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Title 28 EDUCATION

Part CXXV. Bulletin 121—Students Teaching and Reaching (STAR) Content Standards Curriculum Framework

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Title 28
EDUCATION

Part CXXV. Bulletin 121—Students Teaching and Reaching (STAR)
Content Standards Curriculum Framework

Subpart 1. Students Teaching and Reaching (STAR) I

Chapter 1. General Provisions

§101. Introduction

A. In an effort to confront the national teacher shortage, Louisiana has been offering secondary courses in teacher preparation for over 10 years. Through a consolidated effort between the Louisiana Department of Education (LDOE), Northwestern State University (NSU), and the Consortium for Education, Research, and Technology of North Louisiana (CERT), a committee of various educators was formed. This committee has compiled a complete curriculum titled, STAR-Students Teaching and Reaching, to serve as the one teacher preparation course to be used by all secondary teachers in Louisiana.

B. The STAR curriculum is designed to provide a career focus by offering an overview of the teaching profession. STAR students are provided with means and guidance for self-assessment, learning about others, and diversity within Louisiana classrooms. Students will gain a foundational knowledge of the history of education, both national and statewide. In addition, students will be provided meaningful field experiences, with an emphasis in critical shortage areas, designed to paint a realistic picture of the teaching profession. They will be given tools that help them manage what is one of the most important and ever-changing careers.

C. Mandates

1. The curriculum has "stars" on each lesson plan as well as related information. The "star" in the upper right hand corner of each lesson plan designates the lesson plan number within the curriculum. Those lesson plans that have "Required LP" above the lesson plan number are lesson plans that must be taught as a part of the curriculum. Those that do not have "Required LP" at the top are optional lesson plans to be taught if time permits.

2. Students are required to document their field experience hours on the student weekly and cumulative time sheets (in the Forms Section of the curriculum).

3. STAR students are required to have 20 hours of field experiences. They must observe in preschool/elementary, middle school, high school, and special education classrooms (for a total of no more than five hours total for all observations). The additional 15 hours of field work will be spent in one classroom doing tutorial, one-on-one, small group, and/or large group work. STAR students must teach one lesson under the close supervision of the cooperating teacher to a small group or whole class of

students. STAR teachers will be responsible for securing, monitoring, and evaluating field placements for STAR students.

4. STAR students are required to complete a portfolio of their work. Specific documents to be included can be found in the STAR curriculum approved by BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:797 (May 2006).

**Chapter 3. Strands, Standards,
Benchmarks, and Objectives**

§301. Strand—Self-Assessment

A. Focus. Self-Assessment focuses on the STAR student learning about himself/herself as a person and a learner. The STAR student will become excited about gaining knowledge regarding the concept of learning through this strand.

1. Standard 1. STAR students will identify and analyze elements of self and how these relate to others.

a. Benchmark 1A. The student will explain the importance of self-esteem.

1A-1	Define self-esteem
1A-2	Examine factors that raise self-esteem

b. Benchmark 1B. The student will demonstrate techniques to build self-esteem.

1B-1	Create affirming statements for others.
1B-2	Role-play situations that model self-esteem building.

c. Benchmark 1C. The student will recognize how values and needs shape personal choices.

1C-1	Examine personal values as a tolerant community of learners.
1C-2	Explain and analyze Maslow's hierarchy of needs.
1C-3	Compare Maslow's self-actualized individual to students' view of a self-actualized person.

d. Benchmark 1D. The student will assess his/her learning style and personality type as related to student/teacher instructions.

1D-1	Complete a learning style inventory (or more than one) and relate results to personal and/or learning experiences
1D-2	Examine various facets of personality and complete a self-reporting personality inventory.
1D-3	Correlate student/teacher personality combinations to classroom expectation and student work.

e. Benchmark 1E-1. The student will develop interpersonal skills to interact effectively with students, parents, and colleagues.

1E-1	Identify and evaluate effective interpersonal skills vital to working with a variety of groups.
1E-2	Demonstrate effective communication skills in a variety of situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:798 (May 2006).

§303. Strand—Human Development

A. Focus. This strand naturally follows that of "Self-Assessment." Once the STAR student has learned about himself/herself as a person and a learner, he/she is ready to become skilled at recognizing the unique characteristics of others.

1. Standard 2. STAR students will characterize stages of human development.

a. Benchmark 2A. The student will explain the influence of prenatal care on human development.

2A-1	Describe prenatal factors that adversely effect children.
2A-2	Recommend ways to minimize or eliminate adverse prenatal factors.

b. Benchmark 2B. The student will trace the stages of physical, moral, social, and cognitive growth.

2B-1	Describe the stages of development in these four domains.
2B-2	Examine how knowledge of development can assist educators in planning and teaching.

c. Benchmark 2C. The student will compare typical and atypical language development and its effect on learning.

2C-1	Examine the stages of atypical language development for children.
2C-2	Recognize atypical language and how it affects learning.

d. Benchmark 2D. The student will discriminate between appropriate and inappropriate materials and activities.

2D-1	List characteristics of appropriate and inappropriate activities and materials used with diverse learners.
2D-2	Evaluate appropriateness of activities and materials according to age and/or development.

e. Benchmark 2E. Students will create materials and learning activities for diverse learners.

2E-1	Create age/developmentally appropriate learning materials.
2E-2	Create age appropriate reading book.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:798 (May 2006).

§305. Strand—Diverse Learners

A. Focus. This strand focuses on the distinctive characteristics of learners and how those characteristics affect teaching and learning.

1. Standard 3. STAR students will recognize the impact of diversity on learning.

a. Benchmark 3A. The student will apply information about brain-based learning to classroom instruction.

3A-1	Contrast the traits of left and right brain learners.
3A-2	Discuss how teachers use brain-based learning to meet needs of learners.

b. Benchmark 3B. The student will develop an understanding of diverse cultures.

3B-1	Explain how a student population can be diverse.
3B-2	Examine methods to infuse diverse cultures into lessons.

c. Benchmark 3C. The student will differentiate between various learning styles and multiple intelligences.

3C-1	Define at least four learning styles.
3C-2	Complete a multiple intelligence inventory and "exercise" a variety of intelligences.
3C-3	Demonstrate how learning styles or intelligences can be accommodated.
3C-4	Create tasks, materials, or activities appropriate for specific learner types.

d. Benchmark 3D. The student will examine the role of special education and the inclusion of learners with exceptionalities into the mainstream environment.

3D-1	Describe areas of special education and categories of students with exceptionalities.
3D-2	Define basic terminology used in special education (i.e., inclusion, least restrictive environment, self-determination).
3D-3	Propose ways to modify lessons to meet the needs of students with exceptionalities (disabilities and gifted) in general education classrooms.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:799 (May 2006).

§307. Strand—Foundations of American Education

A. Focus. Our history of education, including laws, court cases, and important events, provides a framework for

understanding the system of education in America. Societal influences are integral to a full understanding of education.

1. Standard 4. STAR students will recognize the evolution of educational systems.

a. Benchmark 4A. The student will review the history of education.

4A-1	Describe individuals who have influenced American education.
4A-2	Discuss events that have influenced American education.

b. Benchmark 4B. The student will recognize effects of past and current laws and court cases.

4B-1	Summarize laws that have formed the foundation of educational practice.
4B-2	Examine benchmark court cases and identify how they have modified our educational system.

c. Benchmark 4C. The student will analyze and interpret current trends and issues effecting future education.

4C-1	Locate and synthesize information on alternatives to traditional public education.
4C-2	Identify future directions for school systems based on current available information.

d. Benchmark 4D. The student will identify functions and duties of federal, state, parish, local, and school educational authorities.

4D-1	Illustrate how educational practice is governed by federal and state entities.
4D-2	Describe the hierarchy and duties of officials on the state, parish, and local level.

e. Benchmark 4E. The student will compare and contrast major schools of educational philosophy.

4E-1	Identify schools of educational philosophy.
4E-2	Correlate schools of philosophy to educational practice.

2. Standard 5. STAR students will describe schools as a microcosm of society at large.

a. Benchmark 5A. The student will recognize the socializing features of educational systems.

5A-1	Identify the ways in which teachers and school settings teach children acceptable and unacceptable social behavior.
5A-2	Show how schools promote social and group relationships.
5A-3	Explain how schools function as centers of social activity.

b. Benchmark 5B. The student will explain the relationship between schools and society.

5B-1	Discuss the role of social conditions on schools and children.
5B-2	Evaluate ways that schools can counter problems in society exhibited in schools themselves (i.e., violence, racism, drug abuse).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:799 (May 2006).

§309. Strand—Instructional Design

A. Focus. Once STAR students understand themselves, others, and historical influences, they are ready to embark on learning about the practice of teaching.

1. Standard 6. STAR students will identify and model effective instruction and assessment practices.

a. Benchmark 6A. The student will relate motivation to learner performance.

6A-1	Describe external and intrinsic motivation.
6A-2	Connect teacher action to student motivation.

b. Benchmark 6B. The student will identify the basic elements of a lesson plan.

6B-1	Explain basic parts of lesson plans (i.e., anticipatory set, modeling, guided practice, independent practice, evaluation, closure).
6B-2	Explain how sequencing of activities can enhance learning.
6B-3	Describe how parts of a plan work together to form an effective lesson.

c. Benchmark 6C. The student will describe a variety of teaching practices, methods, and techniques.

6C-1	Examine scientifically-based teaching practices in a variety of content areas.
6C-2	Match teaching practices with diverse student needs.

d. Benchmark 6D. The student will construct lesson plans to meet the diverse needs of all learners.

6D-1	Write a lesson plan that includes all basic elements.
6D-2	Delineate on the lesson plan how diverse needs are met.
6D-3	Reflect on the planning process.

e. Benchmark 6E. The student will apply a variety of teaching practices, methods, and techniques.

6E-1	Utilize appropriate practices in specific settings.
6E-2	Incorporate more than one practice, method, and/or technique in a lesson.

f. Benchmark 6F. The student will construct appropriate assessments.

6F-1	Identify different assessment methods.
6F-2	Create a sample assessment device.
6F-3	Justify how and with whom the device should be used.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:800 (May 2006).

§311. Strand—Management

A. Focus. This strand focuses on the crucial role of management in effective teaching and learning. This management focus includes time management, classroom/school management, and stress as it affects teaching and learning.

1. Standard 7. STAR students will explain the role management plays in the classroom and school.

a. Benchmark 7A. The student will assess the impact of school climate and organization on learning.

7A-1	Define classroom management.
7A-2	Define time management and discuss its relationship to learning.
7A-3	Provide examples of an "inviting" an "uninviting" classroom and/or school.
7A-4	Examine how the physical arrangement of a classroom impacts learning.

b. Benchmark 7B. The student will recognize various behavior management strategies.

7B-1	Identify behavior management strategies that are proactive (i.e., assertive discipline, student generated rules, token economy).
7B-2	Examine various methods for decreasing conflict (i.e., peer mediation, conflict resolution, etc.).

c. Benchmark 7C. The student will examine stress and its effects on learning and teaching.

7C-1	Identify stress factors for both teachers and students.
7C-2	Explain methods of stress management.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:800 (May 2006).

§313. Strand—Technology

NOTE: While technology is treated as a separate strand, it should also be embedded into all of the other strands and should be interwoven through the curriculum.

A. Focus. In order to produce citizens that are able to deal with the rigors of a highly technological world, STAR students must be well versed in a variety of technologies and be able to impart this knowledge to learners.

1. Standard 8. STAR students will utilize technology to enhance planning and learning.

a. Benchmark 8A. The student will use appropriate technology to locate, evaluate, and collect information from a variety of sources (K-12 Tech Standards).

8A-1	Examine how and where to find technology to meet a variety of needs.
8A-2	Utilize a variety of technological sources to meet diverse needs in and out of the classroom.

b. Benchmark 8B. The student will use available technology to produce a variety of works.

8B-1	Create lesson plans using technology.
8B-2	Create teaching materials using technology.

c. Benchmark 8C: The student will collaborate with peers, experts, and others to compile, synthesize, and disseminate information, models, and other creative works (K-12 Tech Performance Indicators).

8C-1	Assemble information with peers through technological means.
8C-2	Publish materials utilizing technology.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:800 (May 2006).

§315. Strand—Field Experiences

A. Focus. The focus of this strand is to immerse STAR students in a variety of field experiences. Through observations in a myriad of settings and situations, STAR students will be able to make informed choices regarding their goals for the future.

1. Standard 9. STAR students will participate in a variety of field experiences.

a. Benchmark 9A. The student will observe in a variety of educational settings.

9A-1	Job shadow school personnel.
9A-2	Observe at all levels: pre-school, elementary, middle, high school, and special education programs.
9A-3	Observe a school board meeting.
9A-4	Visit an education facility/site apart from a traditional school.

b. Benchmark 9B. The student will participate in educational activities at their assigned school(s).

9B-1	Provide community service as a volunteer.
9B-2	Teach/tutor students in the classroom setting.
9B-3	Discuss classroom issues with the participating teacher.
9B-4	Reflect on field experiences in oral and written form.
9B-5	Create a portfolio documenting classroom and field experiences.

c. Benchmark 9C. The student will plan and teach a lesson.

9C-1	Develop a lesson plan containing essential elements of lesson design.
9C-2	Teach a lesson targeted for an age/developmentally appropriate audience.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:801 (May 2006).

§317. Strand 10—Professionalism

A. Focus. STAR students must have knowledge about how to become effective teachers, how to remain teachers, and the professional attributes necessary for success in the profession.

1. Standard 10. STAR students will examine qualifications and attributes of effective educators.

a. Benchmark 10A. The student will identify elements necessary for licensure.

10A-1	Describe college requirements for obtaining an education degree.
10A-2	Trace steps necessary for obtaining a teaching license.
10A-3	List and describe the basic concepts underlying LaTAAP.

b. Benchmark 10B. The student will describe job opportunities in education.

10B-1	Identify occupations that relate to or support classroom teaching.
10B-2	Determine critical need area in Louisiana and local school district.

c. Benchmark 10C. The student will compare and contrast professional organizations.

10C-1	Examine the purpose behind various professional organizations.
10C-2	Describe standards developed by content specific organization.

d. Benchmark 10D. The student will examine professional ethics for teachers.

10D-1	Define ethics.
10D-2	Describe ethical behavior for teachers.
10D-3	Identify legal responsibilities of teachers.

e. Benchmark 10E. The student will describe professional responsibilities of teachers.

10E-1	Explain those attributes individuals must possess to be professionals (timeliness, dress, attitude, compassion, cooperation, etc).
10E-2	Discuss the importance of professional development.

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Title 28 EDUCATION

Part CXXV. Bulletin 121--Students Teaching and Reaching (STAR) Content Standards Curriculum Framework

Subpart 3. Students Teaching and Reaching (STAR) II

Chapter 15. General Provisions

§1501. Introduction

A. In an effort to confront the national crisis of "Teacher Shortage", Louisiana has been offering secondary courses in teacher preparation for over 10 years. Through a consolidated effort between the Louisiana Department of Education (LDOE), Northwestern State University (NSU), and the Consortium for Education, Research, and Technology of North Louisiana (CERT), a committee of various educators was formed. This committee has compiled a complete curriculum titled, STAR-Students Teaching and Reaching, to serve as the one teacher preparation course to be used by secondary teachers in Louisiana. Students Teaching and Reaching II (STAR II) provides an expansion of the concepts presented in STAR for schools offering a two-year program in teacher preparation.

B. The STAR II curriculum is designed to continue the development of teaching skills begun in STAR, emphasizing lesson planning and assessment development with an opportunity for expanded, meaningful field experiences, including national and state critical shortage areas. This curriculum may include designing individual internships or collaborating to create a service-learning project with school or community partners. Students will develop the skills of being reflective practitioners, teacher/leaders, and civic advocates for education and educational equity. They will be given tools that help them manage what is one of the most important and ever-changing careers.

C. STAR II:

1. attracts high school students to explore teaching as a career and addresses the teacher shortage. Based on Louisiana's occupational forecast, there is an annual demand for over 2,200 teachers. STAR II continues nurturing young people's interest in teaching;

2. offers a standards-based curriculum. STAR II is a challenging, authentic curriculum that is aligned with the Louisiana Content Standards, Foundation Skills, National Council for Accreditation of Teacher Education (NCATE), and Louisiana Components of Effective Teaching;

3. serves as a recruitment and retention tool for Louisiana schools and universities through articulation agreements; and

4. provides structured field experiences which allow the STAR II students to assume more ownership. STAR II

encourages students to consider teaching in elementary, middle, and high schools, as well as in critical shortage areas such as math, science, and special education.

D. The goal of STAR II is to encourage secondary students to examine teaching as a career and, in effect, improve the state of Louisiana.

E. Course Description

1. STAR II curriculum is designed to continue the development of teaching skills begun in STAR I, emphasizing lesson planning and assessment development with an opportunity for expanded, meaningful field experiences, including national and state critical shortage areas. This curriculum may include designing internships or collaborating to create a service-learning project with school or community partners. Students will develop the skills of being:

- a. reflective practitioners;
- b. teachers/leaders; and
- c. civic advocates for education and educational equity.

2. Students will be given tools that help them manage what is one of the most important and ever-changing careers.

F. Prerequisite—STAR I

G. Course Code—080101

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1353 (July 2008).

Chapter 17. Objectives

§1701. Objectives

STAR—Students Teaching and Reaching Objectives	
1A-1	Develop a working definition of moral leadership.
1A-2	Examine components of moral leadership and relate them to students' development of personal ethics.
1B-1	Create moral leadership life journey maps.
1B-2	Create personal moral leadership statement.
1C-1	Identify major educational philosophies and ethics.
1C-2	Apply educational philosophies and ethics to classroom situations.
1C-3	Develop personal leadership growth plan.
1D-1	Develop a teaching philosophy that incorporates personal values.

STAR—Students Teaching and Reaching Objectives	
1D-2	Expand teaching philosophy to include professional ethics and moral leadership.
1E-1	Describe characteristics of critical friends groups (CFG).
1E-2	Relate characteristics of CFG to leadership goals.
1E-3	Plan process for how critical friends groups will operate.
1E-4	Relate characteristics of self-efficacy to teaching effectiveness, persistence, and CFG.
2A-1	Research lesson plans to find lesson plans that address student thinking preferences.
2A-2	Analyze lesson plans to determine whether all student thinking preferences have been addressed.
2B-1	Create lesson plans that address all student thinking preferences.
2B-2	Demonstrate the use of a variety of resources to create lesson plans that address all student preferences.
3A-1	Identify characteristics of major categories of students with exceptionalities.
3A-2	Research and identify needs of students with exceptionalities through a detailed student profile.
3B-1	Research and list teaching strategies to facilitate constructing and teaching a differentiated lesson that will differentiate between age-appropriate and developmentally appropriate learning materials.
3B-2	Research "best practice" for facilitating learning of students with exceptionalities.
3C-1	Construct and teach differentiated lesson for students with exceptionalities.
3C-2	Incorporate lesson activities that address students' individual strengths.
4A-1	Observe behavior management plans in classrooms.
4A-2	Analyze behavior management plans in classrooms.
4B-1	Analyze personal time management skills.
4B-2	Integrate technology to create an effective time management plan.
4C-1	Observe patterns of traffic and student interaction in classroom physical environments.
4C-2	Analyze patterns of traffic and student interaction in classroom physical environments.
5A-1	Describe characteristics of problem-based learning.
5B-1	Develop a lesson plan implementing either: problem-based learning; project-based learning; or inquiry-based learning.
5B-2	Teach a problem-based, project-based, or inquiry-based lesson.
5C-1	Identify the elements of a cross-discipline lesson.
5D-1	Implement a cross-discipline lesson plan.
6A-1	Identify components of Web Quest.
6A-2	Create a Web Quest lesson that meets specified higher-level learning targets.
6A-3	Teach a Web Quest lesson.
7A-1	Review basic parts of lesson plans (i.e., anticipatory set, modeling, guided practice, independent practice, evaluation, closure).
7B-1	Identify components of a rubric.
7B-2	Design a rubric that is adaptable to different types of lessons.
8A-1	Define characteristics of teacher professional development.
8A-2	Develop qualities of teacher professionalism into toolkit.
8A-3	Define professional development growth plan (PDGP).
8A-4	Identify components of PDGP.
8B-1	Locate and synthesize skill-building training opportunities.
8B-2	Develop an implementation plan for PDGP.
8C-1	Demonstrate the roles that teachers play in the classroom.
8C-2	Analyze the roles that teachers play in the classroom.
8C-3	Identify the qualities of reflective practice.
8C-4	Identify the constraints of becoming reflective.
8D-1	Develop an action plan to implement new practice/strategies/actions as part of lessons.
8E-1	Identify need of a community partner school.
8E-2	Develop a service learning proposal.

STAR—Students Teaching and Reaching Objectives	
8E-3	Submit a service learning proposal for approval and implementation.
8F-1	Identify the differences and similarities in the Louisiana Center for Educational Technology (LCET), Interstate New Teacher Assessment and Support Consortium (INTASC), and National Board of Professional Teaching Standards (NBPTS) assessments.
8G-1	Implement a test review strategy in preparation for PRAXIS and teacher licensure.
9A-1	Identify educational policy such as, "No Child Left Behind" (NCLB).
9B-1	Describe the stages of development in the relationship between educational policy and court case decisions.
9B-2	Develop a flowchart for a strategic plan to address a specific concern from NCLB.
10A-1	Identify components of school improvement plans.
10B-1	Research and critique at least one school improvement plan using evaluative standards based on research.
10C-1	Interpret a School Performance Score (SPS) and compare this data to the school improvement plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1354 (July 2008).

Chapter 19. Strands, Standards, Benchmarks, and Objectives

§1901. Strand 1. Self-Efficacy

A. Focus. Students will identify personal characteristics and values that will empower them to be effective, productive, visionary educators who are committed to developing students who are life-long learners and productive citizens.

1. Standard 1. STAR II students will identify and analyze elements of moral leadership and professional ethics.

Benchmarks	Standards
1A	The student will identify characteristics of moral leadership.
1B	The student will demonstrate the qualities of moral leadership (vision, service, etc.) and character building (fairness, trustworthiness, caring, respect, responsibility, and citizenship).
1C	The student will identify attributes of major educational philosophies and ethics and apply them in classroom situations.
1D	Building on personal philosophy, students will develop a philosophy of education that includes standards for personal and professional ethics and moral leadership.
1E	The student will identify elements of teacher self-efficacy and practice techniques to build it.

2. Standard 2. STAR II students will design projects that demonstrate qualities of moral leadership and professional ethics.

Benchmarks	Standards
2A	Students will identify components of service learning.

2B	Students will organize and lead a service learning project demonstrating qualities of moral leadership and professional ethics.
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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1355 (July 2008).

§1903. Strand 2. The Diverse Learner

A. Focus. This strand naturally follows that of Self Efficacy. Once the STAR II student has been empowered to be a productive, visionary educator, he/she is prepared to explore the development of cognitive processes in all students.

1. Standard 3. STAR II students will identify and analyze differences and similarities in the way students learn.

Benchmarks	Standards
3A	Students will develop instruction for inclusion and exceptional students.
3B	Students will differentiate between age appropriate and developmentally appropriate learning materials.

2. Standard 4. STAR II students will apply the differences and similarities in ways that students learn in large and small group instruction.

Benchmarks	Standards
4A	Students will identify and integrate the strengths that each individual brings to a lesson to maximize the learning of all students.
4B	Students will analyze lesson plans to determine whether all student thinking preferences have been addressed.
4C	Students will construct lesson plans that engage all students in the learning process by addressing all thinking preferences.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1355 (July 2008).

§1905. Strand 3. Management

A. Focus. The focus of this strand is to build on the student's understanding of the crucial role of management in effective teaching and learning. This management includes ways of developing behavior management plans, time management plans, stress management plans, and classroom management as it affects teaching and learning.

1. Standard 5. STAR II students will demonstrate knowledge of diverse approaches to management.

Benchmarks	Standards
5A	Students will develop an age/developmentally appropriate classroom/behavior management plan.
5B	Students will apply the tools of time management to their personal and classroom schedules.

5C	Students will apply the tools of stress management to their personal and classroom experiences.
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AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1355 (July 2008).

§1907. Strand 4. Instructional Design

A. Focus. Once STAR II students understand themselves both as learner and teacher, they are ready to collaborate with peers to develop problem-based, cross-discipline, differentiated lessons, using scientifically-based strategies.

1. Standard 6. STAR II students will identify elements of problem-based, cross-discipline, differentiated lessons and construct lessons based on these elements.

Benchmarks	Standards
6A	Students will identify and describe components of problem-based learning.
6B	Students will construct and teach problem-based lessons.
6C	Students will identify elements of cross-discipline lessons.
6D	Students will construct and teach cross-discipline lessons.
6E	Students will identify and describe elements of differentiated lessons.
6F	Students will construct and teach differentiated lessons for students with exceptionalities (including the range from gifted/talented to students with disabilities.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1355 (July 2008).

§1909. Strand 5. Technology

A. Focus. In order to produce citizens who are able to deal with the rigors of a highly technological world, STAR II students must be versed in a variety of methods to integrate technology in learning facilitated by research-based strategies.

1. Standard 7. STAR II students will utilize technology to enhance student learning, educational research, and their growth as a future professional.

Benchmarks	Standards
7A	Students will use available technology to develop a Web Quest lesson as well as other technology-enriched lessons.
7B	Students will be able to use available technology to gather and analyze data for educational research topics.
7C	Students will identify elements of their professional development that can be enhanced through technology-training and design their own growth plan.
7D	Students will identify and explore elements of grant-writing and grant-writing resources.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1356 (July 2008).

§1911. Strand 6. Field Experiences

A. Focus. The focus of this strand is to build on STAR II students' previous field experience by providing opportunities to assume more ownership in their field experience. This may include designing their own internships or collaborating to create a service-learning project with school or community partners.

1. Standard 8. STAR II students will participate in a variety of field experiences and provide leadership in developing service learning projects.

Benchmarks	Standards
8A	Students will reflect on previous field experiences and expand their expertise beyond the previous field experience during their STAR I year.
8B	Students will construct and teach a minimum of three lessons and be responsible for major project components during each field experience.
8C	Students will collaborate with STAR II program teacher and peers to develop appropriate student assessment rubrics for each lesson.
8D	Students will collaborate with STAR II program teacher to develop student demonstration practice teaching experiences for STAR students (in cases where classes run concurrently).
8E	Students will be trained in the implementation and use of PASSPORT as a field experience documentation tool.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1356 (July 2008).

§1913. Strand 7. Professionalism

A. Focus. STAR II students must develop skills of being reflective practitioners; teacher/leaders; and civic advocates for education and educational equity.

1. Standard 9. STAR II students will examine the roles and attributes of teaching professionals, reflective practitioners, educational leaders, and civic advocates for education and educational equity.

Benchmarks	Standards
9A	Students will identify qualities of a reflective practitioner.
9B	Students will demonstrate their ability to revise lesson plans, unit plans, etc., based on peer feedback and self-reflection.
9C	Students will be able to evaluate a classroom setting using the Louisiana Components of Effective Teaching (LCET) instrument.

Benchmarks	Standards
9D	Students will describe and apply elements of site-based decision making and teacher/leader roles in collaborative decision making.
9E	Students will collaborate with community partners to develop a service learning project that addresses specific learning needs in the school community.
9F	Students will research information on the NBPTS accreditation process and compare it to Louisiana Teacher Assistance and Assessment Program (LaTAAP) and LCET.
9G	Students will review and practice sections of the PRAXIS using the ETS Testreview website.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1356 (July 2008).

§1915. Strand 8. Educational Policy and Governance

A. Focus. Based on No Child Left Behind, it is essential that students be able to develop instruction that insures that all students learn. As a result, the federal government is now mandating specific legislation and policy to guide instruction. The student will become familiar with procedures that are used in this process.

1. Standard 10. STAR II students will examine and critique educational policy and governmental structure of American education.

Benchmarks	Standards
10A	Students will research how an educational policy is developed as well as how it impacts teaching and learning in schools.
10B	Students will review educational case law related to selected educational policy and report how policy has evolved based on court decisions.

2. Standard 11. STAR II students will analyze the reasons and processes for school improvement.

Benchmarks	Standards
11A	Students will identify the components of change theory and apply them to school improvement.
11B	Students will explore and critique different school improvement models.
11C	Students will interpret data from the Louisiana Department of Education school performance scores and compare it to the information in a school improvement plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:1356 (July 2008).