



Southern Connecticut State University

**CCSAR – Center for Community
and School Action Research**

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Academic Year 2005-2006

A Report on SCSU Student Teaching Performance
*An Analysis of Student Teaching Evaluation Responses Submitted
by Cooperating Teachers*
-Fall 2005-

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by Cooperating Teachers
Fall Semester 2005

Southern Connecticut State University (SCSU) School of Education (SOE) distributes the *Evaluation of Student Teaching Performance (ESTP)* survey to Cooperating Teachers who are working with Southern Connecticut State University student teachers.

The purpose of the *ESTP* survey is to determine how well the SOE has prepared educators to student teach and to meet the competency requirements stipulated by the accrediting agencies for SCSU's various programs. Cooperating Teachers are also encouraged to use the *ESTP* survey as a basis for discussing students' competencies throughout the student teaching experience. The *ESTP* survey addresses students' behavior and performance relative to the Interstate New Teachers Assessment and Support Consortium (INTASC) standards and the requirements listed in Connecticut's *Common Core of Teaching*.

The specific goals of collecting and analyzing the fall 2005 *Evaluation of Student Teaching Performance (ESTP)* surveys are:

- to determine Cooperating Teachers' perceptions of SCSU student teachers and their level of competency;
- to obtain ideas and suggestions for improving the quality of the field experience that SCSU provides its student teachers; and
- to meet the needs of Connecticut schools for highly trained and well-prepared classroom teachers.

Method

Participants

One hundred seventeen *ESTP* surveys were collected and analyzed for this study. These surveys represent the evaluation of students who were student teaching during the fall from October to December 1, 2005 in (1) a second eight-week student teaching placement, or (2) a ten-week student teaching placement.

Students evaluated represented a variety of majors and programs and were seeking certification in Elementary Education, Secondary or K-12. The distribution of majors and programs are listed in Table 1.

Table 1- Programs and Certification Areas (N=92)

Program of Study ↓	Level of Certification →	Elementary Certification n=39	Secondary n=33	K-12 n=20
Early Childhood/Special Education		8		
Elementary Education		31		
Art				8
Special Education				5
Physical Education				5
Library Science				2
Math			3	
History/Social Studies			11	
English			13	
Biology			2	
Chemistry			2	
Italian			1	
Spanish			1	

**** 25 surveys did not indicate a major or certification area**

Apparatus

The *ESTP* survey is an evaluation instrument developed and used by the School of Education. Part one of the survey asks students to provide demographic information and Part II of the survey consists of 66 items, divided into the ten INTASC competency areas. The ten competency areas are listed below, along with the individual items that define each competency standard.

- I.** Knowledge of Subject Matter, items 1.1-1.6;
- II.** Knowledge of Human Development and Learning, 2.1-2.4;
- III.** Instruction is Adapted to Meet Diverse Learners, 3.1-3.4;
- IV.** Use of Multiple Instructional Strategies and Resources, 4.1-4.10;
- V.** An Effective Learning Environment is Created, 5.1-5.11;
- VI.** Effective Communication to Foster Inquiry & Collaboration, 6.1-6.6;
- VII.** Lesson Planning, 7.1-7.11;
- VIII.** Assessment of Student Learning to Improve Teaching, 8.1-8.4;
- IX.** Reflection and Professional Development, 9.1-9.5;
- X.** Partnerships with School and Community, 10.1-10.5

These 10 competency areas also align with the Interstate New Teachers Assessment and Support Consortium: *Model Standards for the Beginning Teacher Licensing and Development (INTASC)* and the standards set by the accrediting agencies for SCSU's various programs, e.g., CSDE, NCATE, etc.

Cooperating Teachers evaluate student teachers using the following 3-point scale:

1 = <i>Unacceptable</i>	Demonstrates minimal progress toward objective
2 = <i>Acceptable</i>	Demonstrates consistent achievement
3 = <i>Target</i>	Demonstrates exemplary achievement of objective.
N/A	No opportunity or not applicable.

Space is provided after each competency area for additional comments. There is also a section at the end of the survey for ‘*Summary Statements*’ and the assignment of a final grade: pass or fail.

Procedure

The School of Education, Office of Student Teaching, provided CCSAR with copies of the *Evaluation of Student Teaching Performance* surveys for students who student taught during the fall 2005.

CCSAR first reviewed each survey to ensure that it was for the appropriate time-period (fall 2005) and completed on the appropriate evaluation sheet. Surveys that did not meet both of these requirements were discarded. A coding frame was then developed and each survey assigned a unique identification number.

CCSAR staff then entered all data into SPSS and conducted frequency analyses: mean score, standard deviation and frequency distribution. The following scale was used: met+=3, met=2, met-=1, and N/A. Responses of N/A were recoded as ‘system missing’ in the calculation of mean and standard deviation scores for individual survey items, and in the calculation of a mean score for each INTASC standard. The mean score for each INTASC area was determined by summing together the individual items within each standard and then calculating the average. Bar charts were also developed to provide a visual representation of the data.

Results

The mean scores for individual survey items ranged from **2.59**, ‘*Uses community resources in instruction*’ (item 10.3) to a high of **2.96**, ‘*Demonstrates ethical behavior*’ (item 5.8). The range of mean scores for the 10 INTASC standards/competency areas was **2.69**, Standard 10: ‘*Partnerships with School and Community*’, to a high of **2.86**, Standard 1: ‘*Knowledge of Subject Matter*’. Individual mean scores and their standard deviations as well as the ten INTASC/competency scores can be viewed in Table 2.

Several survey items frequently received a response of N/A (no opportunity or not applicable) and are presented below.

- **Item 5.9-** Conducts effective parent/teacher conference (N/A=45, 38.5%)
- **Item 10.2-** Provides opportunities for parents and community involvement (N/A=44, 37.6%)
- **Item 10.5-** Engages parents in the learning process (N/A=35, 29.9%)
- **Item 10.3-** Using community resources in instruction (N/A=34, 29.1%)
- **Item 9.3-** Identifies students who require the assistance of a specialist (N/A=32, 27.4%)
- **Item 10.1 -**Encourages and maintains the cooperative involvement and support of parents and community (N/A=32, 27.4%)

Table 2 - Mean scores for survey items and INTASC standards

INTASC Standards and Accompanying Survey Items	Mean Score	Standard Deviation
INTASC Standard 1 Knowledge of Subject Matter	M=2.86	SD=.275
1.1: Demonstrates proficiency in reading, writing, and mathematics	M=2.87	SD=.342
1.2: Knows and understands the major principles and concepts of the material to be taught	M=2.87	SD=.336
1.3: Possesses accurate and up-to-date principles of the material taught	M=2.82	SD=.385
1.4: Understands the purpose and value of the material taught	M=2.91	SD=.293
1.5: Is able to formulate meaningful questions about the subject matter	M=2.83	SD=.379
1.6: Knows appropriate sources of additional information about the materials to be taught	M=2.85	SD=.362
INTASC Standard 2 Knowledge of Human Development and Learning	M=2.75	SD=.379
2.1: Understands how the following areas of development relate to planning and organization: physical, social, emotional, and intellectual	M=2.77	SD=.421
2.2: Uses student strengths as a basis of growth and plans instruction accordingly	M=2.77	SD=.420
2.3: Understands how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind	M=2.69	SD=.463
2.4: Uses basic principles of learning and human development to enhance learning of students from diverse backgrounds	M=2.75	SD=.434
INTASC Standard 3 Instruction is Adapted to Meet Diverse Learners	M=2.82	SD=.330
3.1: Plans instructional activities which provide for individual differences	M=2.80	SD=.423
3.2: Matches teaching styles and methods with the learning situation and the learning style of students	M=2.81	SD=.434
3.3: Effectively implements instructional plans and uses appropriate instructional techniques	M=2.84	SD=.370
3.4: Demonstrates sensitivity to community and cultural norms and adapts instruction accordingly	M=2.83	SD=.381
INTASC Standard 4 Use of Multiple Instructional Strategies and Resources	M=2.77	SD=.295
4.1: Uses a variety of instructional methods and media to address the needs of all students	M=2.72	SD=.473
4.2: Uses a balance of individual, small, and large group instructional arrangements	M=2.85	SD=.362
4.3: Provides instructional activities that foster student involvement	M=2.86	SD=.353
4.4: Engages students in selecting their own learning objectives and activities	M=2.60	SD=.493
4.5: Poses probing questions to stimulate students to recall, analyze, synthesize, and evaluate	M=2.74	SD=.441
4.6: Presents opportunities that foster critical thinking and problem solving skills	M=2.75	SD=.432

4.7: Presents material at levels appropriate to the needs, interest, abilities, and backgrounds of students	M=2.83	SD=.378
4.8: Recognizes the conditions and needs of special education students	M=2.81	SD=.394
4.9: Meets the needs of exceptional students	M=2.69	SD=.465
4.10: Values the development of students' critical thinking, independent problem solving, and performance capabilities	M=2.84	SD=.372
INTASC Standard 5 An Effective Learning Environment is Created	M=2.81	SD=.292
5.1: Maintains classroom routines and procedures	M=2.84	SD=.366
5.2: Uses instructional time effectively, paces instructional activities appropriately, and maximizes students' time on task	M=2.70	SD=.479
5.3: Provides and maintains an attractive and orderly learning environment	M=2.75	SD=.432
5.4: Maintains appropriate behavior standards for students in the learning environment	M=2.72	SD=.472
5.5: Develops an atmosphere which fosters self-discipline	M=2.70	SD=.479
5.6: Works cooperatively with colleagues and administrators	M=2.90	SD=.334
5.7: Follows the policies, procedures, and curricula of the school district	M=2.92	SD=.301
5.8: Demonstrates ethical behavior	M=2.96	SD=.204
5.9: Conducts effective parent/teacher conference	M=2.71	SD=.455
5.10: Promotes positive interpersonal relations based upon mutual respect	M=2.89	SD=.343
5.11: Creates a positive learning environment that fosters curiosity and intrinsic motivation	M=2.81	SD=.394
INTASC Standard 6 Effective Communication to Foster Inquiry and Collaboration	M=2.80	SD=.310
6.1: Provides directions and explanations in a clear, coherent, logical manner	M=2.77	SD=.425
6.2: Provides for two-way communication with students	M=2.86	SD=.343
6.3: Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication	M=2.85	SD=.386
6.4: Assists and encourages students to research issues and questions of concern to them	M=2.70	SD=.459
6.5: Promotes students' ability to effectively communicate ideas and questions of concern to them	M=2.83	SD=.380
6.6: Understands how cultural and general differences can affect communication in the classroom	M=2.78	SD=.415
INTASC Standard 7 Lesson Planning	M=2.84	SD=.271
7.1: Plans instruction to achieve selected objectives	M=2.87	SD=.337
7.2: Identifies and sequences goals of instruction	M=2.82	SD=.411
7.3: Identifies and sequences objectives within lessons	M=2.83	SD=.378
7.4: Identifies teaching procedures and sequences learning activities	M=2.85	SD=.385
7.5: Revises instruction on the basis of student comments, questions, and performance	M=2.82	SD=.409
7.6: Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom	M=2.92	SD=.269

7.7: Demonstrates sensitivity to and for the needs and feelings of all students	M=2.94	SD=.239
7.8: Outlines expectations for all students in a clear manner	M=2.79	SD=.412
7.9: Conducts learning activities in a logical sequence which are flexible and developmentally appropriate	M=2.87	SD=.338
7.10: Provides illustration, examples, and application of the material	M=2.84	SD=.387
7.11: Designs lessons that integrate technology into teaching	M=2.69	SD=.464
INTASC Standard 8 Assessment of Student Learning to Improve Teaching	M=2.79	SD=.340
8.1: Recognizes and encourages the special interests and abilities of individual students	M=2.84	SD=.372
8.2: Selects appropriate materials and procedures for assessing students' progress on objectives	M=2.80	SD=.402
8.3: Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction	M=2.73	SD=.467
8.4: Evaluates students on the basis of criteria that are aligned with instructional objectives	M=2.78	SD=.415
INTASC Standard 9 Reflection and Professional Development	M=2.82	SD=.308
9.1: Recognizes when students are deficient in the basic skills and provides or recommends corrective action	M=2.83	SD=.381
9.2: Obtains and uses information from colleagues to assist students with special needs	M=2.86	SD=.344
9.3: Identifies students who require the assistance of a specialist	M=2.79	SD=.413
9.4: Handles discipline fairly and consistently	M=2.78	SD=.458
9.5: Demonstrates ability to think about teaching and learning as both a reflective practitioner and educational leader	M=2.91	SD=.294
INTASC Standard 10 Partnerships with School and Community	M=2.69	SD=.428
10.1: Encourages and maintains the cooperative involvement and support of parents and community	M=2.73	SD=.446
10.2: Provides opportunities for parents and community involvement	M=2.60	SD=.494
10.3: Uses community resources in instruction	M=2.59	SD=.495
10.4: Understands the rights and responsibilities of students, parents, and teachers	M=2.82	SD=.410
10.5: Engages parents in the learning process	M=2.66	SD=.505

Qualitative Findings

Comments listed in the various sections of the *Evaluation of Student Teaching Performance* survey were also reviewed, and are summarized below as programmatic strengths or areas in need of improvement.

Programmatic Strengths

Positive comments regarding the preparation and quality of SCSU student teachers involved areas directly related to:

- Lesson Planning
- Developing Rapport with Students

- Adapting Instructional Practices for Diverse Learners
- Willingness to Accept Constructive Criticism
- Personal Attributes / Professional Attitudes

Lesson Planning

Numerous Cooperating Teachers commented on the strengths that they observed in the abilities of SCSU students to create an effective lesson plan. Students “*wrote lesson plans with clear goals and objectives... and ones that were curriculum-oriented with tangible goals and objectives.*” Cooperating Teachers’ comments also pointed to the effort that was put into creating lesson plans. “*He spent an enormous amount of time preparing his lessons and refining his methods and strategies... she baked and shared pumpkin bread to accompany a language arts lesson.*”

Developing Rapport with Students

SCSU student teachers were also respected for their ability to relate to students and develop a rapport with them. Comments such as, “*She has a natural rapport with students,*” were commonly observed in Cooperating Teachers’ responses. Students also seemed to “*develop a rapport with students based on mutual trust and respect.*”

Adapting Differentiated Instructional Practices for Diverse Learners

Another area where students did well was in differentiating instruction. “*Some of her best growth came in recognizing students in need of extra support, and planning and delivering that support.*” Students engaged in instruction that was “*flexible, developmentally appropriate, and differentiated to meet the needs of all the students.*”

Willingness to Accept Constructive Criticism

Another important trait of many SCSU students was their willingness to accept constructive criticism. This is illustrated in the following quote, “*She takes constructive criticism seriously, with a consistent drive toward improvement.*” The drive toward improvement seemed to be an important factor to the Cooperating Teachers. One student “*was always willing to try new techniques and conquer the challenges set before her.*”

Personal Attributes / Professional Attitudes

Numerous Cooperating Teachers commented on the overall positive attributes of SCSU students. Examples of these attributes are “*prompt, dedicated, hard working, professional, and patient.*” All of these characteristics describe positive qualities that are essential for effective teaching. One cooperating teacher’s comments sums up the overall mindset of SCSU students: “*When asked why she wanted to be a teacher, she responded that teachers have the opportunity to inspire children to go beyond what they think they are capable of.*”

Areas in Need of Improvement

Comments in this area were relatively few and clear patterns did not emerge. The comments that follow reflect the individual thoughts of a small number of principals in the sample.

- “*I did not feel she was ready to handle this room on a full-time basis.*”

- *“The management necessary in this class made instructional time difficult. She did improve at time management, but was not always able to complete assignments.”*
- *“Pacing the day’s activities to maximize students’ time on task and transitioning are areas that she continues to work on. Although she is clear about her expectations to the students, she must work to develop a voice that commands attention and respect.”*
- *“She needs to develop more confidence; when students questioned whether or not her solutions to problems were correct, she would lose her confidence and become uncertain as to whether she had used the correct approach to solve the problem.”*
- *“To be frank, his academic background in political science did not help him very much in teaching these particular preps.”*

Discussion

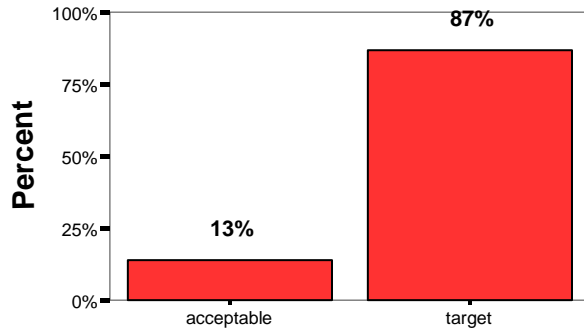
These results indicate that Cooperating Teachers believe that SCSU student teachers are demonstrating consistent achievement above the ‘acceptable’ category as evidenced by the strong range of mean scores on individual items (**2.59-2.96**) and on the ten INTASC standards (**2.69-2.86**). Commentary offered by Cooperating Teachers also points to many areas of strength and speaks to the professional nature of SCSU students. Comments reflecting areas in need of improvement were few, but may serve to enhance the student teaching experience.

Suggestions for improving the data collection instrument include a review of those items that received a high number of N/A. Specifically, are students expected to demonstrate competency in these areas? If not, perhaps these items need to be removed. It is also important to note that the majority of the items with a high rate of ‘N/A’ fell into the INTASC Standard 10: Partnerships with School and Community.

Appendix Survey Items

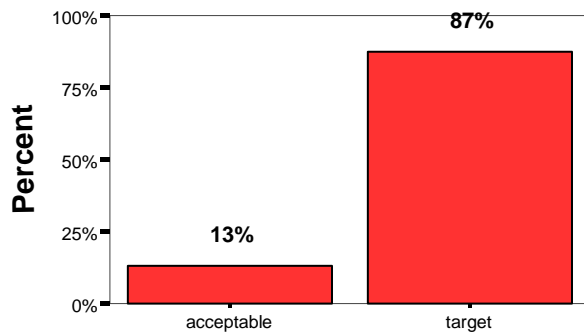
Knowledge of Subject Matter

1.1 Demonstrates proficiency in reading, writing, and mathematics



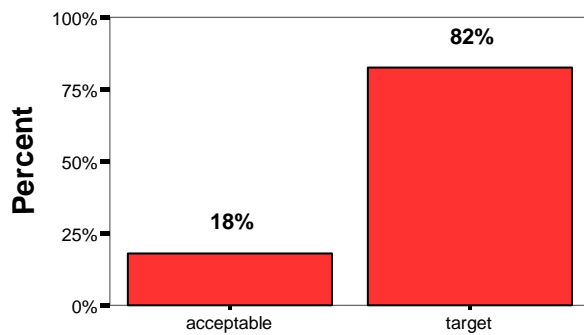
B1

1.2 Knows and understands the major principles and concepts of the material to be taught



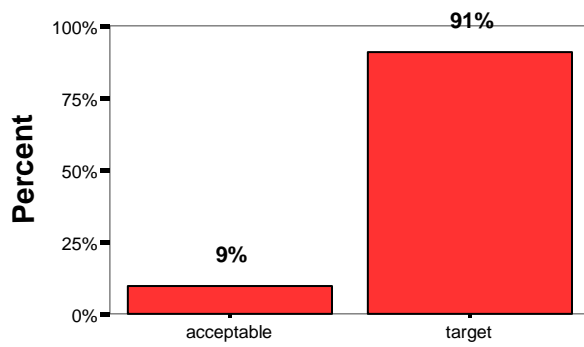
B2

1.3 Possesses accurate and up-to-date principles of the material taught



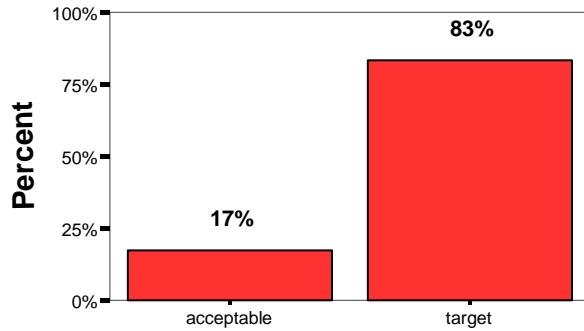
B3

1.4 Understands the purpose and value of the material taught



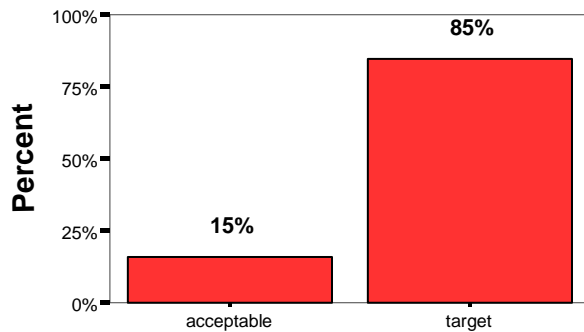
B4

1.5 Is able to formulate meaningful questions about the subject matter



B5

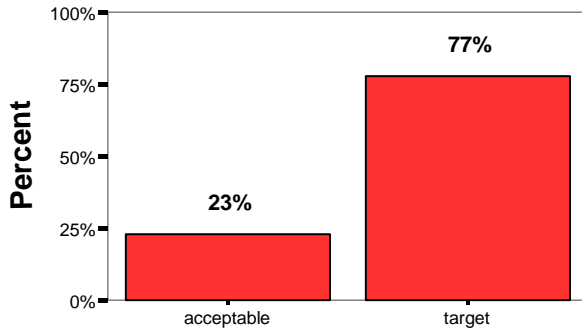
1.6 Knows appropriate sources of additional information about the materials to be taught



B6

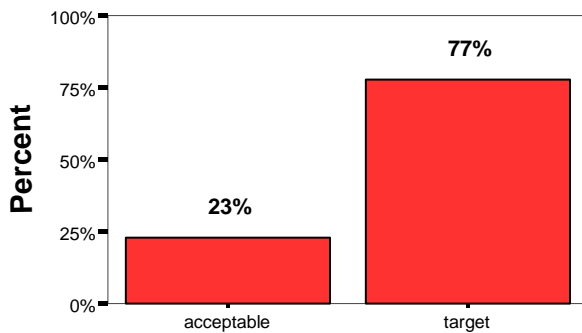
Knowledge of human development and learning

2.1 Understands how the following areas of development relate to planning and organization:
Physical, Social, Emotional, and Intellectual



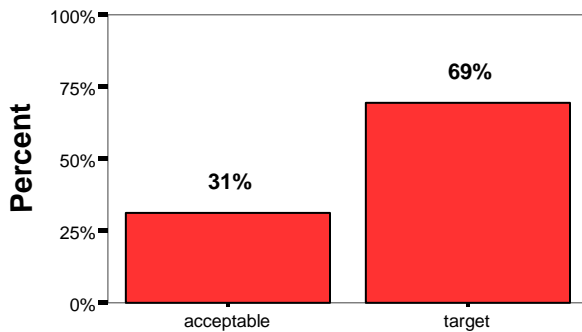
C1

2.2 Uses student strengths as a basis of growth and plans instruction accordingly



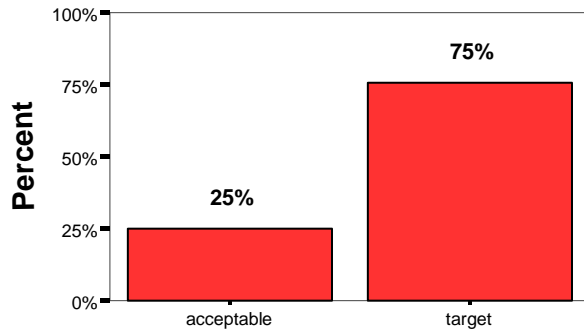
C2

2.3 Understands how learning occurs, as well as how students construct knowledge, acquire skills, and develop habits of mind



C3

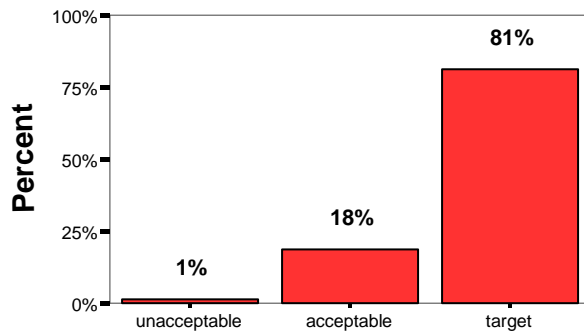
2.4 Uses the basic principles of learning and human development to enhance learning of students from diverse backgrounds



C4

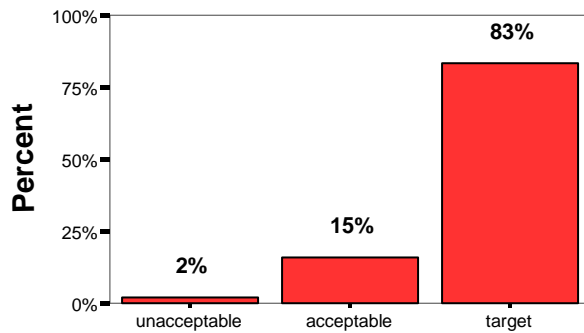
Instruction is adapted to meet diverse learners

3.1 Plans instructional activities which provide for individual differences



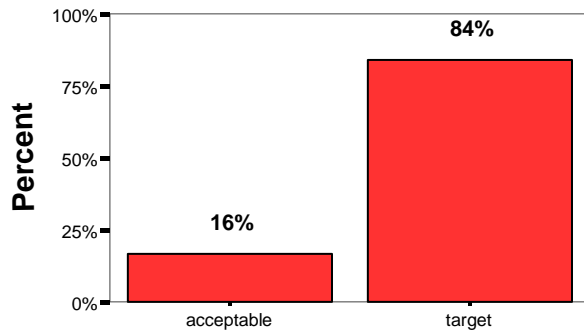
D1

3.2 Matches teaching styles and methods with the learning situation and the learning style of students



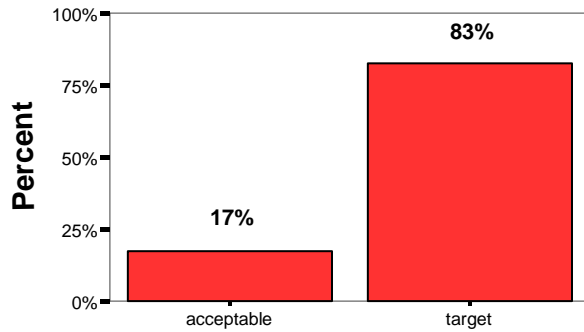
D2

3.3 Effectively implements instructional plans and uses appropriate instructional techniques



D3

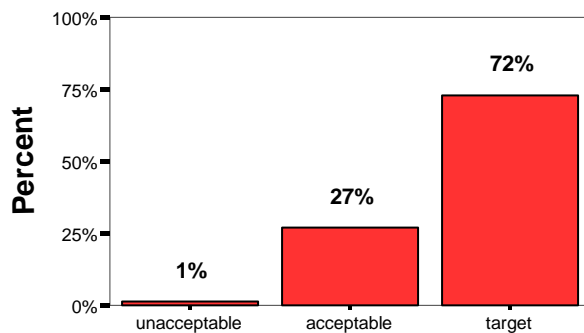
3.4 Demonstrates sensitivity to community and cultural norms and adapts instruction accordingly



D4

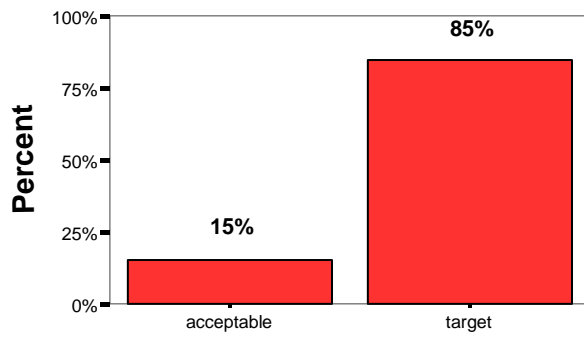
Use of multiple instructional strategies and resources

4.1 Uses a variety of instruction methods and media to address the needs of all students



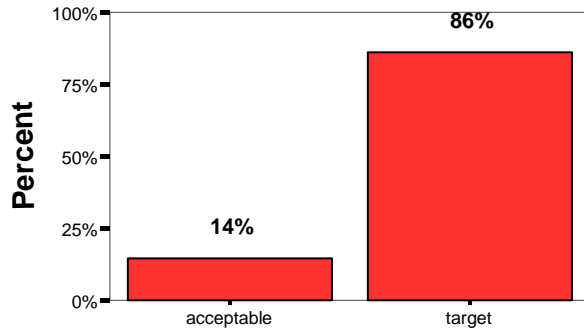
E1

4.2 Uses a balance of individual, small, and large group instructional arrangements



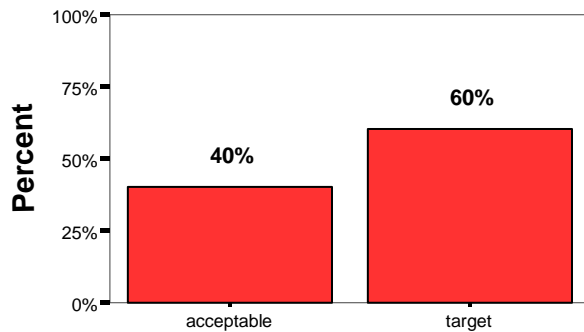
E2

4.3 Provides instructional activities that foster students involvement



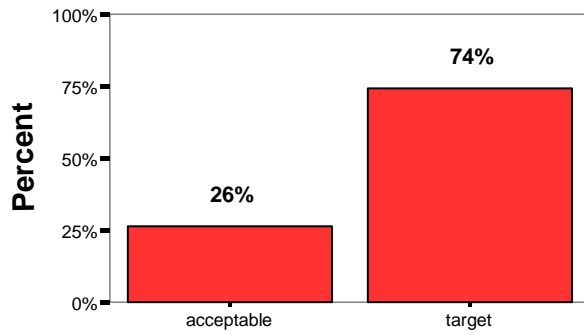
E3

4.4 Engages students in selecting their own learning objectives and activities



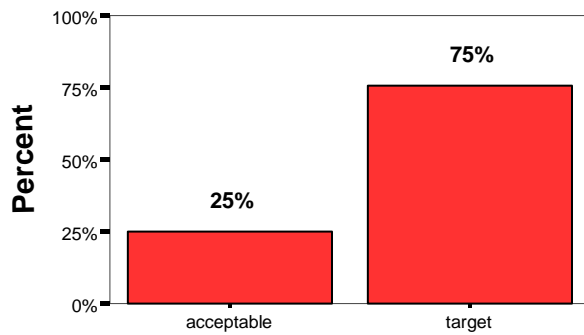
E4

4.5 Poses probing questions that stimulate students to recall, analyze, synthesize, and evaluate



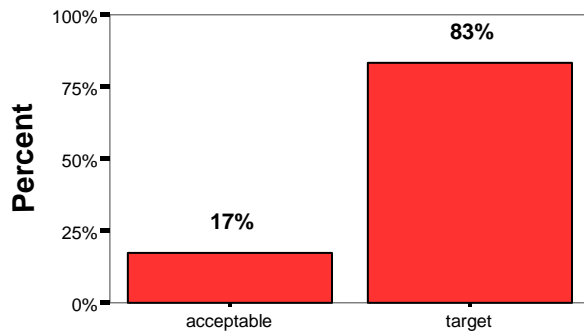
E5

4.6 Presents opportunities that foster critical thinking and problem solving skills



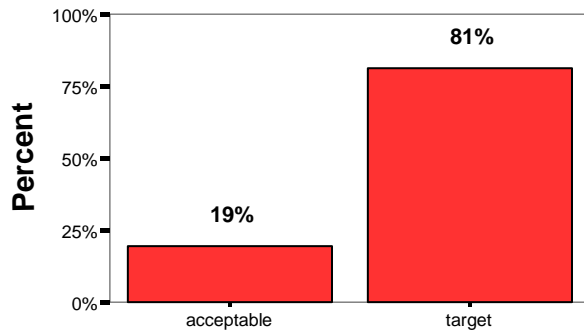
E6

4.7 Presents material at levels appropriate to the needs, interest, abilities, and backgrounds of students



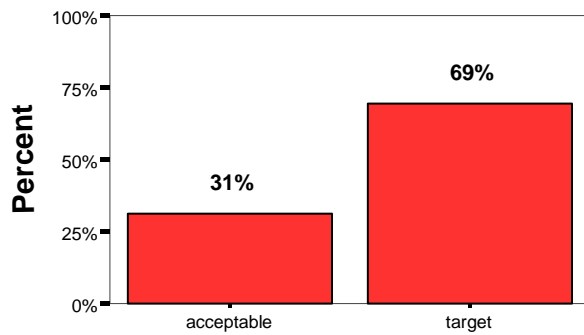
E7

4.8 Recognizes the conditions and needs of special education students



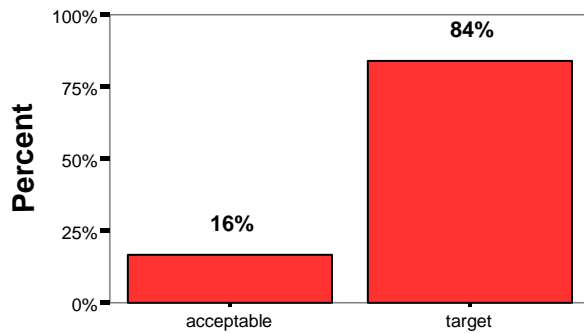
E8

4.9 Meets the needs of exceptional students



E9

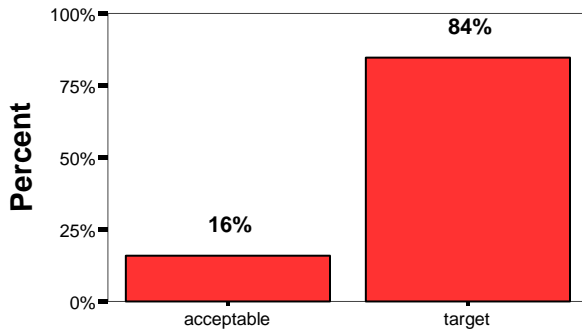
4.10 Values the development of students' critical thinking, independent problem solving, and performance capabilities



E10

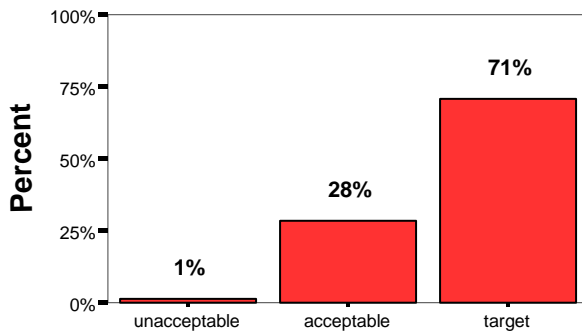
An effective learning environment is created

5.1 Maintains classroom routines and procedures



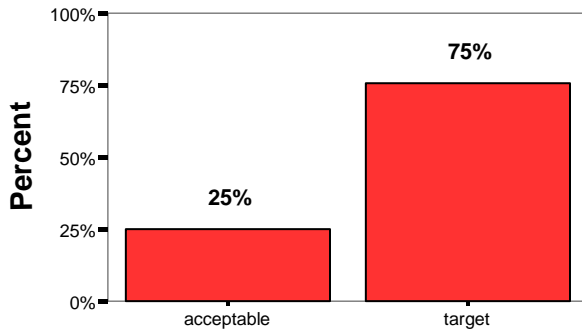
F1

5.1 Uses instructional time effectively, paces instructional activities appropriately, and maximizes students' time on task



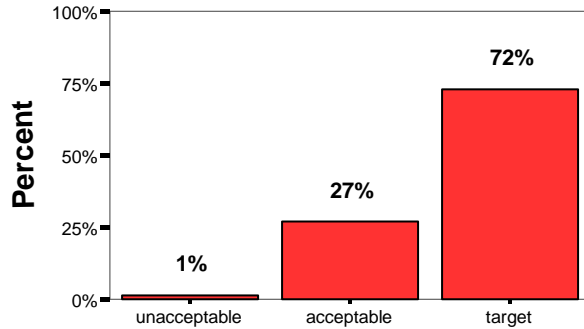
F2

5.3 Provides and maintains an attractive and orderly learning environment



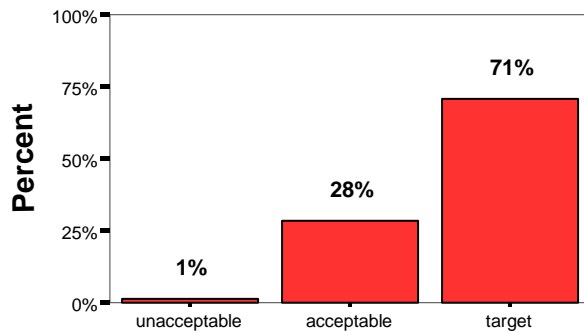
F3

5.4 Maintains appropriate behavior standards for students in the learning environment



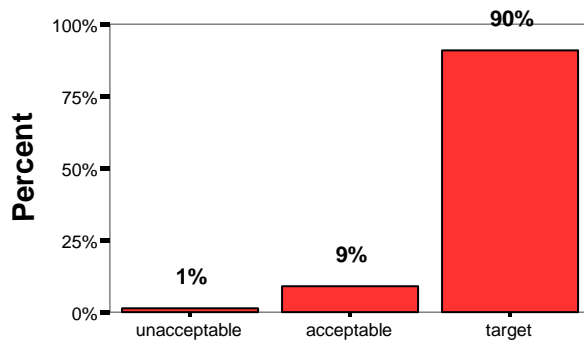
F4

5.5 Develops an atmosphere which fosters self-discipline



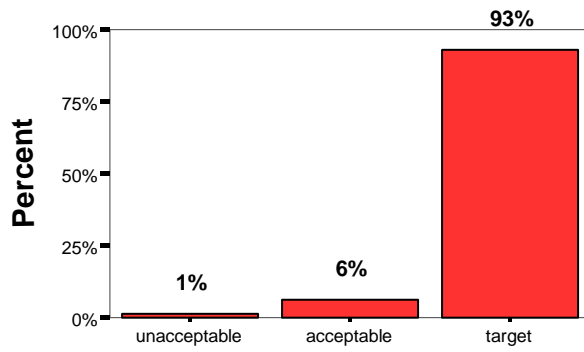
F5

5.6 Works cooperatively with colleagues and administrators



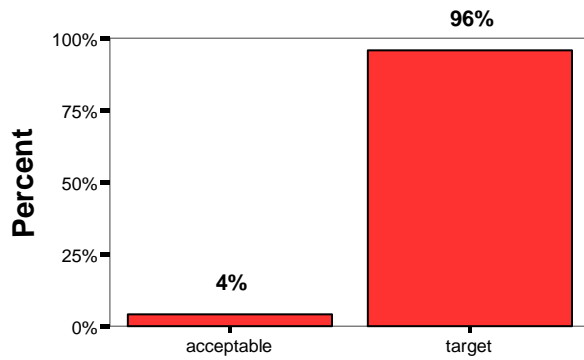
F6

5.7 Follows the policies, procedures, and curricula of the school district



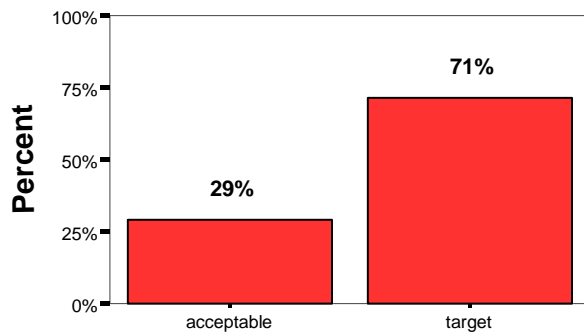
F7

5.8 Demonstrates ethical behavior



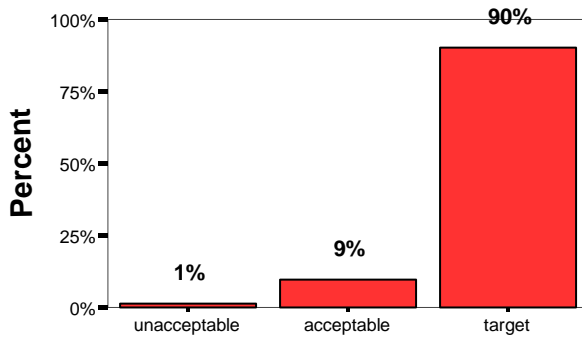
F8

5.9 Conducts effective parent/teacher conference



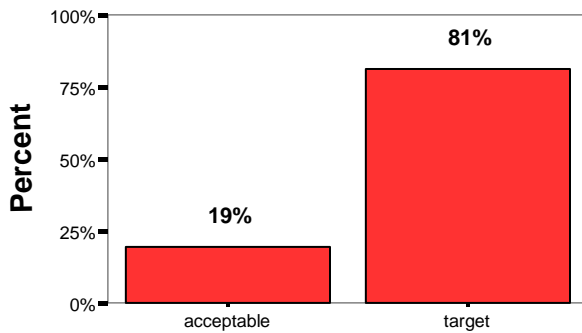
F9

5.10 Promotes positive interpersonal relations based upon mutual respect



F10

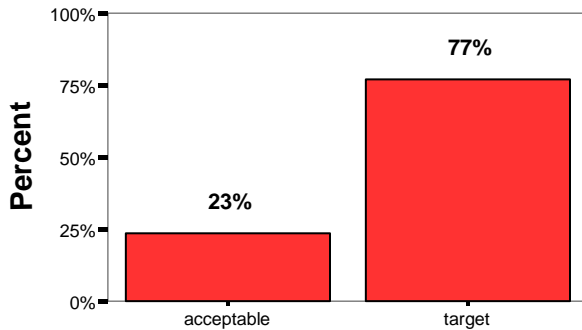
5.11 Creates a positive learning environment that fosters curiosity and intrinsic motivation



F11

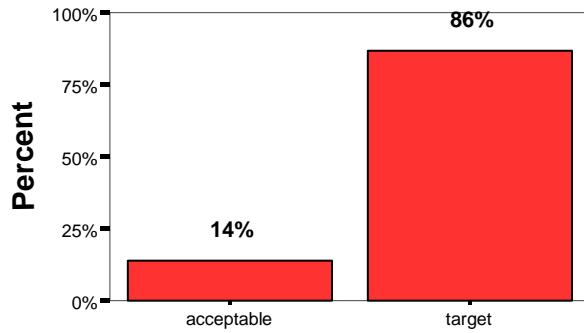
Effective communication to foster inquiry and collaboration

6.1 Provides directions and explanations in a clear, coherent, logical manner



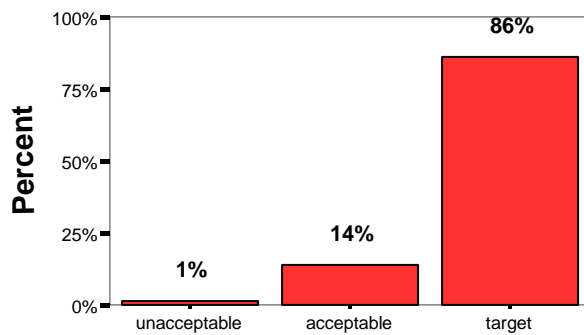
G1

6.2 Provides for two-way communication with students



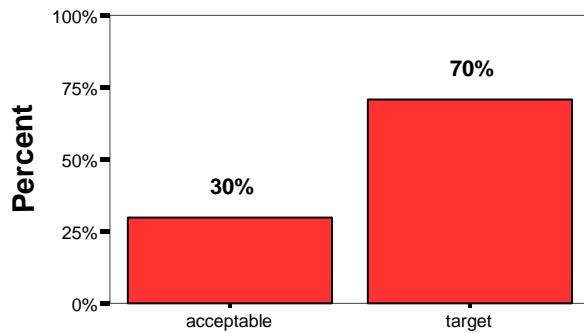
G2

6.3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication



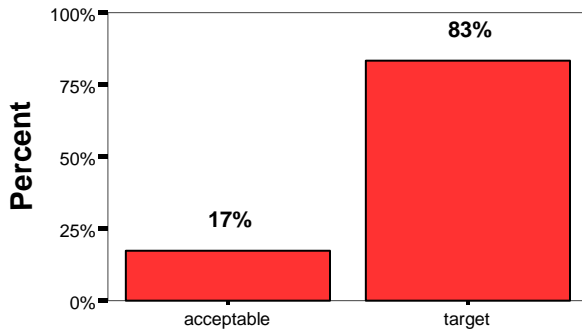
G3

6.4 Assists and encourages students to research issues and questions of concern to them



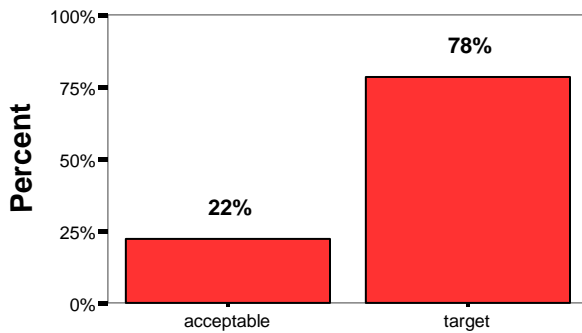
G4

6.5 Promotes students' ability to communicate ideas and questions of concern to them



G5

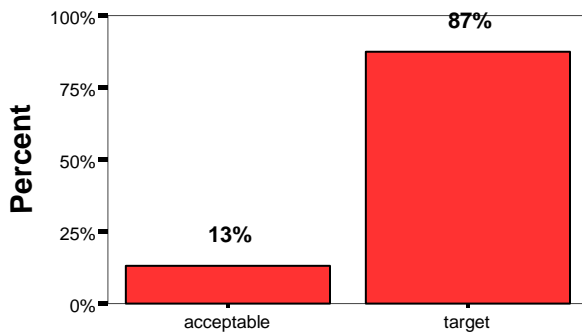
6.6 Understands how cultural and general differences can affect communication in the classroom



G6

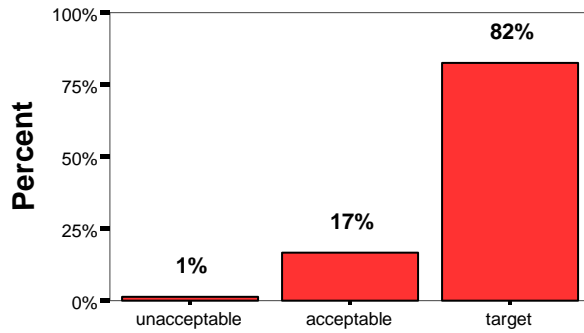
Lesson Planning

7.1 Plans instruction to achieve selected objectives



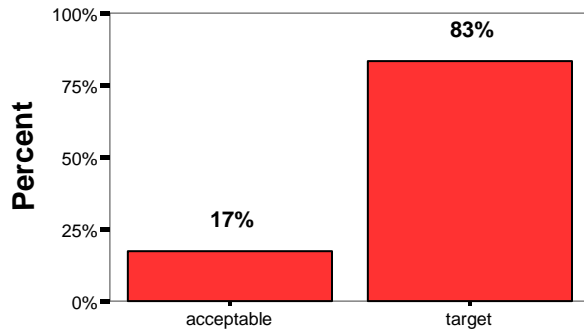
H1

7.2 Identifies and sequences goals of instruction



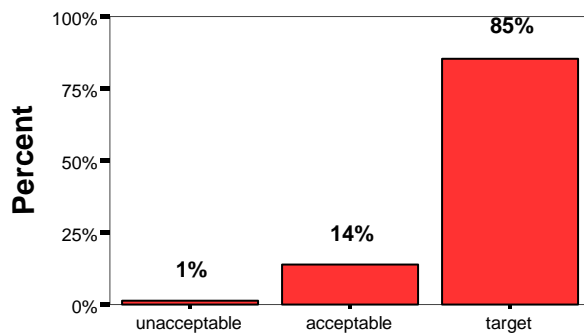
H2

7.3 Identifies and sequences objectives within lessons



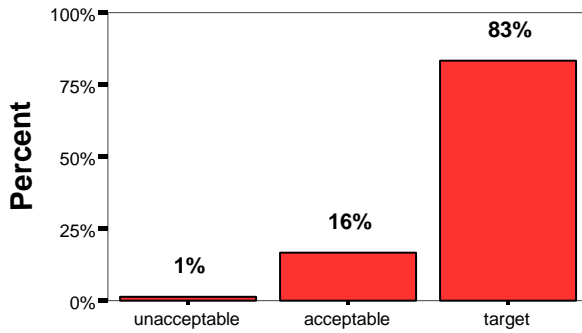
H3

7.4 Identifies teaching procedures and sequences learning activities



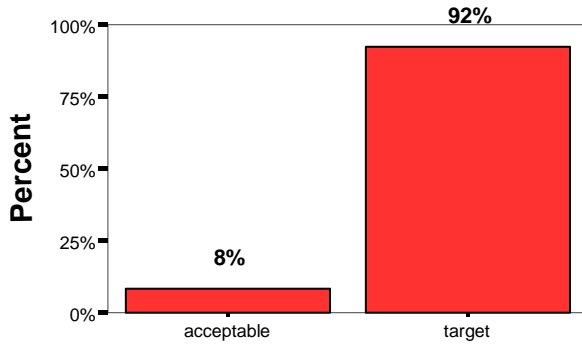
H4

7.5 Revises instruction on the basis of student comments, questions, and performance



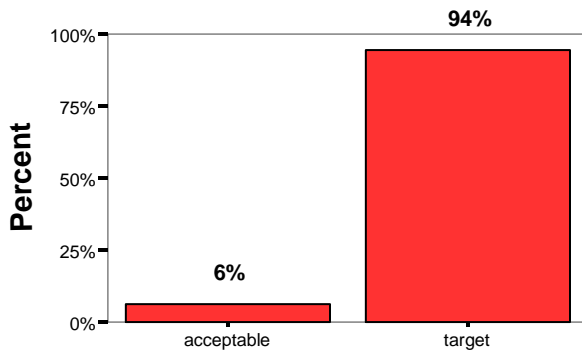
H5

7.6 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom



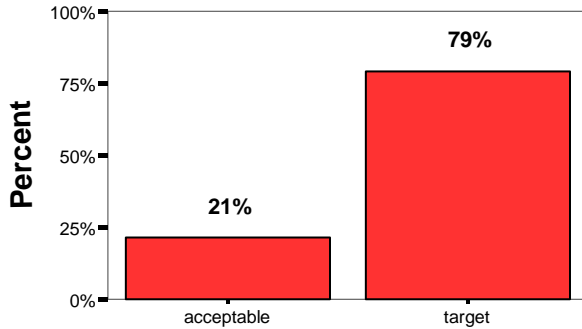
H6

7.7 Demonstrates sensitivity to and for the needs and feelings of all students



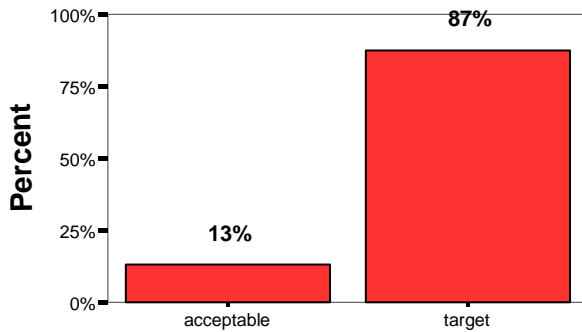
H7

7.8 Outlines expectations for all students in a clear manner



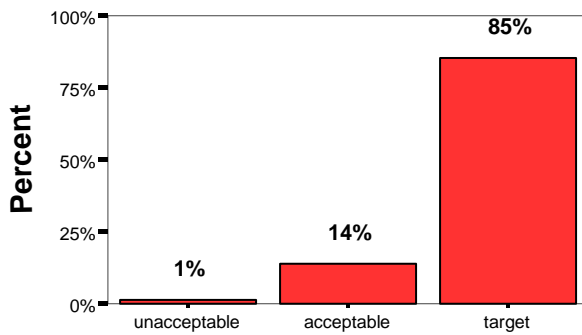
H8

7.9 Conducts learning activities in logical sequences which are flexible and developmentally appropriate



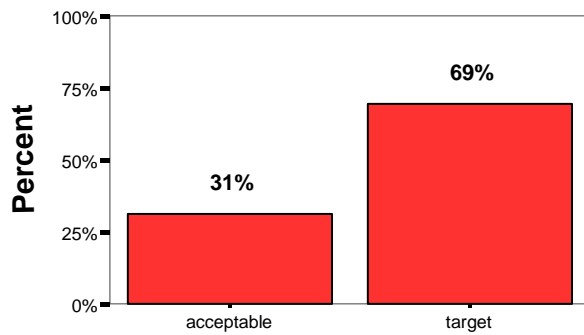
H9

7.10 Provides illustration, examples, and application of the material



H10

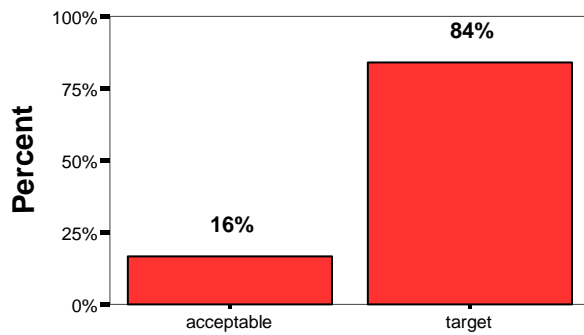
7.11 Designs lessons that integrate technology into teaching



H11

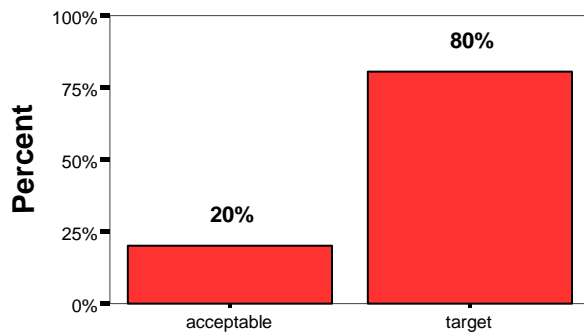
Assessment of student learning to improve teaching

8.1 Recognizes and encourages the special interests and abilities of individual students



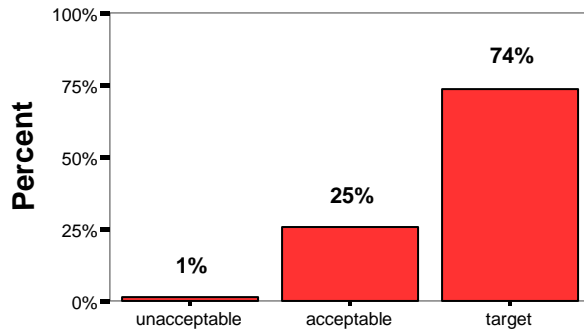
I1

8.2 Selects appropriate materials and procedures for assessing students' progress on objectives



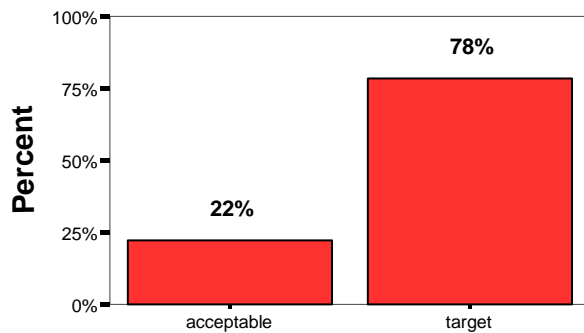
I2

8.3 Uses evaluation instruments or procedures in order to monitor student progress and effectiveness of instruction



I3

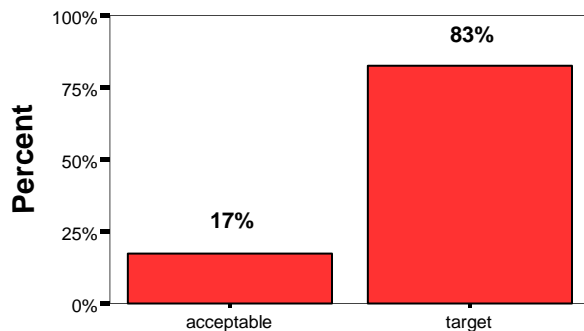
8.4 Evaluates students on the basis of criteria that are aligned with instructional objectives



I4

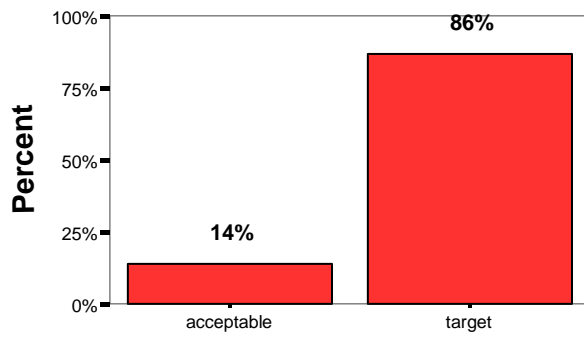
Reflection and professional development

9.1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action



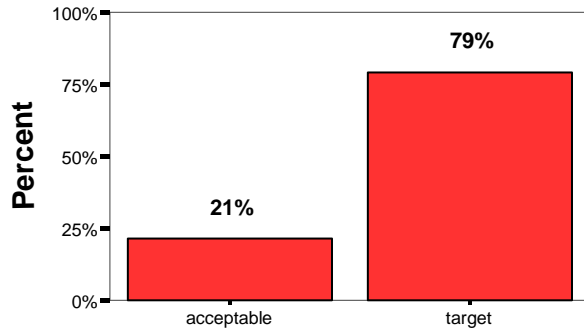
J1

9.2 Obtains and uses information from colleagues to assist students with special needs



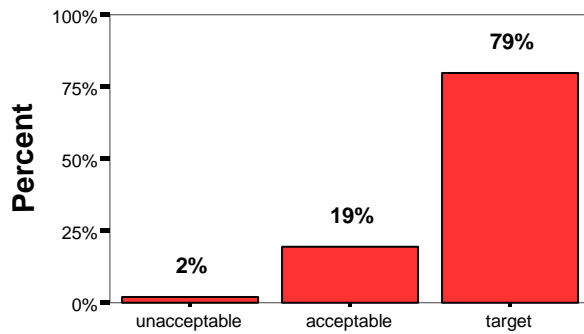
J2

9.3 Identifies students who require the assistance of a specialist



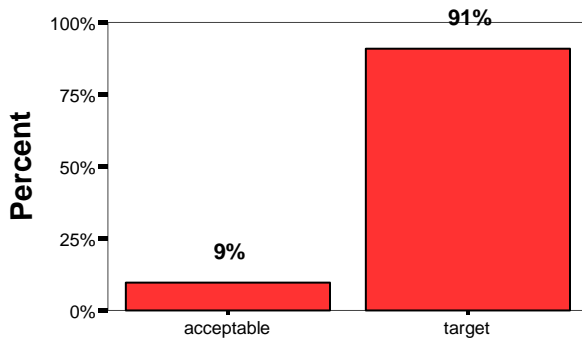
J3

9.4 Handles discipline fairly and consistently



J4

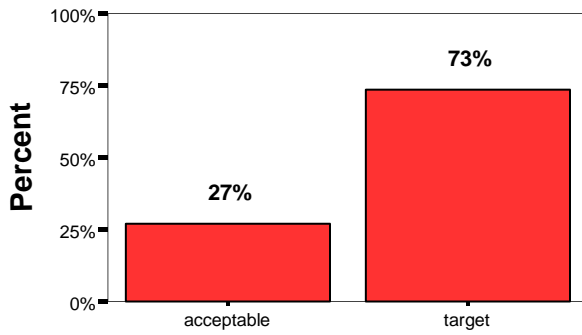
9.5 Demonstrates ability to think about teaching and learning as both a reflective practitioner and educational leader



J5

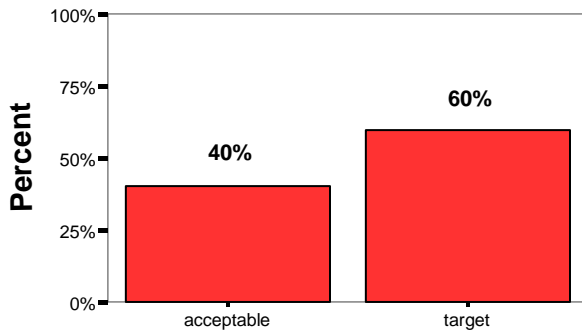
Partnerships with school and community

10.1 Encourages and maintains the cooperative involvement and support of parents and community



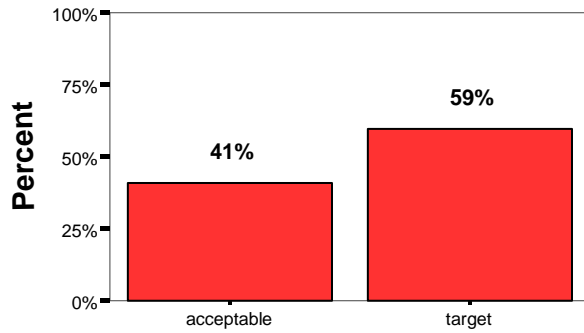
K1

10.2 Provides opportunities for parents and community involvement



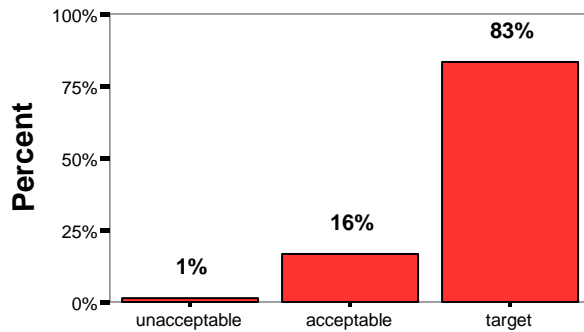
K2

10.3 Uses community resources in instruction



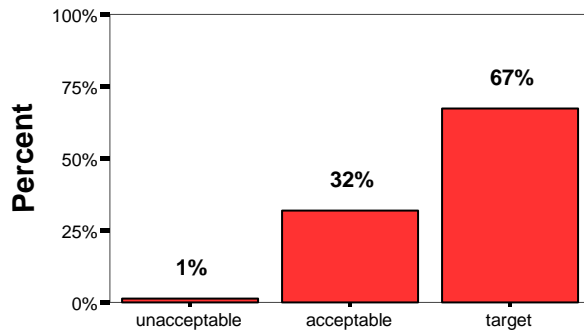
K3

10.4 Understands the rights and responsibilities of students, parents, and teachers



K4

10.5 Engages parents in the learning process



K5