**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 explorationValue and appreciate diversity | Understand not all students learn in the same ways or at the same speedsIdentify special needs and exceptionalities of learners and determine how they affect the learning process | Establish and communicate clear expectationsReflect respect for others and the learning environmentEstablish and model routines that lead to productive learningCreate practices that foster self-discipline, responsibility and motivation to learn | Reflect professional responsibility through attendance, reliability, dress and appearance and languageFoster 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 syllabusDesign 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 doWork toward helping each middle school student involved in the web literacy after-school activity to achieve proficient or higher levels of abilityGuide design of learning experiences and rubrics that spell out what a student needs to demonstrate to reflect proficiency in web literacy standardsGuide middle school students toward development of a collection of evidence and/or experiences that, together, reflect the best work of each middle school studentEngage 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 |