**Umatilla High School – Umatilla School District**

**Student Mentor-Teacher Knowledge/Skills & Dispositions**

Credit-bearing opportunities that reflect and support student-centered practices identify the knowledge and skills (academic) and dispositions (non-academic) factors that students must demonstrate at a proficient or higher level to earn credit. The following list represents these features for the Student Mentor – Teacher class at Umatilla High School. This course allows technology literate students to mentor and teach middle school students web literacy skills through recognized after-school programs.

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| **Knowledge and Skills (Academic)** | | **Dispositions (Non-Academic)** | |
| **Awareness & Reflection** | **Styles & Needs** | **Positive & Productive Learning Environment** | **Character & Professionalism** |
| Recognize, understand and use unique strengths and interests to engage middle school learners through personalization and exploration  Value and appreciate diversity | Understand not all students learn in the same ways or at the same speeds  Identify special needs and exceptionalities of learners and determine how they affect the learning process | Establish and communicate clear expectations  Reflect respect for others and the learning environment  Establish and model routines that lead to productive learning  Create practices that foster self-discipline, responsibility and motivation to learn | Reflect professional responsibility through attendance, reliability, dress and appearance and language  Foster and model collaboration and team work through dialogue and activities |
| **Observation, Preparation & Application** | **Evaluation** |
| Identify and select appropriate instructional strategies, tools and processes to achieve the goals and outcomes identified in the web literacy course syllabus  Design and deliver effective lessons and activities to achieve the goals and outcomes identified in the web literacy course syllabus | Understand what the standards of web literacy require middle school students to know and do  Work toward helping each middle school student involved in the web literacy after-school activity to achieve proficient or higher levels of ability  Guide design of learning experiences and rubrics that spell out what a student needs to demonstrate to reflect proficiency in web literacy standards  Guide middle school students toward development of a collection of evidence and/or experiences that, together, reflect the best work of each middle school student  Engage in conversations with after-school activity supervisors and the teacher of record to determine a mark/grade for each middle school student that reflects learned knowledge and skills in web literacy |