4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Interstate Teacher Assessment and Support Consortium (InTASC

Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

1. The candidate will design and administer appropriate assessments to determine student knowledge and skill as aligned to standards and learning objectives.
2. The candidate will analyze and reflect on assessment results to determine student knowledge and skill as aligned to standards and learning objectives.
3. The candidate will create and describe a rubric or scoring guide aligned to lesson learning goals and assessment.
4. The candidate will identify, assess, analyze, and reflect on the modifications of the assessment for students with exceptionalities or learning differences.
5. The candidate will identify, assess, analyze, and reflect on the learning activities, and student groupings arranged during the administration of the assessment.

Candidates will evaluate and reflect on existing teacher made assessments. Candidates will analyze and reflect on the development of assessments, application of assessments, data collection and student learning.

1. The candidate will identify and maintain classroom teacher's expectations and procedures in coordination with students.
2. The candidate will implement appropriate behavior modifications, strategies, and accommodations based on student needs.
3. The candidate will continuously reflect and refine classroom expectations and procedures based on student learning and behavioral needs.

align

1. Class discussions, activities, and reflections
2. Professional Growth Plan
3. Philosophy of Education
4. Plan, develop, and enact two lesson plans integrating technology
5. Analyze and reflect on Designing Lessons for Student Learning
6. Analyze and reflect on Assessment for Student Learning
7. Video based dispositions reflection
8. Field Based Engagement Portfolio

In the College

Sherwood, G., & Horton-Deutsch, S. (2012).
. Indianapolis, IN: Sigma Theta Tau International.
The Framework for Teaching A document from the Danielson Group, The Framework for Teaching is
a research-based set of components of instruction, aligned to the INTASC standards, and
grounded in a constructivist view of learning and teaching.

Blueprint for Personalized Learning in Delaware
Bloom's Taxonomy
Classroom Management
Group work: Using cooperative learning groups effectively
Increasing Inclusivity in the Classroom
How People Learn
Metacognition
Mindfulness in the Classroom
Motivating Students
Personalized Learning
Substitution Augmentation Modification Redefinition Model
Technological Pedagogical And Content Knowledge
Teacher Toolbox
Visual Learning

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Woodcock, S., & Vialle, W. (2010). The Potential to Learn: Pre-