

**Tennessee Professional Educational Standards, INTASC Standards, NCATE Standards, and TTU Conceptual Framework Alignment Table**

TN Licensure Standards School Counseling	TN Licensure Standards School Psychology	Tennessee Professional Education Standards	INTASC Standards	NCATE Standards	TTU Conceptual Framework
<p>1. Understanding of the nature and needs of students in grade levels PreK--12. Ability to apply knowledge from the areas of human growth and development and learning theories;; to identify learning problems;; and to assist teachers and parents in responding to counseling and guidance interventions with students.</p> <p>3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.</p>	<p>1. Understanding of the knowledge base specific to school psychology: (a) history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emerging technologies, and (f) roles and functions of the school psychologist.</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) they 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 they teach, including those addressed in the licensure standards for the teaching endorsement(s) they seek.</p> <p>1.2 They 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 They use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students.</p> <p>1.5 They demonstrate an understanding of the implications of disability</p>	<p><b>Standard 4. Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><u>Performances</u> 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards. 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences. 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in</p>	<p><b>1a.</b> Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit’s program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.</p> <p><b>1e.</b> Candidates for other professional school roles have an adequate under- standing of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit’s program completers pass the academic content examinations in states that require such examinations for licensure.</p>	<p>K1. General education courses reflecting theoretical &amp; practical knowledge in: a. Communication skills; K2. Subject matter/discipline-specific courses; P1. Professional &amp; pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P5. The teacher’s ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (Verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D5a. Establish an atmosphere of respect; D6. Engage in reflection that leads to: a. Appropriate professional behavior.</p>

		<p>legislation and special education policies and procedures and they provide equitable access to and participation in the general curriculum for students with disabilities.</p>	<p>the discipline, and appropriateness for his/her learners.  4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.  4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.   4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.  <u>Essential Knowledge</u>  4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.  4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.  4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.  4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.  4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.  <u>Critical Dispositions</u>  4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.  4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.  4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address</p>		
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<p>1. Understanding of the nature and needs of students in grade levels PreK--12. Ability to apply knowledge from the areas of human growth and development and learning theories;; to identify learning problems;; and to assist teachers and parents in responding to counseling and guidance interventions with students.</p> <p>2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.</p> <p>3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational</p>	<p>2. Understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior, (b) human learning, (c) social and cultural bases for behavior, (d) child and adolescent development, and (e) individual differences.</p>	<p><b>Standard 2. Student Learning and Development.</b> Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development. 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. 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. 2.3 Candidates use this knowledge to optimize learning opportunities for each student.</p>	<p><b>Standard 1. Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <u>Performances</u> 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. 1l The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. <u>Essential Knowledge</u> 1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning. 1(e) The teacher understands that each learner's cognitive, linguistic, social,</p>	<p><b>1d.</b> Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data- driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning. <b>1f.</b> Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and</p>	<p>P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the need of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter; D4b. Facilitate learning in ways that promote: i. Critical thinking, ii. Problem solving, iii. Intellectual growth; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>

<p>programs (IEPs) for students with special needs.</p>			<p>emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.  1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.  1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.  <u>Critical Dispositions</u>  1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.  1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.  1(j) The teacher takes responsibility for promoting learners' growth and development.  1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>	<p>communities; and the policy contexts within which they work.</p>	
<p>2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.</p> <p>3. Understanding of the philosophical basis underlying the helping process.  Ability to facilitate student</p>	<p>2. Understanding of the psychological foundations of behavior based on knowledge of (e) individual differences.</p> <p>5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.</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.  3.1 Candidates understand and identify differences in student approaches to learning and performance.  3.2 They design instruction and adapt instructional techniques for all students within the broader context</p>	<p><b>Standard 2. Learning Differences</b>  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  <u>Performances</u>  2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.  2(b) The teacher makes appropriate</p>	<p><b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They</p>	<p>P1. Professional &amp; pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective</p>

<p>growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.</p> <p>10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.</p>		<p>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>	<p>and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><u>Essential Knowledge</u></p> <p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as</p>	<p>are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p>	<p>communication (verbal, nonverbal, media techniques), c. Supportive interaction; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe; D5a. Establish an atmosphere of Respect; D5b. Create an environment conducive to learning that considers the: i. Values of the individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making.</p>
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<p>3. Understanding of the philosophical basis underlying the helping process.</p> <p>Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.</p> <p>4. Ability to lead large and small group counseling and guidance activities related to personal and</p>	<p>3. Understanding of the instructional design and organization of schools, community based resources and alternative service delivery systems as they apply to all students including the special needs learner.</p>	<p><b>Standard 4. Teaching Strategies.</b></p> <p>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><b>Standard 5. Application of Content</b></p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><u>Performances</u></p> <p>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>5(b) The teacher engages learners in applying content knowledge to real</p>	<p><b>1b.</b> Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They 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. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for</p>	<p>K1. General education courses reflecting theoretical &amp; practical knowledge in: a. Communication skills, b. Humanities &amp; the arts, c. Social science &amp; culture; P1. Professional &amp; pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate</p>

<p>interpersonal growth, self-help and problem solving, and career development.</p> <p>5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.</p> <p>6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.</p> <p>12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.</p>		<p>4.2 They 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 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 They support acquisition of English necessary for continuous learning in the content area of students whose first language is not English</p>	<p>world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p><u>Essential Knowledge</u></p> <p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing</p>	<p>teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.</p>	<p>scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction.</p>
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			<p><u>Performances</u></p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>8i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p><u>Essential Knowledge</u></p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical</p>		
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4. Ability to lead large and small group counseling and guidance activities	4. Ability to provide school psychological services within a model	<b>Standard 5. Learning Environment.</b> Candidates use an	<b>Standard 3. Learning Environments</b> The teacher works with	<b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and	<b>K1.</b> General education courses reflecting theoretical & practical knowledge in: a.

<p>related to personal and interpersonal growth, self-help and problem solving, and career development.</p> <p>5. Understanding changes in society and technology and the influence of changes on work and learning. Ability to develop and implement a comprehensive career development program.</p> <p>6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.</p> <p>11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.</p>	<p>which links assessment to intervention services delivered to individuals and groups.</p> <p>5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.</p> <p>6. Ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.</p> <p>7. Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.</p> <p>8. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.</p>	<p>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 They organize and manage resources such as time, space, facilities, technology, 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 They 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 They can defuse potential conflict and use conflict resolution strategies to maintain a smoothly</p>	<p>others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><u>Performances</u></p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3<sup>g</sup> The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-</p>	<p>skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own</p>	<p>Communication skills; K2. Subject matter/discipline-specific courses; P1. Professional &amp; pedagogical knowledge; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe, iii. Technologically integrated; D5a. Establish an atmosphere of respect; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to</p>
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		<p><b>functioning learning community.</b></p>	<p>to-face and virtual environments through applying effective interpersonal communication skills.</p> <p><u>Essential Knowledge</u></p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p><u>Critical Dispositions</u></p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3<sup>o</sup> The teacher is a thoughtful and responsive listener and observer.</p>	<p>practice and for the profession.</p>	<p>lifelong learning &amp; professional growth.</p>
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<p>6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.</p>	<p>12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.</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. 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. 6.2 They recognize effective verbal and nonverbal communication techniques and use them to support all students learning. 6.3 Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas. 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 1. Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <b>Standard 2. Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <b>Standard 3. Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. <b>Standard 5. Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving</p>	<p><b>1b.</b> Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They 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. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice. <b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in</p>	<p>K1. General education courses reflecting theoretical &amp; practical knowledge in: a. Communication skills, c. Social science &amp; culture; K2. Subject matter/discipline-specific courses; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, iii. Technologically integrated; D4b. Facilitate learning in ways that promote: i. Critical thinking, ii. Problem solving, iii. Intellectual growth; D5a. Establish an atmosphere of respect; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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			<p>related to authentic local and global issues.</p> <p><b>Standard 8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p>	
7. Understanding of appropriate tests and other assessments to assist students and their parents in	9. Ability to use measurement, statistics, research and program evaluation methodologies in	<b>Standard 7. Instructional Planning.</b> Candidates plan instruction based upon knowledge of	<b>Standard 7. Planning for Instruction</b> The teacher plans instruction that supports every student	<b>1a.</b> Teacher candidates know the content that they plan to teach and can explain important principles and	K2. Subject matter/discipline-specific courses; P1. Professional & pedagogical knowledge; P2.

<p>making effective educational, social, and career decisions. Ability to use group--administered educational and psychological measurement and appraisal instruments.</p> <p>12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.</p>	<p>the delivery of comprehensive school psychological services.</p> <p>12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.</p>	<p>subject matter, students, the 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 They 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 They 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 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</p>	<p>in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><u>Performances</u></p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p> <p><u>Essential Knowledge</u></p> <p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content</p>	<p>concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.</p> <p><b>1b.</b> Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They 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. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning</p>	<p>Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, iii. Technologically integrated; D4b. Facilitate learning in ways that promote: iii. Intellectual growth; D5a. Establish an atmosphere of respect; D5b. Create an environment conducive to learning that considers the: iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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		<p>with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p>	<p>knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p><u>Critical Dispositions</u></p> <p>7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	<p>and are able to clearly explain the choices they make in their practice.</p> <p><b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related</p>	
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				<p>to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p> <p><b>1d.</b> Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.</p> <p><b>1e.</b> Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in</p>	
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				<p>professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.</p> <p><b>1f.</b> Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.</p>	
<p>7. Understanding of appropriate tests and other assessments to assist students and their parents in making effective educational, social, and career decisions. Ability to use group--administered educational and psychological measurement and appraisal instruments.</p> <p>8. Ability to plan, manage, deliver, and evaluate a</p>	<p>4. Ability to provide school psychological services within a model which links assessment to intervention services delivered to individuals and groups.</p> <p>5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.</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><b>8.1</b> Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student</p>	<p><b>Standard 6. Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><u>Performances</u> 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes</p>	<p><b>1b.</b> Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They 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. They</p>	<p>K1. General education courses reflecting theoretical &amp; practical knowledge in: a. Communication skills; P1. Professional &amp; pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data;</p>

<p>comprehensive PreK--12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.</p>	<p>6. Ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.  7. Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.  8. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.  9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.  10. Ability to develop, implement and evaluate training programs for parents and educators.</p>	<p>learning.  8.2 They understand state and federal accountability requirements.  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.  8.4 They actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.  8.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.  8.6 They 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>sources of bias that can distort assessment results.  6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.  6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.  6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.  6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.  6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.  6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.  6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.  <u>Essential Knowledge</u>  6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.  6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize</p>	<p>facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.  <b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced</p>	<p>P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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			<p>sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p><u>Critical Dispositions</u></p> <p>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner</p>	<p>programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p> <p><b>1d.</b> Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning</p>	
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			strengths and needs to promote learner growth.	and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data- driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning. <b>1f.</b> Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.	
<p>8. Ability to plan, manage, deliver, and evaluate a comprehensive PreK--12 professional school counseling program. Understanding of research and research design. Ability to conduct research and evaluation projects related to the outcomes of professional school counseling services.</p> <p>9. Understanding of the ethical and legal standards of school counseling professionals.</p>	<p>9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.</p> <p>11. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.</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. 9.1 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students. 9.2 They monitor teaching</p>	<p><b>Standard 9. Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <u>Performances</u> 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging</p>	<p><b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze</p>	<p>P1. Professional &amp; pedagogical knowledge; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, b. Understands tools in inquiry; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an</p>

<p>11. Ability to inform students, teachers, parents, and the community about the purposes and activities of the professional school counseling program.</p>		<p>strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly.  9.3 Candidates continually examine their teaching performance within the context of state and local standards and federal and state accountability requirements.  9.4 Using their data based reflections, candidates engage in actions that consistently support and promote the achievement of students with disabilities.  9.5 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development.  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>curriculum and learning experiences based on local and state standards.  9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.  9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.  9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.  9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.  9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.  <u>Essential Knowledge</u>  9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.  9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.  9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.  9(j) The teacher understands laws related to learners' rights and teacher</p>	<p>educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.  <b>1g.</b> Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional</p>	<p>environment that is: i. Supportive, ii. Safe, iii. Technologically integrated; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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			<p>responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p><u>Critical Dispositions</u></p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	dispositions.	
<p>10. Ability to collaborate with parents, teachers, school social workers, school psychologists, family resource center staff, and other community partners in meeting student needs.</p> <p>11. Ability to inform students,</p>	<p>8. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.</p>	<p><b>Standard 10. Colleagues, Parents, and Community.</b> Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.</p> <p>10.1 Candidates consult with</p>	<p><b>Standard 10. Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to</p>	<p><b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the</p>	<p>K1. General education courses reflecting theoretical &amp; practical knowledge in: a. Communication skills, c. Social science &amp; culture, d. Science &amp; technology; P1. Professional &amp; pedagogical knowledge; P3. The teacher's role in improving student performance in the</p>

<p>teachers, parents, and the community about the purposes and activities of the professional school counseling program.</p> <p>12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.</p>		<p>families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.</p> <p>10.2 They 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>	<p>ensure learner growth, and to advance the profession.</p> <p><u>Performances</u></p> <p>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact</p>	<p>prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.</p>	<p>classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry; D2. Effective communication (verbal, nonverbal, media techniques), b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe, iii. Technologically integrated; D5a. Establish an atmosphere of respect; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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			<p>system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p><u>Essential Knowledge</u></p> <p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p> <p><u>Critical Dispositions</u></p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>		
		<b>Standard 11A. Teaching &amp; Learning Technology.</b>	<b>Standard 2. Learning Differences</b>	<b>1b.</b> Teacher candidates understand the relationship	K1. General education courses reflecting theoretical &

		<p>Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.</p> <p>11.A.1 Candidates use technology resources to guide classroom decisions regarding student learning.</p> <p>11.A.2 They 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 They apply technology to analyze assessment data and to target individual student learning needs.</p>	<p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard 3. Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>Standard 6. Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p><b>Standard 7. Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard 8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage</p>	<p>of content and content-specific pedagogy delineated in professional, state, and institutional standards. They 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. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.</p> <p><b>1d.</b> Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their</p>	<p>practical knowledge in: a. Communication skills, b. Humanities &amp; the arts, c. Social science &amp; culture, d. Science &amp; technology, e. Mathematical concepts &amp; applications; K2. Subject matter/discipline-specific courses; P1. Professional &amp; pedagogical knowledge; P3. The teacher’s role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher’s ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, iii. Technologically integrated; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6.</p>
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			learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data- driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning. <b>1e.</b> Candidates for other professional school roles have an adequate under- standing of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning & professional growth.
	9. Ability to use measurement, statistics, research and program evaluation methodologies in	<b>Standard 11B. Technology for Professional Growth &amp; Productivity.</b> Candidates use technology to enhance their	<b>Standard 6. Assessment</b> The teacher understands and uses multiple methods of assessment to engage	<b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in	K1. General education courses reflecting theoretical & practical knowledge in: a. Communication skills, b.

	<p>the delivery of comprehensive school psychological services.</p> <p>12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.</p>	<p>professional growth and 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 They 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 They use presentation tools in a networked environment for sharing information in multiple professional formats.</p>	<p>learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><b>Standard 9. Professional Learning and Ethical Practice</b></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard 10. Leadership and Collaboration</b></p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.</p> <p>Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the</p>	<p>Humanities &amp; the arts; K2. Subject matter/discipline-specific courses; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, iii. Technologically integrated; D4b. Facilitate learning in ways that promote: iii. Intellectual growth; D5b. Create an environment conducive to learning that considers the: ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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				<p>profession.</p> <p><b>1e.</b> Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.</p>	
<p>9. Understanding of the ethical and legal standards of school counseling professionals.</p>	<p>9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.</p> <p>11. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.</p> <p>12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written</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. They promote the equitable, ethical and legal 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 They are able to perform minor troubleshooting operations.</p> <p>11.C.3 When planning units of instruction, candidates address software-purchasing agreements, copyright laws, issues related to intellectual</p>	<p><b>Standard 3. Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>Standard 7. Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>1c.</b> Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their</p>	<p>K1. General education courses reflecting theoretical &amp; practical knowledge in: a. Communication skills, b. Humanities &amp; the arts, c. Social science &amp; culture, d. Science &amp; technology, e. Mathematical concepts &amp; applications; K2. Subject matter/discipline-specific courses; P1. Professional &amp; pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection &amp; analysis of assessment data; P5. The teacher's ability to</p>

	<p>communication, time management, record keeping, and public and professional relations.</p>	<p>property, the importance of virus protection, and policies for acceptable use of Internet resources.  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.  11.C.5 They model the legal and ethical use of technology resources.</p>	<p><b>Standard 8: Instructional Strategies</b>  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.  <b>1e.</b> Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program</p>	<p>provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships &amp; effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe, iii. Technologically integrated; D5b. Create an environment conducive to Dlearning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning &amp; professional growth.</p>
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