

Due Date: Email as a PDF, Google Doc, or Text to Terri Porisch (tporisch@gmail.com) by **11:59 PM Sunday, April 2, 2017.**

Grading: Pass/No Pass

64 points (80%) is a passing grade

80 pt 2-4 page paper

- You must complete ALL of # 1-3 below. Leaving one out will result in a "no pass" grade.
- Use correct punctuation, spelling, and sentence structure.
- Use 12 pica, Times New Roman, single spacing within paragraphs

1. 60 points for the paper. Write using paragraphs.

- a. **Choose two sectionals (2), one from each day (one from TH, one from FRI).** Read the INTASC Standards below. **Choose 1 standard that you feel the speaker addressed. You must choose a different standard for each speaker. Within the body of your paper, highlight, bold, italicize, or underline the standard for each sectional and describe how you would like to utilize/apply the information presented in your future setting (counseling, teaching, parenting, administering, etc).**

- b. MSU-B College of Education INTASC Standards (ICF):

The Learner and Learning

Standard #1: Learner Development The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works 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

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands 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.

Instructional Practice

Standard #6: Assessment The teacher understands and uses 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.

Standard #7: Planning for Instruction The teacher plans 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.

Standard #8: Instructional Strategies The teacher understands and uses 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 Responsibility

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Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks 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.

2. 10 points for new resources.
- Describe **at least 2 new resources/handouts/websites you received/purchased and with whom you will be using them/sharing them.** These resources should NOT come from the sectionals you chose for #1. IF the resources are online, please C&P the web address after the title of the resource. These can be in list form.

EXAMPLE:

Sectional: John Doe--Books for Young Gifted Readers

Resources: List of books for GT readers http://www.myresources.org/gt_books

Who I will share with: Give to parents during parent-teacher conference next fall; give to teachers within my school

3. 10 points for lingering questions you have OR evening sectionals
- List 2 questions that you still have. Include the sectional that triggered it.** OR
 - If you attend 1 of the 2 evening sessions, describe 2 situations or students that were discussed/highlighted and your personal reaction to them OR a question you still have regarding the situation.** These can be in list form.

EXAMPLES:

Sectional: ABC--Designing Curriculum that is Rigorous & Meaningful

Question: How do teachers reconcile reading Lexile levels with the maturity of the content level in books, especially for middle school aged students?

Sectional: Working with high achievers in critical thinking

Question: Does the Common Core address critical thinking skills? If not, what are some resources that Montana AGATE or NAGC has?

Sectional: Panel of Experts--Th evening

Question: What strategies could a teacher employ to help a student overcome the feeling of having to be perfect all the time?

Sectional: Awards Ceremony--Fri evening

Student: A 3rd grader won a summer scholarship of \$200. A portion of his writing was read. He described himself as "eloquent, yet lonely". How insightful and sad.