

**Alignment Table**  
**Austin Peay State University Professional Educational Standards, Tennessee Professional Educational Standards, Tennessee Evaluation and Professional Growth, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and NCATE Standards**

<b>Austin Peay State University Professional Educational Standards</b>	<b>Tennessee Professional Educational Standards</b>	<b>Tennessee Evaluation and Professional Growth</b>	<b>Interstate New Teacher Assessment and Support Consortium (INTASC) Standards</b>	<b>NCATE Standards</b>
<p><b>STANDARD ONE: PROFESSIONAL GROWTH AND DEVELOPMENT</b>  Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.</p> <p>1.1 Candidates reflect on effective teaching practices as demonstrated by mentor teachers and colleagues</p> <p>1.2 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students</p> <p>1.3 Candidates monitor their teaching strategies and behavior in relation to student success and use</p>	<p><b>Standard 6. Communication.</b>  Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</p> <p>6.1 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.</p> <p>6.2 Candidates recognize effective verbal and nonverbal communication techniques and use them to support all students learning.</p> <p>6.3 Candidates model effective communication strategies in conveying</p>	<p><b>Domain Three: Assessment and Evaluation</b>  The teacher reflects on teaching practice through careful examination of classroom evaluation and assessments.</p> <p><b>Domain Five: Professional Growth</b>  The teacher performs professional responsibilities efficiently and effectively.</p> <p><b>Domain Six: Communication</b>  The teacher communicates clearly and correctly with students, parents, and other stakeholders.</p>	<p><b>Standard Six: Communication and Technology</b>  The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><b>Standard Nine: Reflective Practice: Professional Growth</b>  The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p><b>Standard Ten: School and Community Involvement</b>  The teacher fosters</p>	<p><b>1.C.</b> Candidates consider the school, family, and community contexts in which Candidates work and the prior experience of students to develop meaningful learning experiences.</p> <p><b>1.C.</b> Candidates reflect on their practice. Candidates know major schools of thought about schooling, teaching, and learning. Candidates are able to analyze educational research findings and incorporate new information into their practice as appropriate</p> <p><b>3.B.</b> Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events,</p>

<p>the information to modify and revise instruction accordingly.</p> <p>1.4 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development</p> <p>1.5 Candidates demonstrate a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.</p> <p>1.6 Candidates effectively communicate with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.</p> <p>1.7 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.</p>	<p>ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas.</p> <p>6.4 Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media</p> <p><b>Standard 9. Reflective Practitioner.</b> Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.</p> <p>9.1 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students.</p> <p>9.2 Candidates monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly.</p> <p>9.3 Candidates continually</p>		<p>relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice</p> <p><b>3.B.</b> Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing</p> <p><b>4. A.</b> They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences.</p>
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<p>1.8 Candidates use knowledge of effective verbal, and nonverbal communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom</p> <p>1.9 Candidates use media to foster active inquiry, collaboration and supportive interaction in the classroom.</p> <p>1.10 Candidates write at a professional level, using proper grammar and writing techniques and appropriately referencing research.</p>	<p>examine their teaching performance within the context of state and local standards and federal and state accountability requirements.</p> <p>9.4 Using their data based reflections, candidates engage in actions that consistently support and promote the achievement of students with disabilities.</p> <p>9.5 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development.</p> <p>9.6 To guide professional behavior, candidates draw upon a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.</p> <p><b>Standard 10. Colleagues, Parents, and Community.</b> Candidates foster relationships with school colleagues, parents and</p>			
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	<p>agencies in the larger community to support students' learning and well-being.</p> <p>10.1 Candidates consult with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.</p> <p>10.2 Candidates participate in collegial activities designed to make the entire school a productive learning community.</p> <p>10.3 Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.</p> <p>10.4 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.</p>			
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<p><b>STANDARD TWO: KNOWLEDGE OF INSTRUCTION</b> Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p> <p>2.1 Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students.</p> <p>2.2 Candidates organize instruction to create learning experiences that content to real life experiences and enable students to apply learning to future careers.</p> <p>2.3 Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve</p>	<p><b>Standard 4. Teaching Strategies.</b> Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p> <p>4.1 Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students.</p> <p>4.2 Candidates organize instruction to create learning experiences that connect subject matter to real life experiences and enable students to apply learning to future careers.</p> <p>4.3 Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs.</p> <p>4.4 Candidates use</p>	<p><b>Domain One: Planning</b> The teacher establishes appropriate institutional goals and objectives.</p> <p>The teacher plans instructions and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.</p> <p>The teacher adapts instructional opportunities for diverse learners.</p> <p><b>Domain Two: Teaching Strategies</b> The teacher uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students</p>	<p><b>Standard Four: Multiple Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> <p><b>Standard Seven: Planning</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p><b>1. B.</b> Candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.</p> <p><b>1.B.</b> Candidates facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology</p> <p><b>1. C.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.</p> <p><b>4. A.</b> Candidates connect lessons, instruction, or services to students' experiences and cultures.</p>
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<p>different instructional purposes and to meet individual student needs.</p> <p>2.4 Candidates use a wide variety of resources and methods, including technology and assessment data, teacher-created materials, textbooks, technology, community and business resources to develop and use clear, accurate presentations of concepts to promote student learning.</p> <p>2.5 Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.</p> <p>2.6 Candidates support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.</p> <p>2.7 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.</p> <p>2.8 Candidates evaluate,</p>	<p>multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.</p> <p>4.5 Using a wide variety of resources and methods, including technology and assessment data, candidates develop and use clear, accurate presentations of concepts to promote student learning.</p> <p>4.6 Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.</p> <p>4.7 Candidates support acquisition of English necessary for continuous learning in the content area of students whose first language is not English</p> <p><b>Standard 7. Instructional Planning.</b> Candidates plan instruction based upon knowledge of subject matter, students, the</p>			
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<p>select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.</p> <p>2.9 Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.</p> <p>2.10 Candidates work with others in developing individualized plans, adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p> <p>2.11 Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.</p> <p>2.12 Candidates model effective communication strategies in conveying</p>	<p>community, and curriculum goals.</p> <p>7.1 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.</p> <p>7.2 Candidates evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.</p> <p>7.3 Candidates are able to help students connect learning to real life and future careers.</p> <p>7.4 Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives.</p> <p>7.5 Candidates effectively integrate a</p>			
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<p>ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas.</p>	<p>variety of resources, including teacher-created materials, textbooks, technology, community and business resources, to promote student learning.</p> <p>7.6 Working with others in developing individualized plans, candidates adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p>			
<p><b>Standard Three: Knowledge of Assessment and Evaluation.</b> Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.</p> <p>3.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.</p> <p>3.2 Candidates understand state and federal accountability</p>	<p><b>Standard 8. Assessment and Evaluation.</b> Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.</p> <p>8.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.</p> <p>8.2 Candidates understand state and</p>	<p><b>Domain Three: Assessment and Evaluation</b> The teacher uses appropriate evaluation and assessments to determine student mastery of content and instructional decisions.</p> <p>The teacher communicates student achievement and progress to students, their parents, and appropriate others.</p> <p>The teacher reflects on teaching practice through careful examination of classroom evaluation and assessments.</p>	<p><b>Standard Eight: Assessment</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p><b>1.D.</b> Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.</p> <p><b>3.C.</b> Candidates and clinical faculty systematically examine results related to P–12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P–12 student learning.</p> <p><b>3.C.</b> Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.</p>

<p>requirements.</p> <p>3.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.</p> <p>3.4 Candidates actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.</p> <p>3.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.</p> <p>3.6 Candidates collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments</p>	<p>federal accountability requirements.</p> <p>8.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.</p> <p>8.4 Candidates actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.</p> <p>8.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.</p> <p>8.6 Candidates collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate</p>			
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	assessments, based on the results of recommended individual assessments			
<p><b>STANDARD FOUR: KNOWLEDGE OF STUDENTS</b></p> <p>Candidates understand the diverse needs of students and that students differ in their approaches to learning. Candidates can create learning opportunities that meet the needs of all students. Candidates support students’ intellectual, social and personal development.</p> <p>4.1 Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development</p> <p>4.2. Candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains when making instructional decisions.</p> <p>4.3 Candidates recognize that students with disabilities may exhibit greater individual variation and that a disability often</p>	<p><b>Standard 2. Student Learning and Development.</b></p> <p>Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.</p> <p>2.1 Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development.</p> <p>2.2 When making instructional decisions, candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains and recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area.</p>	<p><b>Domain One: Planning</b></p> <p>The teacher adapts instructional opportunities for diverse learners.</p> <p><b>Domain Two: Teaching Strategies</b></p> <p>The teacher uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.</p> <p><b>Domain Four: Learning Environment</b></p> <p>The teacher creates a classroom culture that develops student intellectual capacity in the content area.</p>	<p><b>Standard Two: Student Development</b></p> <p>The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.</p> <p><b>Standard Three: Diverse Learners</b></p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p><b>1.D.</b> Candidates are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience</p> <p><b>3.C.</b> All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.</p> <p><b>4.A.</b> Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities</p>

<p>influences development and functioning in more than one area</p> <p>4.4 Candidates use this knowledge of students to optimize learning opportunities for each student</p> <p>4.5 Candidates understand and identify differences in student approaches to learning and performance</p> <p>4.6 Candidates design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.</p> <p>4.7 Candidates create a learning community which is inclusive and in which individual differences are respected</p> <p>4.8 Candidates demonstrate an understanding of the implications of disability legislation and special education policies and procedures and Candidates provide equitable access to and participation in the general curriculum for students with disabilities.</p>	<p>2.3 Candidates use this knowledge to optimize learning opportunities for each student.</p> <p><b>Standard 3. Diverse Learners/Differentiated Instruction.</b> Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.</p> <p>3.1 Candidates understand and identify differences in student approaches to learning and performance.</p> <p>3.2 Candidates design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.</p> <p>3.3 Candidates create a learning community which is inclusive and in which individual differences are respected</p>			
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<p>4.9 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.</p> <p>4.10 Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.</p>				
<p><b>STANDARD FIVE: CLASSROOM MANAGEMENT</b> Candidates use 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.</p> <p>5.1 Candidates understand human motivation and behavior and create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.</p> <p>5.2 Candidates organize and manage resources such as time, space, facilities, technology, activities, instructional assistants</p>	<p><b>Standard 5. Learning Environment.</b> Candidates use 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.</p> <p>5.1 Drawing on their knowledge of human motivation and behavior, candidates create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.</p> <p>5.2 Candidates organize and manage resources such as time, space, facilities, technology,</p>	<p><b>Domain Four: Learning Environment</b> The teacher creates a classroom culture that develops student intellectual capacity in the content area.</p> <p>The teacher manages classroom resources effectively.</p>	<p><b>Standard Five: Motivation and Management</b> The teacher 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.</p>	<p><b>4. A.</b> Candidates develop a classroom and school climate that values diversity.</p> <p><b>4.A.</b> Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.</p>

<p>and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.</p> <p>5.3 Candidates develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.</p> <p>5.4 Candidates understand and use a wide variety of classroom management strategies that foster self-control and self-discipline.</p> <p>5.5 Candidates can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.</p>	<p>activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.</p> <p>5.3 Candidates develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.</p> <p>5.4 Candidates understand and use a wide variety of Classroom management strategies that foster self-control and self-discipline.</p> <p>5.5 Candidates can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community</p>			
<p><b>Standard Six: Knowledge of Technology</b> Candidates promote the equitable, ethical and legal use of technology resources and use technology and technology based resources to facilitate developmentally</p>	<p><b>Standard 11A. Teaching &amp; Learning Technology.</b> Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.</p>	<p><b>Domain Two: Teaching Strategies</b> The teacher uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students</p>	<p><b>Standard Six: Communication and Technology</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry,</p>	<p><b>1.B.</b> Candidates facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology</p> <p><b>3. B.</b> Clinical practice allows</p>

<p>appropriate student learning, and to enhance their professional growth and productivity</p> <p>6.1 Candidates integrate instructional technology to facilitate learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving</p> <p>6.2 Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum.</p> <p>Candidates apply technology to analyze assessment data and to guide classroom decisions regarding student learning</p> <p>6.4 Candidates use technology in their own learning process and to change their current educational practice. Candidates use technology to gather, sort, and analyze information needed for their own research projects</p> <p>6.6 Candidates use technology to effectively</p>	<p>11.A.1 Candidates use technology resources to guide classroom decisions regarding student learning.</p> <p>11.A.2 Candidates integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving activities for all students.</p> <p>11.A.3 Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum.</p> <p>11.A.4 Candidates apply technology to analyze assessment data and to target individual student learning needs.</p> <p><b>Standard 11B. Technology for Professional Growth &amp; Productivity.</b> Candidates use technology to enhance their professional growth and</p>	<p><b>Domain Five: Professional Growth</b></p> <p>The teacher performs professional responsibilities efficiently and effectively.</p>	<p>collaboration, and supportive interaction in the classroom.</p>	<p>candidates to use information technology to support teaching and learning.</p>
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<p>communicate with students, parents, and colleagues.</p> <p>6.8 Candidates effectively use and manage all technology available to them and explore uses of emerging resources.</p> <p>6.7 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.</p> <p>6.9 Candidates model the legal and ethical use of technology resources</p>	<p>productivity.</p> <p>11.B.1 Candidates use technology in their own learning process and to change their current educational practice.</p> <p>11.B.2 Candidates use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals.</p> <p>11.B.3 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.</p> <p>11.B.4 Candidates use presentation tools in a networked environment for sharing information in multiple professional formats.</p> <p><b>Standard 11C. Technology Ethics &amp; Resourcefulness.</b> Candidates effectively use and manage all technology available to them and explore uses of emerging resources. Candidates promote the equitable, ethical and legal</p>			
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	<p>use of technology resources.</p> <p>11.C.1 Candidates design effective environments for using and managing technology in the classroom.</p> <p>11.C.2 Candidates are able to perform minor trouble-shooting operations.</p> <p>11.C.3 When planning units of instruction, candidates address software-purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of Internet resources.</p> <p>11.C.4 Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications.</p> <p>11.C.5 Candidates model the legal and ethical use of technology resources</p>			
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<p><b>Standard 7. Knowledge of Content</b> Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) Candidates teach and can create learning experiences that develop student competence in the subject matter.</p> <p>7.1 Candidates demonstrate a broad general understanding of the major concepts of the discipline Candidates teach, including those addressed in the licensure standards for the teaching endorsement(s) Candidates seek</p> <p>7.2 Candidates understand and are able to use assumptions and the processes of inquiry for the discipline being taught.</p> <p>7.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas.</p> <p>7.4 Candidates use connections in instruction across disciplines and draw on their knowledge to build</p>	<p><b>Standard 1. Discipline Taught.</b> Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) Candidates teach and can create learning experiences that develop student competence in the subject matter.</p> <p>1.1 Candidates demonstrate a broad general understanding of the major concepts of the discipline Candidates teach, including those addressed in the licensure standards for the teaching endorsement(s) Candidates seek.</p> <p>1.2 Candidates understand and are able to use assumptions and the processes of inquiry for the discipline being taught.</p> <p>1.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas.</p> <p>1.4 Candidates use connections in</p>	<p><b>Domain Two: Teaching Strategies</b> The teacher demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content areas.</p> <p><b>Domain Four: Learning Environment</b> The teacher creates a classroom culture that develops student intellectual capacity in the content area.</p>	<p><b>Standard One: Content Pedagogy</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p><b>1.A</b> Teacher candidates know the content that Candidates plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.</p> <p><b>1 B.</b> Teacher candidates understand the relationship of content and content- specific pedagogy delineated in professional, state, and institutional standards.</p> <p><b>3.C.</b> Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice.</p>
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<p>understanding and motivate students.</p>	<p>instruction across disciplines and draw on their knowledge to build understanding and motivate students.</p> <p>1.5 Candidates demonstrate an understanding of the implications of disability legislation and special education policies and procedures and Candidates provide equitable access to and participation in the general curriculum for students with disabilities.</p>			
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