

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 \(InTASC\)](#)

[International Society for Technology in Education \(ISTE\)](#)

[Council for Exceptional Children \(CEC\)](#) informed by the Specialty Sets: [K-12 Individualized General Curriculum and Individualized Independent Curriculum, Combined](#); [Developmental Disabilities and Autism Spectrum Disorder](#); [Initial Specialty Set: Early Childhood Special Education/Early Intervention](#); [Association for Childhood Education International \(ACEI\)](#); [Association for Middle Level Education \(AMLE\)](#)

[DPAS II Evaluation Rubrics](#)

A variety of teaching methods including inquiry-based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

1. The candidate will create or select learning objective(s) that align to national and state standards that are clear and appropriate for students within the age and content of the classroom.
2. The candidate will use assessment results to determine research based instructional strategies that are aligned to content area, standards and learning objectives.
3. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.
4. The candidate will determine appropriate learning activities, student groupings needed during assessment and/or instruction.
5. The candidate will know and apply academic language, central concepts, tools of inquiry, and structures of the discipline.
6. The candidate is able to connect student learning to real world application aligned to content.
7. The candidate will use appropriate learning activities and strategies to promote intellectual engagement.

: 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 describe and reflect upon physical, social, behavioral, developmental, linguistic, cultural or health factors that impact teacher and learning in the classroom.
2. The candidate will describe and reflect on the assigned classroom including grade level, content area, subject matter, number of students and students with special needs.
3. The candidate will describe and reflect upon school and surrounding community factors that impact teacher and learning in the classroom.
4. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.
5. The candidate will use post assessment results to analyze and reflect on student learning.
6. The candidate will use post assessment analysis to inform future instruction.
- 7.

1. Class Discussions, Activities, and Reflections
2. Professional Growth Plan

Snow, D., Barley, Z., & Mid-continent Research for Education and Learning (Organization). (2005).