

Shepherd UNIVERSITY

Educator Preparation & State Licensure Programs (EPP)

School of Education

College of Business, Recreation & Education

Experience – Innovation – Vision – Empowerment – Collaboration

West Virginia Teaching Resources

EDPD 699 CRN: 15377

Live Meeting: 6/25 & 6/26 (Online afterwards)

OFFICE HOURS
By Appointment

<http://www.shepherd.edu/education>

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Shepherd University Honor Code

“As a member of the Shepherd University community of scholars, I will uphold the fundamental values of Academic Integrity - Honesty, Trust, Respect, Fairness, and Responsibility.”

Program

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one’s own life and the shaping of the social, cultural, political and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students.

Course Description

This course focuses on curriculum practices in the social studies and is part of the Almost Heaven: Teaching with Primary Source workshop at the Robert C. Byrd Center. Emphasis will be placed upon K-12 content and methodology established by the National Council for the Social Studies and Library of Congress including the utilization of such classroom methodologies as the Inquiry Arc, Observe/Reflect/Question, etc. This course provides multiple opportunities for critical thinking, cooperative learning, integration across curriculum, and hands-on learning experiences. Participants will design lessons revolving around approaches introduced and use WV History as an anchor for their plans.

**This course is connected to the June 25th and 26th workshop.

Course Goal and Objectives

The goal of this course is to help students increase their theory-based and applied knowledge and skills in integrating technology as part of a K-12 learning environment.

More specifically, students will:

- Gain a comprehensive understanding of key historical periods, geographic regions, and concepts, including the interconnections between them.
- Learn about various teaching methods, strategies, and resources suitable for social studies instruction, including inquiry-based learning & critical thinking.
- Familiar with relevant curriculum frameworks, standards, and assessment practices in history and geography education.
- Develop an understanding of historical thinking skills, such as source analysis, causality, contextualization, and continuity and change.

Learner Responsibilities

Teacher candidates share the responsibility for providing class time that is valuable to each person. Students are expected to share information and act as resources to each other, and to attend and actively participate in all class meetings. Comments, in class and online, are expected to be highly professional and respectful. It is the responsibility of the student to modify or generate alternative assignments and experiences if at any time it seems necessary in order to adapt a field assignment to your specific field context. Consult with the course instructor if needed.

Course Objectives:

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Understanding the Scope of History and Geography:

- Students will be able to articulate the unique perspectives, methodologies, and goals of history and geography as distinct disciplines.
- Students will understand the interconnectedness of history and geography in shaping human societies and environments.

Developing Teaching Strategies:

- Students will learn how to integrate history and geography into the curriculum in a meaningful way, connecting them to other subject areas.
- Students will be able to design engaging lessons and activities that promote participation and critical thinking.
- Students will understand the importance of using diverse and inclusive resources in their teaching.

Fostering Critical Thinking and Analytical Skills:

- Students will learn how to encourage students to ask relevant questions, analyze information, and draw inferences about the past and present.
- Students will be able to guide students in evaluating different perspectives and sources.

Promoting Student Understanding of Social Studies-focus on History & Geography:

- Students will learn how to help their own students develop a deeper understanding of historical events, geographic patterns, and the relationships between humans and their environment.

Course Materials:

Allen, J. (2025, May 27). *Putting a hippo in your classroom: Teaching Source Analysis Through Inquiry*. Putting a HIPPO in Your Classroom: Teaching Source Analysis through Inquiry. <https://www.kdp.org/blogs/kevin-wong/2025/04/13/putting-a-hippo-in-your-classroom-teaching-source>

“Education and Outreach - the National Archives.” *Education*, The National Archives, 2 Apr. 2025, www.nationalarchives.gov.uk/education/.

“National Curriculum Standards for Social Studies: Chapter 2-The Themes of Social Studies.” *Social Studies*, www.socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies. Accessed 22 Apr. 2025.

“Teacher’s Guides and Analysis Tool: Getting Started with Primary Sources: Teachers: Programs: Library of Congress.” *The Library of Congress*, www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/. Accessed 22 Apr. 2025.

Scott Monroe Waring. *Integrating Primary and Secondary Sources into Teaching : The SOURCES Framework for Authentic Investigation*. New York, Ny, Teachers College Press, 2021.

Learning Outcomes

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Shepherd University has adopted goals from the American Association of Universities and Colleges (AAC&U) Liberal Education and America's Promise (LEAP) initiative (<http://www.aacu.org/leap/index.cfm>) with minor modifications.

Goal	Competency	Assessment
Goal #1	Knowledge of implementing sources (primary and secondary) via inquiry methods into planning.	Lesson Plan
Goal #2	Intellectual and Practical Skills throughout the Curriculum	Discussion Board
Goal #3	Professional understanding and action	Review of lesson planning sites and resources
Goal #4	Content Analysis	Sources Framework

These will be assessed through the satisfactory completion of course requirements.

Other Information

Academic Integrity:

Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the **Shepherd University Student Handbook** (<http://www.shepherd.edu/students/student-handbook.pdf>).

School of Education Resource: Education Media Lab

A Resource Room in Knutti Hall has been developed as a resource room for education students, and is available to students enrolled in EDUC 351/2, 353/4, 336, 370, 380, 443, Special Methods courses, and current Student Teachers, plus SESA and KDP officers or committees.

Inclement weather/campus emergency policy

Whenever unusual circumstances arise on an SU class day, I will email you ASAP to let you know if class will be in person or online, so in case of inclement weather or other emergency, **check your SU email and/or my phone message to determine any changes in class schedule.**

Accessibility Services

The Office of Accessibility Services at Shepherd University believes that, "the first step to success is access." Accessibility Services is committed to working closely with individuals with exceptionalities to meet their academic and housing needs. Students requesting any disability related accommodation should contact the Office of Accessibility Services at 304-876-5122. This includes, but is not limited to students with visual or hearing impairments, students with diagnosed disabilities that affect their learning and in need of academic accommodations, and students requesting specific housing accommodations for health-related reasons. Students must be registered with the Office of Accessibility Services and present their

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certified accommodation letter to each of their instructors as early in the semester as possible prior to using any granted academic accommodation. For more information, please visit <https://www.shepherd.edu/accessibility>

RAVE

Students are encouraged to sign up for “RAVE alerts” (<http://www.shepherd.edu/university/rave/>) in order to be informed of campus closures. Also, students are encouraged to check the Shepherd website for additional information (<http://www.shepherd.edu/>).

Academic Support Center:

The Academic Support Center’s (ASC) purpose is to provide support services for students of all abilities, but especially for those who need assistance making the transition to higher education. We are committed to enhancing students’ academic potential through peer tutoring, learning skills instruction, and academic advising. Our goal is to coach students towards reaching their academic goals by building self-advocacy and self-awareness skills so that they can achieve academic success. Scarborough Library, Lower Level-Room 103 304-876-5221 <http://www.shepherd.edu/ascweb/>

Plagiarism Statement:

Please read the section on Academic Dishonesty in your college catalog and Student Handbook. Plagiarism consists of using someone else’s work as your own. Plagiarism occurs when you summarize or paraphrase someone else's work without giving proper credit (through citations), when you use someone else's ideas or analysis without citing them, or when you turn in someone else's work. The **minimum** penalty for plagiarism on any assignment will be zero (0) points on the assignment. Other penalties may include an F in the course, suspension, or expulsion from the university.

For details, see "Academic Integrity Policy" on page 154 of the SU Student Handbook, <http://www.shepherd.edu/students/studenthandbook.pdf>.

Plagiarism

Students suspected of receiving unauthorized aid on any assignment will be given the option of withdrawing from the class with a grade of “F” or having the matter referred to the SU judicial process.

Assignments and Evaluation:

You are encouraged to contact the instructor immediately for clarification on any assignment. Do not wait until the due date nears for questions that can be ask earlier.

- All documents submitted in this course must use Microsoft Word, Times New Roman (or similar) font, 12 pt. size and 1" margins (these settings are machine defaults, in most cases).
- Assignment Due Dates: Assignments are expected on the due date—late assignment are deducted by 5 points per day and will not be excepted after one week.
 - SU in-class class assignments: Teacher candidates are expected to attend each session, prepared to discuss the readings and other assignments—this requires that you demonstrate your awareness of the information, your ability to interpret the material by relating it to public school teaching contexts, and your appreciation of multiple values and ideas that can be drawn from the information.
- I. Inquiry Based Lesson Plan: Create a lesson plan around a topic from either a presentation, tour, etc. from “Almost Heaven” workshop June 25th and June 26th.

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- II. Discussion Boards: There will be five discussion board postings requiring your response. The prompts will center around the readings posted on the Discussion Board. Post should be at least 150 words and reflect reading of the article.
- III. Review selection of inquiry style websites resources.
- IV. SOURCES template completion; select primary source document and complete a SOURCES outline.
- V. Attendance and Participation: (Attendance at June Live Workshop).

Assignment Points and Grading Scale:

Assignment	Points:
Lesson Planning Brainstorm	100 points
Five Discussion Post Reflected to Readings	100 points (20 points per reading)
Review	100 points
SOURCES Inquiry Approach	100 points
Attendance & Participation	100 Points
TOTAL:	500 Points
45 Contact Hours Breakdown (estimate)	<ul style="list-style-type: none">• 18 live meeting hours (June)• 8 hours online lecture videos• 6 hours SOURCES Activities (reading text-book/analysis)• 4 hours Detailed Lesson Plan Creation (resource, document selection, assessment/rubric creation, inquiry questions, etc).• 6 hours Discussion Board Associated readings and writing• 3 Hours Review of Inquiry Sources and Write-up

A: 450-500 points

B: 400-449 points

C: 350-399 points

D: 300-349 points

F: < 299 points

EDPD 699: Special Topic**Alignment to Standards**

Assignment	Points available	Date Due	Standards Ad-dressed
Attendance and Participa-tion	100	June 25 th and June 26 th Workshop & Online	
Discussion Board	100	Multiple	NETS-T 1b, 2a, 2b, 2d, 3b, 3c, 3d, 4c, 5c, 5d; WVPTS 4a, 4c, 3e
SOURCES Inquiry Approach	100	7/6	NETS-T 2b, 2c, 3a, d, 4a-d; WVPTS 2a, 3a
Review of Resources	100	7/20	NETS-T 2b, 2c, 3a, d, 4a-d; WVPTS 2a, 3a
Lesson Plan	100	7/13	NET-S 5c; WVPTS: 1a, 1b, 1c, 1d, & 1e
TOTAL	500		

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Date	Content	Assignments & Associated Readings
6/16/25-6/22/25	<ul style="list-style-type: none">• Introduction & Syllabus• Pre-readings for meeting week• View video on primary versus secondary Primary v. Secondary Source	<ul style="list-style-type: none">• Review syllabus• Complete Discussion #1 on Inquiry Approach
6/23/25-6/29/25	<ul style="list-style-type: none">• On Campus meeting at Byrd Center:• 6/25: 8:30am-4:30pm: Speakers from Almost Heaven Session at the Robert C. Byrd Center• 6/26: 7:30am-5:30pm Washington DC:• National Archives Inquiry Speech• Tour of Capitol and Statues/ Paintings	<ul style="list-style-type: none">• Complete Discussion #2 on reaction to Almost Heaven Inquiry sessions.• Inquiry Based Lesson Plan: Based on either presentation or tour.
6/30/25-7/6/25	<ul style="list-style-type: none">• Thinking Like a Historian<ul style="list-style-type: none">• Knowing what questions to ask the content and the students• SOURCES Sheet	<ul style="list-style-type: none">• Discussion #3 review of other Inquiry Methods: HIPPO, CRAAP, etc.• HAVE SOURCES BOOK READ TO COMPLETE CHART
7/7/25-7/13/25	<ul style="list-style-type: none">• Observe, Reflect, and Question• View video on Library of Congress' Observe, Reflect, Question Approach	<ul style="list-style-type: none">• Read: LOC Observe, Reflection, & Question• Discussion #4: Document to employ Observe, Reflect, Question Approach
7/13/25-7/20/25	<ul style="list-style-type: none">• Review inquiry websites	<ul style="list-style-type: none">• Discussion #5: Wrapping up Inquiry approaches• Review of other document based/inquiry based websites.

**Last Day to Withdraw from Semester TBA
Syllabus Updated: TBA
Instructor Reserves the Right to Update this Syllabus**

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West Virginia Professional Teaching Standards <http://sites.google.com/site/teacherpreparationplanning/wvpts>.

Standard 1: Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Function 1A: Core Content – *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

Function 1B: Pedagogy – *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.*

Function 1C: Setting Goals and Objectives for Learning – *The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction – *The teacher designs instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.*

Function 1E: Student Assessments – *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 2: The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

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Function 2A: Understanding intellectual/cognitive, social, and emotional development – *The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Function 2B: Creating an environment of respect and rapport – *The teachers show their respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.*

Function 2C: Establishing a culture for learning – *The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.*

Function 2D: Implementing classroom procedures – *The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.*

Function 2E: Managing student behaviors – *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

Function 2F: Organizing the learning environment – *The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.*

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Function 3A: Importance of Content – *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

Function 3B: Communicating with Students – *The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.*

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Function 3C: Questioning and Discussion Techniques – *The teacher practices quality questioning techniques and engages students in discussion.*

Function 3D: Student Engagement – *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

Function 3E: Use of Assessments in Instruction – *The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.*

Function 3F: Demonstrating Flexibility and Responsiveness – *The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”*

Standard 4: Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other’s practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the implementation of practices that improve teaching and learning.

Function 4A: Professional Learning – *The teacher engages in professional learning in preparation to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.*

Function 4B: Professional Collaborative Practice– *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.*

Function 4C: Reflection on Practice – *The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.*

Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

Standard 5: Professional Responsibilities for School and Community

The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher’s professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission – *The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

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Function 5B: School-wide Activities – *The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.*

Function 5C: Learner-Centered Culture – *The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.*

Function 5D: Student Support Systems – *The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.*

Function 5E: Student Management Systems – *The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

Function 5F: School, Family and Community Connections – *The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

Function 5G: Strategic Planning/Continuous Improvement – *The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.*

Function 5H: Teacher Leadership – *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.*

Function 5I: Ethical Standards – *The teacher models the ethical standards expected for the profession in the learning environment and in the community*

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness*
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

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c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning*

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information*

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community