Initial Teaching Standards/Candidate Proficiencies (Undergraduate and M.Ed. Programs)

Standard 1: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

The candidate

- knows the discipline applicable to the certification area(s); *(Knowledge)*
- presents the subject matter in multiple ways; *(Skill)*
- uses students' prior knowledge *(Skill)*
- engages students in the methods of inquiry used in the discipline; *(Skill)*
- creates interdisciplinary learning. *(Skill)*

Standard 2: The candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

The candidate

- knows and identifies child/adolescent development; *(Knowledge)*
- strengthens prior knowledge with new ideas; *(Skill)*
- encourages student responsibility; *(Skill)*
- knows theories of learning. *(Knowledge)*

Standard 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The candidate

- identifies prior experience, learning styles, strengths, and needs; *(Skill)*
- designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs; *(Skill)*
- knows when and how to access specialized services to meet students' needs; *(Skill)*
- connects instruction to students' prior experiences and family, culture, and community. *(Skill)*

Standard 4: The candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

The candidate
- selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired); *(Skill)*
- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance; *(Skill)*
- evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning. *(Skill)*

Standard 5: The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
The candidate
- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. *(Skill)*
- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. *(Skill)*

Standard 6: The candidate has awareness of the different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners.
The candidate
- knows theories of literacy development and language acquisition appropriate to learners at various developmental levels. *(Knowledge)*
- recognizes how differences among learners influence their literacy development and understands, respects and values cultural, linguistic, and ethnic diversity. *(Disposition)*
- knows the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading, language, and learning difficulties. *(Knowledge)*
- employs effective techniques and strategies for the ongoing development of literacy and language acquisition. *(Skill)*

Standard 7: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting, and bringing normative and critical perspectives to bear on, the meanings of education and schooling in diverse cultural contexts.
The candidate can
- examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences, utilizing critical understanding of educational thought and practice and of the decisions and events, which have shaped them. *(Knowledge)*
- recognize the inevitable presence of normative influences in educational thought and practice; appraise conceptions of truth, justice, caring, and rights as they are applied in educational

practice; and can assist the examination and development of democratic values that are based on critical study and reflection. *(Disposition)*

- Utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and effects of educational institutions; identify and appraise educational assumptions and arrangements in a way that can lead to changes in conceptions and values; apply critical judgment to question educational assumptions and arrangements and to identify contradictions and inconsistencies among social and educational values, policies, and practices. *(Skill)*

Standard 8: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The candidate

- knows motivation theories and behavior management strategies and techniques; *(Knowledge)*
- manages time, space, transitions, and activities effectively; *(Skill)*
- engages students in decision making. *(Skill)*

Standard 9: The candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The candidate

- models effective verbal/non-verbal communication skills; *(Skill)*
- demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications; *(Disposition)*
- supports and expands learner expression in speaking, writing, listening, and other media; *(Skill)*
- uses a variety of media communication tools. *(Skill)*

Standard 10: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The candidate

- employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies; *(Skill)*
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning; *(Skill)*

- evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work; *(Skill)*
- maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues. *(Skill)*

Standard 11: The candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.
The candidate
- applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them; *(Disposition)*
- uses resources available for professional development. *(Skill)*
- practices professional ethical standards. *(Disposition)*

Standard 12: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.
The candidate
- participates in collegial activities designed to make the entire school a productive learning environment; *(Disposition)*
- talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems; *(Skill)*
- seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being; *(Skill)*
- identifies and uses the appropriate school personnel and community resources to help students reach their full potential. *(Skill)*