

## **EDUC 614a: Reading and Writing Assessment Spring 2003**

CRN No: 21535

Location: ACD 404; Tuesdays, 5:00-7:45

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### *College of Education Mission Statement*

*The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.*

*(adopted by COE Governance Community October, 1997)*

**Muchos de las cosas que necesitamos pueden esperar**

**El niño no.**

**Ahora es el momento en que sus huesos se están**

**formando,**

**su sangre se está haciendo.**

**Y sus sentidos se están desarrollando.**

**A él no podemos contestarle "Mañana."**

**Su nombre es "Hoy."**

**Many of the things that we need can wait.**

**Not the child.**

**Now is the moment when her bones are being**

**formed,**

**her blood is being made**

**and her senses are being developed.**

**We cannot answer her with "Tomorrow."**

**Her name is "Today."**

**Gabriela Mistral**

### **COURSE DESCRIPTION**

This course provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. It explores current strategies and techniques for evaluating reading and writing development in classroom settings; theoretical conceptual frameworks for evaluation; process and product procedures for evaluation; formal and informal assessment techniques. This course provides in-depth knowledge of informal and standardized assessment instruments, how to use them in the classrooms, analyze the results, make instructional decisions and design interventions based on those results. Each candidate is expected to master the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Combined with a field-based component - EDUC 614b (Reading Certificate and Field Experience), the content of this course emphasizes the relationship between assessment and instruction, and includes extensive candidate experience in the assessment and evaluation of student reading and writing, and work with two students on an individual basis and in small group. The fieldwork will be supervised by a site reading specialist or someone trained as a reading specialist from the University.

- **Standard Alignment.** The course objectives, assignments, and assessments have been aligned with the CTC (California Teaching Commission) standards and CSTP (California State Teaching

Profession) standards for Reading Certificate (see EDUC 614b syllabus and attached). Please read them carefully.

### **COURSE OBJECTIVES**

The Successful Candidate will be able to merge theory and practice in order to implement a comprehensive and balanced reading and language arts program in their classroom, district, and community. The successful candidate will demonstrate skilled knowledge in the following areas: (1) diagnostic and assessment strategies that inform teaching reading, comprehension, and writing; (2) linguistic processes related to reading as a foundation for instructional decisions and practices in the classroom; (3) reading comprehension and independent reading strategies for all students, including those for whom English is a second language; (4) oral and written language development as a reading support system; (5) intervention techniques for the student at risk of academic failure due to reading issues; (6) technology resources available for literacy instruction; and (7) clinical practice through 45 hours of literacy mentoring with a primary and intermediate student.

#### **Students will develop:**

- 1) A philosophy of reading instruction that recognizes: (a) reading as a complex, interactive, constructive process; and (b) differences among learners, respecting cultural, linguistic, ethnic, socio-economic diversity and the positive influence of diversity
- 2) Knowledge of the reading process: (a) with an ability to explain and model various vocabulary and comprehension strategies used by fluent readers; and (b) with an understanding of the phonemic, morphemic, semantic, and pragmatic systems of language involved in the reading process
- 3) Knowledge of assessment principles and techniques needed to design effective instructional practices pertaining to the integration of specialized curriculum and instruction for struggling readers with ongoing instruction in the classroom. This knowledge is essential for reading specialists to make informed decisions about the kinds of assessment instruments, the kinds of data they produce and how to design instruction based upon the information they provide.

### **REQUIRED TEXTS**

Hurley, S. R & Tinajero, J.V. (2001). Literacy assessment of second language learners. Allyn & Bacon.

Falk, B. (2000). The heart of the matter: Using standards and assessment to learn. Portsmouth, NH: Heinemann.

Lee, Christopher, & Jackson, R. (1992). Faking It: A Look into the Mind of a Creative Learner. Boynton/Cook.

#### **Suggested Readings:**

Allington, R. (2002). Big Brother and the National Reading Curriculum: How Ideology Trumped Evidence. Heinemann.

Barbieri, Maureen (2002). "Change My Life Forever": Giving Voice to English-Language Learners. Heinemann.

Beers, Kylene (2002). When Kids Can't Read-What Teachers Can Do: A Guide for Teachers 6-12. Heineman.

Gibbons, P. (2002). Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Heinemann.

Graves, Donald H. (2002). Testing Is Not Teaching: What Should Count in Education. Heinemann

Ohanian, S. (1999). One size fits few: The folly of educational standards. Portsmouth, NH: Heinemann

Stefanakas, E.H. (1998). Whose judgment counts? Assessment of second language learners. Portsmouth, NH: Heinemann.

## COURSE REQUIREMENTS & ASSIGNMENTS

|                                    |                     |                      |
|------------------------------------|---------------------|----------------------|
| Attendance                         |                     |                      |
| Professional Participation         | 10 pts              |                      |
| Interactive Response Journal       | 30 pts (2 pts each) | See course schedule  |
| Literacy and Technology Assignment | 10 pts              | Feb 25               |
| Analysis of SAT-9 Scores           | 20 pts              | April 15             |
| In-depth Case Study                | 30 pts              | Final project: May 6 |
| Total                              | 100                 |                      |

**NOTE:** Your Supervised Field Work & Second Case Study will be graded as part of EDUC 614b.

| Grading Scale: |            |
|----------------|------------|
| 93-100 = A     | 80-82= B-  |
| 90-92= A-      | 77-79 = C+ |
| 87-89 = B+     | 74-76= C   |
| 83-86 = B      | 70-72= C-  |

### 1. Attendance

You cannot receive an “A” if you miss more than two classes or are late (or leave early) for more than three sessions; and you cannot receive a “B” if you miss more than three classes (COE Attendance Policy, 1997). If you must be absent, please call and leave a message at my office. If you have extraordinary circumstances in your life that will impact your attendance and completion of assignments, please let me know.

### 2. Professional Participation (10 pts)

The nature of this class relies heavily on classroom dialogue. Your preparation for class, active participation and contribution to discussions at each class session is essential. You are expected to be an attentive listener, on task group participant and collaborator. You are also expected to provide constructive feedback; relate discussions to the readings and your own experiences; and respect and take into account diversity of opinions and backgrounds. Please do not bring outside work to class and make sure to turn off your cellular phone before coming to class.

### 3. Interactive Response Journal (30 pts total) Due: Sessions 4, 9, 15 and 16

A weekly interactive response journal will be maintained for each class session. It needs to include the following:

- Reaction/opinion statements in relation to the topics discussed in class that reflects understanding of the key concepts.
- Direct connections with the assigned readings.
- It may include direct connections and/or specific examples from your teaching experiences and/or other personal experiences in diverse settings.

You will share your journal entries with an online interactive journal partner (to be defined in class). You and your interactive journal partner should read each other’s journal entry and make comments on what has been written. This class journal will be graded according to its insightful connections and understanding of the session topics.

You and your interactive journal partner will only need to turn in one set of entries and responses for each course session. If needed, please be sure to identify your entries/responses in your journal packet. *The*

*following sessions are not included in this project: session 11, 12 and 13.* You are expected to turn in a **total of 12 entries (2.5 pts each)**. You can have **one pass** and use it instead of writing a journal entry for one of our class sessions. See the course schedule for your interactive response journal deadlines (sessions 4, 9, 15 and 16).

#### **4. Literacy and Technology Assignment (10 pts) Due: Feb. 25**

For this assignment you will visit **5 web sites** related to reading and writing assessment and instruction/intervention. Find web sites that are appropriate for teachers (and/or parents) and web sites appropriate for children (many sites are appropriate for both so use them for either). Then write a brief annotated bibliography of each web site and how you could use it. This assignment will support other course assignments.

For each web site include the following information:

1. The URL of the web site
2. A description of what is there.
3. Who's sponsoring the site (if you can) so that we know if it is simply an advertisement, a personal web site or one from a professional organization.
4. Is it primarily an adult site (includes lesson plans, examples of instructional strategies, etc.) or is it appropriate for children as well? Describe how you or your students might use the site.

Some examples:

**SDCOE:** <http://www.sdcoe.k12.ca.us>

- When you get to the SD county Office site be sure to visit:

**SCORE:** <http://www.sdcoe.k12.ca.us/score/cla.html>

**Cyberguides:** <http://www.sdcoe.k12.ca.us/score/cyberguide.html>

**Inspiration:** <http://www.inspiration.com>

**SUAVE** (Socios Unidos para Arte Via Education) program: <http://www.csusm.edu/SUAVE/>

#### **5. Analysis of SAT-9 Scores (20 pts) Due: April 15**

In groups of 3, you will examine SAT-9 scores in the content clusters in reading and language arts. Your group may select one of the following options:

- Option #1** Each group member examines his/her own scores for the past 2 years.
- Option #2** Each group member examines another teacher's scores for the past 2 years.
- Option #3** All group members examine the SAT-9 scores of one teacher's group of students (n=6 students in the bottom three-deciles/ 2 per group member).
- Option #4** In a group of 3<sup>rd</sup> grade teachers, each examines the SAT-9 scores of 2 former students (2<sup>nd</sup> and 3<sup>rd</sup> grade scores). 3<sup>rd</sup> grade scores of when you're teaching them.
- Option #5** Develop your own option. This option is dependent on instructor's approval.

#### **PROJECT STEPS & CHECKLIST**

- \_\_\_ 1. Identify students in class with whom you would like to work in this project (**groups of 3 students**).  
If you are at a grade level that is not tested by SAT-9 (i.e., kindergarten and first), you need to join a multi-grade group to familiarize yourself with the tests your students will be taking in the future.
- \_\_\_ 2. Select one of the above options.
- \_\_\_ 3. Collect 2 years worth of scores (to determine growth or not during a 2-year period).
- \_\_\_ 4. Analysis of SAT-9 Scores:
  - Compare the scores to: (1) your (or the teacher's) classroom instruction and curriculum in each content cluster, (2) the CA English/Language Arts standards being covered, and (3) the content cluster expectations in the SAT-9.
  - Note: Use the SAT-9 content cluster guides to examine the types of questions asked on the SAT-9 and the kind of thinking the student had to do in order to answer the questions. E.g., in the area of comprehension under "Textual Comprehension" examine how many

of the questions asked after one reading selection are literal as opposed to inferential, evaluation and critical analysis.

\_\_\_ 5. Put together a Power Point Presentation including:

- \_\_\_ I. Project Focus
- \_\_\_ II. Summary of the Data Collected
- \_\_\_ III. Summary of the Analysis of the SAT-9 scores (see above description). You may develop a matrix that documents your findings.
- \_\_\_ IV. Implications & Recommendations: (1) Identify and explain instructional implications, (2) Identify and explain instructional recommendations that can support student progress, and (3) Relate your recommendations to areas of need previously identified by classroom and/or district/school-wide assessments.

Deadline & Group Presentation: April 15 (session 13)

Note: Bring copies of your power point presentation to all students.

## 6. In-depth Case Study (30 pts)

**Due: See deadlines below**

- **If you are NOT taking EDUC 614b** -- You are only expected to develop *one* in-depth case study and work for at least 15 hours with your student. Please select an English language learner who has been identified as a struggling reader. You must follow the case study guidelines. You need to submit audio and/or videotapes of your case study student to complete the fieldwork assignment.
- **If you are also taking EDUC 614b** -- You will be asked to develop *two* in-depth case studies of individual student's reading and writing (one must be in an upper grade and one in a primary grade). Please select at least one English language learner who has been identified as a struggling reader. You will need to schedule one school visit with your university supervisor. See additional syllabus for EDUC 614b in which you will find the requirements of the standards for which you are held accountable at the Reading Certificate level Also, see supervised field work section below.

### ***Deadlines:***

\_\_\_ We will have time in class to examine, discuss and brainstorm ideas related to reading and writing strengths/abilities/interests/needs/etc of your case study student(s). *See course schedule and bring any data* (including student information and work, data analysis and teaching/intervention ideas) that you have collected so far in order to take advantage and contribute to these work sessions.

\_\_\_ **One required homevisit** to one of your students' home is due on March 25.

\_\_\_ Your Final Case Study Project(s) is due on May 6.

### **CASE STUDY GUIDELINES**

1. ***Student Selection*** - Select a student who is experiencing reading difficulty.
2. ***Permission Form*** - Obtain written parental permission to work with this student (a consent form will be distributed in class)
3. ***Assessment Tools*** - Use a variety of formal and informal assessment instruments (multiple measures), including your SAT-9 scores. We will talk more about this section in class. List all of the assessments you have used and include a **rationale** for your selection of each instrument. \*\*  
*One homevisit is required* to one of your students' home. Do not do it until we have discussed it in class on Feb. 4.
4. ***Data Analysis*** - Develop an in-depth analysis of the data gathered about your student(s). You may develop a grid to organize this information.
5. ***Instructional/ Intervention Plan*** - The focus of this plan is on developing your ability to: (1) identify appropriate levels of scaffolding and differentiated instructional support based on what you know

about the student as a result of multiple assessment tools; (2) meet the student needs in 1-1 sessions, small group and whole group instruction; and (3) facilitate the student's growing independence as a reader

- Your intervention/action plan must be based on research-based practices (see course readings, EDUC 610 & 613 readings, and/or additional readings). It is not enough to just implement one ready-made intervention program. The intervention program you develop must meet the needs of the struggling student(s) with whom you are working. The strategies used in the program must be based on current research. You may select strategies from a variety of programs, but in order to design your action plan: look at what is **best** in each program and what the groups of students you are working with need based on multiple assessment measures. Design an instructional plan that you can share with other teachers as well as the student's parent/ guardian.
6. ***Ongoing Assessment of the Intervention/action Plan.*** How will you assess your intervention plan? What timelines for ongoing assessment and instruction will you use/develop? What types of accommodation and instructional changes will you make based on this ongoing assessment?
  7. ***Your Reflection.*** Based on what you learned in this assessment project: How would you evaluate your current assessment program? What did you learn about reading and writing through this project? What did you learn about the instructional process and differentiated instruction? How do you feel the knowledge you have gained will help you as a teacher and future reading specialist?

### **Supervised Field Work**

If you are taking EDUC 614b (see syllabus), you must spent at least 45 hours in field based supervised work with students experiencing difficulty in reading. You are expected to tutor a struggling beginning reader and an intermediate grade struggling reader. You may use your own classroom or work in an after-school reading intervention program. You can combine the hours you spend on your case study with an individual child with the hours you spend on small group interventions. Document your clinical work with audiotapes and videotapes, and submit intervention/learning (action) plans you have developed and assessments you have used.

You will be supervised by a site reading specialist and university supervisor who have experience in diagnosis and remediation of reading difficulties. They must verify the hours you have spent with the students, and you need to document them. To assist you with this process of documenting hours and verifying supervision, a form has been developed. You will receive that form in this class and we will point out the requirements of the standards for which you are held accountable for work in the reading certificate. At the Reading Certificate level, you will meet **four** times with your site supervisor and/or your University mentor (see EDUC 614b syllabus). The Reading Certificate/ Specialist Credential Competency Evaluation Form will be completed by the university supervisor (you will receive a copy in class).

**EDUC 614a: Reading and Writing Assessment**  
**Tentative Class Calendar**

| <b>Date</b>          | <b>Topic</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Readings &amp; Assignments</b>                                                                                                                                                                                                                                                                                                                                        |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1<br>Jan. 21 | <ul style="list-style-type: none"> <li>- The Role of Assessment &amp; Implications</li> <li>- The relationship between Assessment &amp; Instruction</li> <li>- Course Overview</li> </ul>                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                          |
| Session 2<br>Jan 28  | <ul style="list-style-type: none"> <li>- The Role of Assessment in a Learning Culture</li> <li>- Conferencing in a cultural context: Utilizing community literacies</li> <li>- Survey/ Update: What are we using in our classrooms/schools?</li> <li>- Informal Assessment: Notetaking/Notemaking</li> </ul>                                                               | Hurley & Tinajero, chapter 1 and 2<br>Falk, chapter 1 and 2                                                                                                                                                                                                                                                                                                              |
| Session 3<br>Feb 4   | <ul style="list-style-type: none"> <li>- Using Standards and Assessments to Support Teaching and Learning</li> <li>- <i>Case Study Project(s) work session</i>: Identification and Selection of Assessment Tools &amp; Analysis of Student Data</li> <li>- Homevisits: Learning from Students' Funds of Knowledge<br/>Identifying Questions &amp; Setting Goals</li> </ul> | Falk, chapter 3, 4, 5 and 6<br>Galley, S. (2000). Portfolio as mirror: Student and teacher learning reflected through the standards. <i>Language Arts</i> , 78 (2), 121-127. [review from EDUC 613]<br>**Bring CA English/Language Arts Framework and ELD Standards                                                                                                      |
| Session 4<br>Feb 11  | <ul style="list-style-type: none"> <li>- The National Reading Curriculum</li> <li>- Challenges for Educators in Challenging Times</li> <li>- <i>Case Study Project(s) work session</i>: Identification and Selection of Assessment Tools &amp; Analysis of Student Data (cont.)</li> </ul>                                                                                 | Falk, chapter 7 and 8<br>Allington, R. (2002). Big brother and the National Reading Curriculum. (chapter 1 and 12).<br>**Bring information that you already have about one of your case study students' reading and writing abilities (including, if available, his/her IEP, SST, information about placement criteria)<br><br><b>DUE:</b> Interactive Response Journals |

|                        |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                      |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 5<br>Feb 18    | Intervention based on ongoing informal assessment, Designing an eclectic intervention program & Important issues for bilingual students<br><i>Guest Speaker:</i> Lilly Rodriguez, M.A.<br>COE Faculty          | Hurley & Tinajero, chapter 3 and 8<br>TBD/ Benedict, S. (1994). Looking at their own words: Students' assessment of their own writing. In K. Holland, D. Bloome & J. Solsken (Eds.), <i>Alternative perspectives in assessing children's language and literacy</i> (pp.137-156). Norwood, NJ: Ablex. |
| Session 6<br>Feb 25    | Universal Design Process, Differentiated Instruction & Multiple Intelligences<br><i>Guest Speaker:</i> Jacqueline Thousand                                                                                     | TBD/ Udvari-Solner, A., Villa, R.A., & Thousand, J.A. (in Press). Access to the general education curriculum for all: The universal design process.<br><br><b>DUE:</b> Literacy & Technology assignment                                                                                              |
| Session 7<br>March 4   | Creating Reading Assessment/ Instructional Strategies based on Students' Multiple Intelligences<br><i>Guest Speaker:</i> Robin Kellogg                                                                         | TBA                                                                                                                                                                                                                                                                                                  |
| Session 8<br>March 11  | - Book club: Chris Lee's Story<br>- <i>Case Study Project(s) work session:</i> Continuing Analysis of Student Data & Identification of Appropriate Interventions                                               | Lee & Jackson, chapter 1-5 and 7-8                                                                                                                                                                                                                                                                   |
| Session 9<br>March 18  | Scaffolding Assessment for Students with Special Needs<br><i>Guest Speaker:</i> Toni Hood, Ph.D.<br>COE Faculty                                                                                                | TBA<br><br><b>DUE:</b> Interactive Response Journals                                                                                                                                                                                                                                                 |
| Session 10<br>March 25 | - Homevisits: Sharing Experiences<br>- Redefining Assessment and Achievement<br>- <i>Case Study Project(s) work session:</i> Identification of Appropriate Interventions & Continuing Analysis of Student Data | Hurley & Tinajero, chapter 6 and 7<br>TBD/ Bloome, D. (1994). You can't get there from here. In K. Holland, D. Bloome & J. Solsken (Eds.), <i>Alternative perspectives in assessing children's language and literacy</i> (pp.55-72). Norwood, NJ: Ablex.<br><br><b>DUE:</b> Homevisit                |



|                        |                                                                                                                                                                                                                                                                                                                              |                                                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Session 11<br>April 1  | Spring Break<br>Campus will be closed.                                                                                                                                                                                                                                                                                       |                                                                                              |
| Session 12<br>April 8  | <i>Study Session</i> : Final Preparation for the Analysis of SAT-9 Scores Project and Presentation                                                                                                                                                                                                                           |                                                                                              |
| Session 13<br>April 15 | Analysis of SAT-9 Scores Presentations<br>Debriefing                                                                                                                                                                                                                                                                         | <b>DUE</b> : Analysis of SAT-9 Scores Projects                                               |
| Session 14<br>April 22 | - <i>Case Study Project(s) work session</i> : The Importance of Ongoing Assessment [Assessing the child, developing the intervention, implementing the intervention, assessing the child, assessing the intervention, revising the intervention, etc.]<br>- Safety nets<br>- Working with non readers and struggling readers | Hurley & Tinajero, chapter 7                                                                 |
| Session 15<br>April 29 | - An Integrated Approach: Relating Assessment to Instruction<br>Communicating assessment results to teachers, parents and administrators.<br>- The role of the reading specialist                                                                                                                                            | Hurley & Tinajero, chapter 9 and 10<br>TBA<br><br><b>DUE</b> : Interactive Response Journals |
| Session 16<br>May 6    | Final Thoughts & Closure<br>Course Evaluation                                                                                                                                                                                                                                                                                | <b>DUE</b> : Case Study Project(s)<br><b>DUE</b> : Final Interactive Response Journals       |

## EDUC 614a: Reading and Writing Assessment Standard Alignment

**CTC Standards.** The course objectives, assignments, and assessments have been aligned with the CTC standards for Reading Certificate. The following standards are addressed in this class:

**Standard 4**     Planning and Delivery of Reading Instruction Based on Assessment

The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Instruction in the program includes extensive candidate experience in the assessment and evaluation of student reading and writing, and emphasizes the relationship between assessment and instruction.

**Standard 5**     Intervention Strategies at Early and Intermediate Reading Levels

The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.

**Standard 9**     Curriculum and Instructional Practices

Each candidate demonstrates effective instructional practices and intervention models and strategies in reading and language arts instruction for English speakers and English learners. Each candidate demonstrates a thorough understanding of the research basis and theoretical foundations for alternative instructional practices and intervention models and strategies, and of fundamental issues related to these professional practices.

**Standard 10**    Crosscultural Practices

Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.

**Standard 11**    Assessment, Evaluation, and Instruction

Each candidate demonstrates the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Each candidate demonstrates the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.

**CSTP Alignment.** This course is designed to help teachers seeking the Reading Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective literacy program. The successful candidate will be able to merge theory and practice in order to realize a comprehensive, balanced reading and language arts program in their classroom and/or district. The following CSTP's are addressed in the course:

Primary Emphasis: CSTP # 3                      Assessing Student Learning

Secondary Emphasis: CSTP #6                Developing as a professional educator