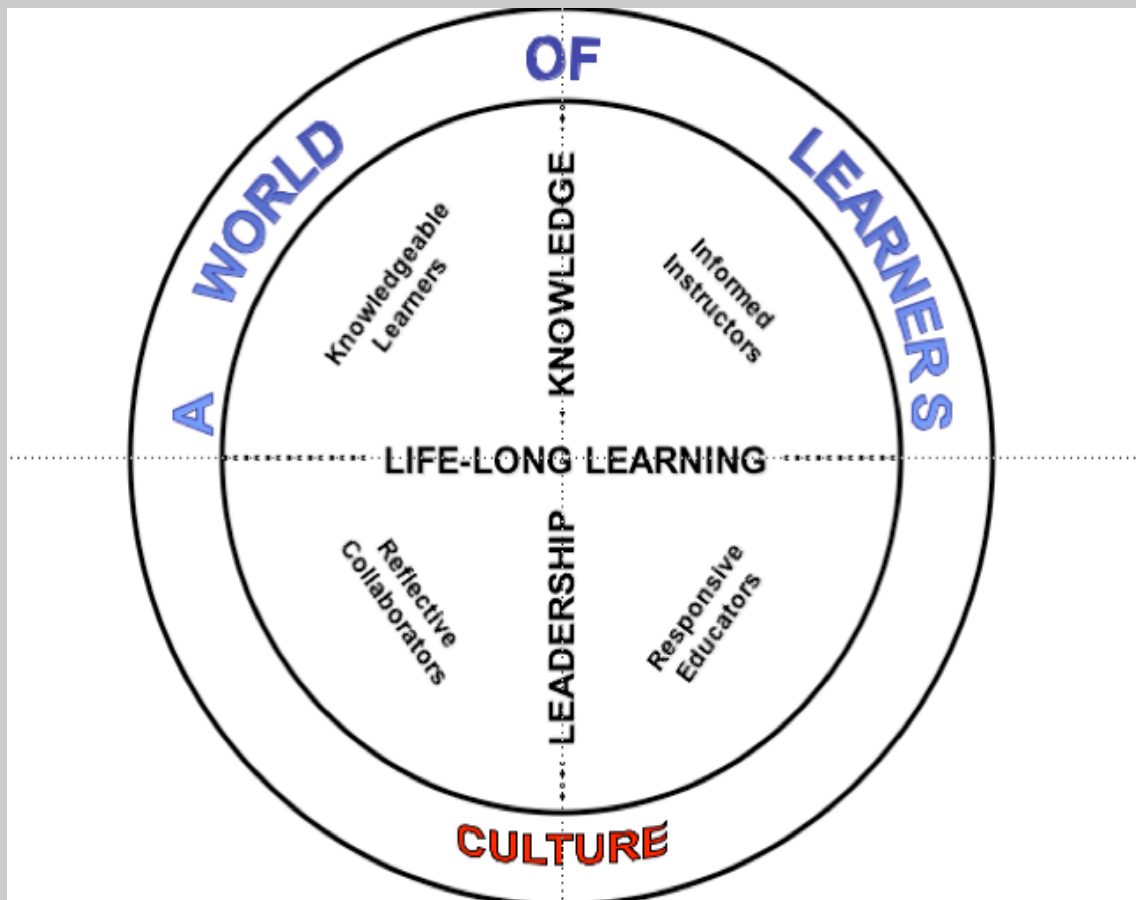


SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

3.3 Communicates and collaborates in university and school cultures

3.4 Accepts academic rigor (willingness to work/ high expectations)

3.5 Affects change with courage and confidence



Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities</p>

MoSTEP Standards	Performance Indicators
<p>encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>effectively 6.3 engages students in decision making</p>
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment 10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems 10.3 seeks opportunities to develop relationships with</p>

MoSTEP Standards	Performance Indicators
	<p>the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers,</p>

MoSTEP Standards	Performance Indicators
	<p>parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>