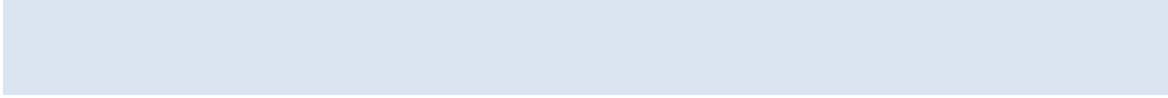


5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology



INTASC Standard 8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas andGt2tion changes and/or

Learning Topic 1 Learner Development, Learning Differences, and Learning Environment

Learning Activities/Performance Tasks:

1. Collaborate in small groups for identifying learning differences.
2. Summarize and recommend developmentally appropriate activities in lesson planning.
3. Prepare a unit that ensures inclusive learning environment that enables all learners to meet high standards.
4. Design learning experiences in the unit to facilitate connections and mastery of content, making it meaningful for the learner.

Learning Topic 2 Content Knowledge and Application of Content Knowledge

Learning Activities/Performance Tasks:

1. Observe, analyze, and evaluate virtual teaching and learning experiences to understand and connect concepts and different perspectives that engage learners in critical thinking skills.
2. Identify and apply critical thinking and higher order thinking skills in the instructional planning process.

Learning Topic 3 Assessment

Learning Activities/Performance Tasks:

1. Prepare and produce examples of multiple methods of assessment to be demonstrated in the unit.
2. Construct assessments that are aligned with instructional planning to guide the teachers' and learners' decision-making.

Learning Topic 4 Planning for Instruction and Instructional Strategies

Learning Activities/Performance Tasks:

1. Identify and discuss Common Core Standards and alignment of instruction with assessment.
2. Collaborate and analyze pedagogical learning theory that is incorporated in the instructional planning process.
3. Model planning for instruction and instructional strategies through demonstration of content, curriculum, pedagogy, and cross-disciplinary skills.
4. Design a long-term unit with lessons that demonstrate the understanding of content, curriculum, pedagogy, and cross-disciplinary skills.

Structured External Assignment

GRADING POLICY:

Assignment grades will be visible to students as soon as they are entered into the gradebook.

LATE ASSIGNMENT POLICY:

Due dates for every assignment and discussion are provided on the course syllabus, course summary on the Syllabus page (and posted with every Canvas assignment and discussion). Unless otherwise stated, assignments are due on those days.

Missing Submission Policy

If an assignment has a set due date and an assignment is not submitted by the due date, assignments will be marked with the missing label on the students' grade page in the course.

Late Submission Policy

If an assignment is setup with a due date and students submit the assignment after the due date, the assignment will be marked with the late label on the students' grade page.

College Policies**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work

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<p>3.4 Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>						

