



Course Syllabus: Individual Assessment II

College of Education

Individual Assessment 1 non-TX Cert SPED 6223-X20,

This course is exclusively for Utah and does not lead to Texas Certification.

Spring 2022 Jan 11-April 30

Contact Information

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Instructor Response Policy

Use D2L for course related questions. If I do not respond within 24 hours on weekdays, send a gentle reminder. I usually am very prompt in my replies.

Internet courses are a convenient and effective method of learning, however they require as much work and attention as traditional instruction. Please adhere to the following guidelines/suggestions to ensure success this semester.

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 15-20 hours a week to dedicate to this course.
2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.
3. Please read and re-read assignments. Get clarification as soon as can (do not wait until the night before). Post questions on the public discussion board.
4. Do not get stuck and frustrated-this is new information for most of you. Schedule a Zoom with me if you get confused or need help.
5. Please use the D2L email feature, not my MWSU email for class questions. I just want to make sure to get a timely response to your question. For technical help (D2L) please utilize tutorial and the help available through the D2L department. I regularly check my D2L email and respond in a timely manner. Please allow 24

hours for a response, If I do not respond within 24 hours during weekdays , send me a gentle reminder to any email.

Textbook & Instructional Materials

Psychoeducational Assessment and Report 2nd Edition Writing Dombrowski, Stefan C.
ISBN eBook 9783030446413

Course Description

Demonstration of competency in administration, scoring, reporting, and interpreting cognitive assessment data.

Course Objectives/Learning Outcomes/Course Competencies

Texas Administrative Code-Title 19 part 7 Chapter 239 Subchapter C Rule § 239.83-Standards for the Educational Diagnostician Certificate: [Texas Educational Diagnostician Standards](#)

Domain I—Identification and Assessment

Competency 001—(Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

For example:

1. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.
2. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
3. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
4. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
5. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources,

including information regarding students' educational, developmental, medical, and family histories.

6. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

Competency 002—(Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

For example:

1. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
2. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
3. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.
4. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.
5. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).
6. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).

7. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.
8. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
9. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003—(Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE).

For example:

1. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
2. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
3. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
4. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
5. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
6. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
7. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

Domain II—Curriculum, Instruction, and Intervention

Competency 004—(Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

For example:

1. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.
2. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).
3. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
4. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.
5. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.
6. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005—(Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

For example:

1. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in

and contribute effectively to their school, home, community, and work environments.

2. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
3. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
4. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.
5. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
6. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.
7. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

Domain III—Professional Responsibilities

Competency 006—(Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

For example:

1. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems,

parents/guardians supporting student development and educational progress).

2. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.
3. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
4. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
5. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
6. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007—(Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

For example:

1. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.
2. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs and compliance with local, state, and federal monitoring and evaluation requirements.

3. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
4. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
5. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
6. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
7. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
8. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

Domain IV—Analysis and Response

Competency 008—(Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.

For example:

1. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

2. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.
3. Describe how a teacher would implement and monitor the progress of the recommendation.

See Appendix A for a complete list of standards/competencies (if applicable)

Advanced Specialty Set: Special Education Diagnostician Specialist

Advanced Preparation Standard 1: Assessment	
<i>Knowledge</i>	
SEDS.1.K1	Standards of reliability and validity related to individual test measures
SEDS.1.K2	Procedures used in standardizing assessment instruments
SEDS.1.K3	Standard error of measurement related to individual test measures
SEDS.1.K4	Use and limitations of portfolios in assessment
SEDS.1.K5	Sources of test error
SEDS.1.K6	Uses and limitations of assessment information
SEDS.1.K7	Achievement assessment measures
SEDS.1.K8	Cognitive assessment measures
SEDS.1.K9	Language assessment measures
SEDS.1.K10	Motor skills assessment measures
SEDS.1.K11	Social, emotional, and behavior assessment measures
SEDS.1.K12	Vocational and career assessment measures
<i>Skills</i>	
SEDS.1.S1	Select and use formal and informal observation measures
SEDS.1.S2	Select and use formal and informal functional assessment measures
SEDS.1.S3	Assess basic academic skills formally and informally
SEDS.1.S4	Select, administer, and score assessment instruments accurately
SEDS.1.S5	Analyze error patterns
SEDS.1.S6	Prepare comprehensive assessment reports
SEDS.1.S7	Employ assistive technology in the assessment process
SEDS.1.S8	Select accommodations and modifications based on assessment results

SEDS.1.S9	Facilitate progress monitoring
SEDS.1.S10	Use progress monitoring data to develop and revise individual goals

Advanced Preparation Standard 2: Curricular Content Knowledge	
None specified	

Advanced Preparation Standard 3: Programs, Services, and Outcomes

Knowledge

SEDS.3.K1	Assessment procedures that address all disabilities
SEDS.3.K2	Variability of individuals within each category of disability
SEDS.3.K3	Over- and underrepresentation of individuals with cultural and linguistic diversity referred for assessment
SEDS.3.K4	Characteristics of individuals with exceptional learning needs that affect the development of programs and services

Skills

SEDS.3.S1	Synthesize information from multiple perspectives in developing a program assessment plan
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Advanced Preparation Standard 4: Research and Inquiry

Knowledge

SEDS.4.K1	Best practices in research-based assessment
SEDS.4.K2	Resources and methods that address student learning, rates, and learning styles

Skills

SEDS.4.S1	Evaluate assessment techniques based on learning theories
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Advanced Preparation Standard 5: Leadership and Policy

Knowledge

SEDS.5.K1	Laws and policies related to assessing individuals with exceptional learning needs
SEDS.5.K2	Emerging issues and trends that influence assessment
SEDS.5.K3	Implication of multiple factors that influence the assessment process
SEDS.5.K4	Models, theories, and philosophies that form the basis of assessment
SEDS.5.K5	Issues in general and special education that affect placement decisions for individuals with exceptional learning needs
SEDS.5.K6	Policy and research implications that promote recommended practices in assessment

Skills

SEDS.5.S1	Design and evaluate procedures for effective participation in school, system, and statewide assessments
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Advanced Preparation Standard 6: Professional and Ethical Practice

Knowledge

SEDS.6.K1	Qualifications to administer and interpret test results
SEDS.6.K2	Organizations and publications relevant to the field of educational diagnosticians
SEDS.6.K3	Ethical considerations relative to assessment

Skills

SEDS.6.S1	Respect individual privacy and confidentiality
SEDS.6.S2	Participate in professional development activities
SEDS.6.S3	Cite all sources of reported information
SEDS.6.S4	Inform individuals of the purpose of evaluation, rationale, and timelines for
SEDS.6.S5	Provide assessment results in a clear, cohesive, and timely manner
SEDS.6.S6	Update skills necessary to provide effective assessment

Advanced Preparation Standard 7: Collaboration

Knowledge

SEDS.7.K1	Roles of various agencies within the community
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Skills

SEDS.7.S1	Communicate with team members to determine assessment needs
SEDS.7.S2	Communicate with team members to review assessment results
SEDS.7.S3	Assist with prereferral interventions and strategies
SEDS.7.S4	Assist teachers in interpreting data, including large-scale and individual assessments
SEDS.7.S5	Use interagency collaboration in planning intervention

Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Table 1: Assignments

Assignments	Points
Admin., Score, Interpret (total 6 tests), brief reports one recorded and critiqued	120
Lecture Notes-Participation Zoom	100
Midterm Exam Book	100
WIAT 4 Quiz, KTEA Quiz	100
WJ-IV Ach Quiz	100
Final Exam	100
Constructed Response (PBA)	200
Dyslexia Project	100

Table 2: Total points for final grade.

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 or less

Exams

Exams (5 Total) will generally be 25-40 questions (T/F, MC, and Constructed Response). You will usually be given a 3-5 day window and a 3 hour time limit. Details will be provided for each exam over what content it will cover.

Projects/Assignments Required

1. A Performance-Based Assessment based on the Constructed Response Question for the new Diag Exam and your ability to administer an individualized norm referenced test will be worth 200 points. Specifically: Analyze the information provided in the exhibits and, citing specific evidence from the exhibits, write a response of approximately 400–600 words in which you:

- identify one area of academic strength and one area of academic need for the student based on a review of the formal and informal diagnostic assessment data provided;
- describe a specific evidence-based instructional strategy or intervention that would effectively address the student's identified need and build on the student's identified strength; and

- describe how a teacher could best implement and monitor the progress of the instructional strategy or intervention.

In addition, you will submit a video and self-critique of you administering and individual norm referenced test.

More details concerning this assignment will be posted on D2L

2. 6 Assessments will be submitted

Assessments that will be covered:

- (2) Woodcock Johnson Ach Battery-4th edition (WJIV) (Standard and Extended)
- (2) CTOPP 2
- (2) GORT 5

3. Dyslexia Project: this assignment will address the identification of dyslexia. Case study analysis and intense study of Dyslexia handbook will be required.

Important Dates

Last day for term schedule changes: Jan 10-13

Deadline to file for graduation: Feb 14

Last Day to drop with a grade of "W:" March 21

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. In addition, you must be able to access ZOOM (Free) in order to participate in the courses.

Attendance

We will have 5 Zoom Lectures this semester. These will be scheduled after surveying the class. You will be expected to a) attend the Zoom meetings when scheduled or b) watch recording and submit 2 pages of lecture notes within one week of the lecture when it's posted.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to

have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

[Click here to enter text.](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Lecture and Major Exam Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 Jan 10	Class Activities 1-5 Zoom Tuesday (1/11) 5-7 CST; 4-6 Utah Time	
Week 2 Jan 17	Test, Read/study text and manuals	
Week 3 Jan 24	Test, Read/study text and manuals	
Week 4 Jan 31	WJ Exam Zoom Tuesday (2/1) 5-7 CST; 4-6 Utah	
Week 5 Feb 7	Test, Read/study text and manuals	WJ Exam due 2/10
Week 6 Feb 14	Test, Read/study text and manuals	
Week 7 Feb 21	Test, Read/study text and manuals	
Week 8 Feb 28	Zoom Tuesday (3/1) 5-7 CST; 4-6	
Week 9 March 7	KTEA/WIAT Exam	
Week 10 March 14	Test, Read/study text and manuals	KTEA/WIAT Due 3/14 Midnight
Week 11 March 21	Zoom Tuesday (3/22) 5-7 CST; 4-6 Midterm	
Week 12 March 28	Test, Read/study text and manuals	
Week 13 April 4	Test, Read/study text and manuals	
Week 14 April 11	Zoom Tuesday (4/12) 5-7 CST; 4-6	
Week 15 April 18	Test, Read/study text and manuals	Dyslexia Project due 4/20
Week 16 April 25	Constructed Response (PBA) 6 Assessments Due	Due 4/23
Week 17 May 2	Final Exam	

References/Scientifically-Based Research/Additional Readings:

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Appendix A: Standards/Competencies
Field 253: Educational Diagnostician Examination Framework

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements: List up-to-date INTASC standards here.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content

areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.