Social Studies

ePortfolio Guide

Missouri State University
### Missouri State Portfolio Guide

#### MoSTEP & Conceptual Framework Standards

<table>
<thead>
<tr>
<th><strong>Quality Indicators</strong></th>
<th><strong>Performance Indicators</strong></th>
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<tbody>
<tr>
<td><strong>MoSTEP 1.2.1</strong></td>
<td>1.2.1.1 The preservice teacher knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies) - rule number to be determined; 1.2.1.2 The preservice teacher presents the subject matter in multiple ways; 1.2.1.3 The preservice teacher uses students’ prior knowledge; 1.2.1.4 The preservice teacher engages students in the methods of inquiry used in the subject(s); 1.2.1.5 The preservice teacher creates interdisciplinary learning.</td>
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<tr>
<td>The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society, and creates learning experiences that make these aspects of subject matter meaningful for students.</td>
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<td><strong>Conceptual Framework</strong></td>
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</table>

| **MoSTEP 1.2.2**       | 1.2.2.1 The preservice teacher knows and identifies child/adolescent development; 1.2.2.2 The preservice teacher strengthens prior knowledge with new ideas; 1.2.2.3 The preservice teacher encourages student responsibility; 1.2.2.4 The preservice teacher knows theories of learning. |
| The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. |  |
| **Conceptual Framework** |  |
| 3. Learning and Development 6. Professional Skills |  |

<p>| <strong>MoSTEP 1.2.3</strong>       | 1.2.3.1 The preservice teacher identifies prior experience, learning styles, strengths, and needs; 1.2.3.2 The preservice teacher designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs; 1.2.3.3 The preservice teacher knows when and how to access specialized services to meet students’ needs; 1.2.3.4 The preservice teacher connects instruction to students’ prior experiences and family, culture, and community. |
| The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |  |
| <strong>Conceptual Framework</strong> |  |</p>
<table>
<thead>
<tr>
<th>MoSTEP 1.2.4</th>
<th>MoSTEP 1.2.5</th>
<th>MoSTEP 1.2.6</th>
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<tbody>
<tr>
<td><strong>The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</strong></td>
<td><strong>The preservice teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem-solving, building new skills from those previously acquired);</strong></td>
<td><strong>The preservice teacher knows motivation theories and behavior management strategies and techniques;</strong></td>
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<td><strong>CONCEPTUAL FRAMEWORK</strong></td>
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<td>2. Learning and Development</td>
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<tr>
<td><strong>1.2.4.1</strong> The preservice teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem-solving, building new skills from those previously acquired);</td>
<td><strong>1.2.5.1</strong> The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;</td>
<td><strong>1.2.6.1</strong> The preservice teacher knows motivation theories and behavior management strategies and techniques;</td>
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<td><strong>1.2.4.2</strong> The preservice teacher creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;</td>
<td><strong>1.2.5.2</strong> The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities.</td>
<td><strong>1.2.6.2</strong> The preservice teacher manages time, space, transitions, and activities effectively;</td>
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<td><strong>1.2.4.3</strong> The preservice teacher evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.</td>
<td><strong>1.2.6.3</strong> The preservice teacher engages students in decision making.</td>
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### MoStep 1.2.7

The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Conceptual Framework**
- 5. Technology
- 6. Professional Skills
- 9. Diversity

- **1.2.7.1** The preservice teacher models effective verbal/non-verbal communication skills;
- **1.2.7.2** The preservice teacher demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students’ communications;
- **1.2.7.3** The preservice teacher supports and expands learner expression in speaking, writing, listening, and other media;
- **1.2.7.4** The preservice teacher uses a variety of media communication tools.

### MoStep 1.2.8

The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Conceptual Framework**
- 4. Reflective Skills
- 6. Professional Skills

- **1.2.8.1** The preservice teacher employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- **1.2.8.2** The preservice teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- **1.2.8.3** The preservice teacher evaluates the effect of class activities on both the individual student and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- **1.2.8.4** The preservice teacher maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

### MoStep 1.2.9

The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally, and utilizes assessment and professional growth to generate more learning for more students.

**Conceptual Framework**
- 1. Foundation
- 4. Reflective Skills
- 8. Dispositions

- **1.2.9.1** The preservice teacher applies a variety of self-assessment and problemsolving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them;
- **1.2.9.2** The preservice teacher uses resources available for professional development.
- **1.2.9.3** The preservice teacher practices professional ethical standards.
| MoSTEP 1.2.10 | 1.2.10.1 The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;  
1.2.10.2 The preservice teacher talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;  
1.2.10.3 The preservice teacher seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;  
1.2.10.4 The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential. |
|---|---|
| MoStep 1.2.11 | 1.2.11.1 The preservice teacher demonstrates an understanding of technology operations and concepts.  
1.2.11.2 The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional technology.  
1.2.11.3 The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.  
1.2.11.4 The preservice teacher applies technology to facilitate a variety of effective assessment and evaluation strategies.  
1.2.11.5 The preservice teacher uses technology to enhance personal productivity and professional practice.  
1.2.11.6 The preservice teacher demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice. |

**Conceptual Framework**

6. Professional Skills  
10. Collaboration and Leadership

2. Subject Matter  
3. Learning & Development  
5. Technology  
7. Assessment Skills
The beginning (pre-service) elementary education teacher will demonstrate knowledge of and/or competency in the following **Social Studies** areas of study:

| 1. Social Studies as a Field of Study | 1.1 understands the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology)  
ACEI: 1, 2, 2d, 8; NCSS: not overtly present;  
PRAXIS II: (0011: 0011 IV 6); (0014: not overtly present)  
1.2 understands the themes, concepts drawn from social studies:  
• culture and cultural diversity; time, continuity and change;  
• people, places, environment;  
• individual development and identity;  
• individuals, groups, institutions;  
• power, governance, and authority;  
• production, distribution and consumption;  
• the interaction between science, technology and society;  
• global connections;  
• civic ideals and practices  
1.3 understands how to integrate knowledge across the social studies, and between the social studies and other disciplines (e.g., science, fine arts, language, mathematics) |
| 2. Principles Expressed in Documents Shaping Constitutional Democracy in the United States | 2.1 understands basic U.S. government documents and recognizes how they attempt to balance the needs of the individual and the group  
2.2 understands civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.)  
2.3 understands how democratic ideals connect to historical and current situations  
2.5: understand the use of democratic ideas in history and today  
2.6 knows a range of diverse, developmentally appropriate primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places |
| 3. Continuity and Change in the History of Missouri, the United States, and the World | 3.1 knows history, how past and present interact, and key historical concepts, including time, chronology, cause and effect, change, conflict, point of view  
3.2 understands major historical periods, people, events, developments, and documents  
3.4 understands how and why individuals (including historians) may hold and espouse different views about the past  
3.5 understands the linkages between human decisions and consequences |

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1 *Show Me Standards* coding: G ‘*Show Me* Goal; SS ‘*Show Me* Social Studies
The beginning (pre-service) elementary education teacher will demonstrate knowledge of and/or competency in the following **Social Studies** areas of study:

| 4. Principles and Processes of Governance Systems | 4.1 understands different types of government and institutional systems, including those of the United States, and how those systems interact  
4.2 understands the role and impact of citizen participation in civil society and in the political arena  
4.3 recognizes learners’ developing sense of fairness and order, and uses this sense as a entry point into examining and analyzing rights and responsibilities, rules, types of authority, and governmental structures of their schools and communities. |
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<tr>
<td>ACEI: 8, 9; NCSS: 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.9.5, 1.9.7, 1.9.8, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7; SS3; PRAXIS II: (0011: 0011 IV 3); (0014: IVA, IVB)</td>
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| 5. Economic Concepts and Principles | 5.1 understands economic systems and basic economic concepts (scarcity, opportunity cost, trade-offs, supply, demand, etc.)  
5.2 understands the difference between wants and needs, and can create opportunities for elementary learners to develop such an understanding  
5.3 understands the why and how one may compare personal economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond  
5.4 understands the roles governments play in economic systems (production of public goods, taxation, regulations, etc.) and their impacts on economic systems |
| ACEI: 8; NCSS: 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.7.6, 1.7.7, 1.7.8, 1.7.9, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9, 2.4.10, 2.4.11, 2.4.12, 2.4.13, 2.4.14, 2.4.15, 2.4.16, 2.4.17, 2.4.18, 2.4.19; SS4; PRAXIS II: (0011: 0011 IV 4); (0014: VIA, VIB, VIC) |  
| 6. The Major Elements of Geographical Study and Analysis | 6.1 understands geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.), their application and use  
6.2 understands locales, regions, nations, and the world relative to place, location, direction, size, and shape  
6.3 understands the interaction between physical geography and culture, history, politics, and economics  
6.4 understands the relationships between human systems and the environment and can use learners’ immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment  
6.5 recognizes and understands how individuals and groups are affected by events on a global scale, and can build on learners’ first-hand experiences and those presented to them through the media to help them to understand this interaction |
| ACEI: 7; NCSS: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9, 1.3.10, 1.8.2, 1.9.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 2.2.12, 2.2.13, 2.2.14, 2.2.15, SS5; PRAXIS II: (0011: 0011 IV 6); (0014: IA, IB, IC, ID) |  
| 7. Relationships of Individuals and Groups to Institutions and Cultural Traditions | 7.1 understands critical information, ideas, and concepts common across societies, social institutions, cultures, and cultural perspectives (e.g., culture, mores, stereotypes, socialization, etc.)  
7.2 comprehends cultural universals, and then uses them to analyze his or her own and other cultures  
7.3 understands the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet those needs  
7.4 understands interactions among diverse individuals, groups, institutions, and cultures  
7.5 understands how diverse individuals, groups, institutions, and cultures change over time  
7.6 understands the tensions that occur when the goals, values, and principles |
The beginning (pre-service) elementary education teacher will demonstrate knowledge of and/or competency in the following **Social Studies** areas of study:

<table>
<thead>
<tr>
<th>Social Science Tools and Inquiry</th>
<th>of two or more institutions or groups conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI: 11, 12, 13, 14, 15; NCSS: 1.5.8, 1.8.6, 1.9.4, 1.9.6, 2.1.3, 2.1.4, 2.1.6, 2.1.7, 2.2.17, 2.2.16, 2.5.12, 2.5.11, 2.5.10; SS7; PRAXIS II: (0011: 0011 IV 1, 0011 IV 2) (0014: VA, VB, VC)</td>
<td>8.1 understands various methods of inquiry in the social sciences (naturalistic, historical, experimental, etc.) 8.3 understands data sources and collection techniques (artifacts and historical places; field research; primary and secondary sources; interviews, surveys, and polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.) 8.4 understands how to interpret, classify, analyze, and evaluate data.</td>
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- 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.9; SS6; PRAXIS II: (0011: 0011 IV 1, 0011 IV 2) (0014: VA, VB, VC)
The Professional Preparation Portfolio

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at Missouri State in order to be recommended for initial certification to teach. This portfolio is a graphic anthology of a student’s progress and performance in all coursework, practicum placements and student teaching experiences. The Professional Preparation Portfolio is also a medium by which the academic programs are evaluated for accreditation by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education.

Teacher education students will receive guidance throughout their program from the instructors of their courses to help answer questions and maintain quality of the portfolio. There are three checkpoints scheduled throughout the sequence of courses taken in the teacher education program. The checkpoints are individual conferences held between students and instructors to assure that everything is in order and progressing satisfactorily toward meeting the Missouri Standards for Teacher Education Program (MoSTEP) quality indicators and subject area competencies.

The first checkpoint occurs in SEC 302. PED 200, or MUS 200. The second will occur during the special methods courses or designated point in the degree program. The third and final checkpoint occurs during the student teaching semester. At that time the portfolio will be reviewed to determine if there is sufficient evidence to meet MoSTEP quality indicators and subject area competencies.

**Portfolio Checkpoint 1: ELE 302/SEC 302/PED 200/MUS 200***

These artifacts are required and must be included within the portfolio at checkpoint 1:

- Professional Resume
- Clinical Placements Log
- Artifacts with cover sheets as assigned – minimum of lesson plan and appropriate artifact cover sheet
- Evaluation of uploaded materials by faculty

**Portfolio Checkpoint 2: Special Methods Courses or Designated Point in Program**

A summary of general expectations for Portfolio Checkpoint 2 follows:

- Artifacts and artifact cover sheets required by the specialty area that reflect knowledge, skills and professional dispositions aligned with standards
- Professional Resume further developed
- Clinical Placement form completed to reflect additional experiences and outcomes
- Educational Philosophy

**Portfolio Checkpoint 3: Supervised Student Teaching**

Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows:

- Additional artifacts and artifact cover sheets as required in order to meet MoSTEP quality indicators and subject area competencies
- Professional resume completed
- Clinical placement form completed to reflect culminating experiences and outcomes
- Complete section IV of your portfolio (Student Teaching Evaluations)

For additional help log on to the Missouri State PEU Website at [http://www.missouristate.edu/peu/](http://www.missouristate.edu/peu/)

*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.*
Appendix 1: Portfolio Content and Requirements

- Access the portfolio website for further details at http://www.missouristate.edu/peu/student_portfolios/
- Candidates (students) starting the program in fall 2001 semester will be expected to develop the portfolio in an electronic format (web-based and/or zip disk or CD).
- There are four sections to the portfolio as noted below.
- Candidates that wish to maintain a hard copy of the portfolio, along with a copy in an electronic format, may purchase tabs that correspond to the following section at the University bookstore (Spring, 2002).
- The number and type of artifacts will correspond to the program assessment plan. See program faculty for guidance.
- Candidates should record progress toward meeting professional standards on the Portfolio Guide (see downloadable forms).

Portfolio Sections

Section I. Introduction
Section I contains the professional education candidate’s:
- Educational Philosophy
- Resume'
- Log of Clinical Placements assigned during the program (downloadable form)

Section II. Professional Practice
Section II includes artifacts that represent performances aligned to the Conceptual Framework (CF) MoSTEP and specialty area standards.
- Download a copy of the Portfolio Guide (replaces the old Table of Contents) specific to your area of study. The Portfolio Guide should be kept in Section II of the portfolio with artifacts reflecting the required standards placed after the guide. Candidates are expected to monitor progress toward standards on the Portfolio Guide (downloadable form).
- Artifacts that reflect the Missouri State (CF) Learner Outcomes, the MoSTEP Standards and the specialty area standards will be placed in Section II of the portfolio. Artifacts must be accompanied by an Artifact Cover Sheet that documents the nature of the project as well as performances related to standards. (See downloadable forms to access the Artifact Cover Sheet and corresponding Directions for the Artifact Cover Sheet.

Section III. Showcase
Section III is the student Showcase Section. This is optional for students who elect to include items that will further illustrate their experiences in the professional education program as well as showcase mastery of professional standards and the Conceptual Framework general outcomes.

Section IV. Field Evaluations
This section should include practicum and student teaching field evaluations. See your program faculty for guidance regarding practicum materials and evaluations. For student teaching, include the evaluation of the cooperating teacher and the University supervisor of all placements in the student teaching semester.
APPENDIX 2: ABOUT THIS ARTIFACT - DIRECTIONS FOR THE ARTIFACT COVER SHEET

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the Missouri State Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards. Directions for completing the sections of the cover sheet follow.

-“Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.

-“Date this artifact was collected”: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”

-“Course or experience where the artifact was developed”: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.

-“Quality indicators addressed by this artifact”: Identify the quality indicators/learner outcomes that are represented within the artifact. Example:
  CF (add learner outcome and #) MoSTEP (add # and description) Specialty Area: Science Education (add # and description)

Since there is commonality between the CF, the MoSTEP, and the Specialty Area Standards, it is typically appropriate to reference all three sets of standards on the cover sheet. See your program faculty for guidance if you have questions.

-“Reflective Narrative”: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

Examples of completed Artifact Cover Sheets follow; however, you must seek guidance from program faculty regarding requirements specific to your area of study.
ABOUT THIS ARTIFACT

Student Name: ____________________________________________

Major/Certification Area: ______________________________________

Title of the Artifact: __________________________________________

Date this artifact was collected: ________________________________

Course or experience where artifact was developed:______________

Quality indicators addressed by this artifact - Include MoSTEP and Specialty Area Indicator(s) as well as PEU CF Learner Outcome(s) as appropriate:

Reflective narrative – How this artifact reflects performances specific to MoSTEP, PEU CF Learner Outcomes and/or Specialty Area performance indicators as appropriate. What do I know and what am I able to do?
Appendix 3: CF General Learning Outcomes

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

Missouri State professional education graduates will demonstrate competence in:

1. **Foundations**: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter**: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. **Learning and Development**: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills**: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology**: knowledge and skills in the use of technology appropriate to the candidate’s field of study.
6. **Professional Skills**: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills**: the skills to conduct valid and reliable assessments of their students’ learning, and use that assessment to improve learning and development for their students.
8. **Dispositions**: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity**: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership**: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.