

PROFESSIONAL STANDARDS

ACEI - Association for Childhood Education International	2
ACTFL - American Council on the Teaching of Foreign Languages	4
CEC - Council for Exceptional Children	5
ELCC - Educational Leadership Constituent Consortium (School Building Leader)	8
ELCC - Educational Leadership Constituent Consortium (School District Leader)	10
IRA - International Reading Association	12
NAEYC - National Association for the Education for Young Children	14
NASP - National Association of School Psychologists	15
NCSS - National Council for the Social Studies	19
NCTE - National Council of Teachers of English	21
NCTM - National Council of Teachers of Mathematics	23
NSTA - National Science Teachers Association	29
TESOL - Teachers of English to Speakers of Other Languages	32

Association for Childhood Education International (ACEI)

DEVELOPMENT, LEARNING AND MOTIVATION

Standard 1.0. Development, Learning and Motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

Standard 2.1. Reading, Writing, and Oral Language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 2.2. Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Standard 2.3. Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Standard 2.4. Social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard 2.5. The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Standard 2.6. Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Standard 2.7. Physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION

Standard 3.1. Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Standard 3.2. Adaptation to diverse students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3.3. Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Standard 3.4. Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Standard 3.5. Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

Standard 4.0. Assessment for instruction. Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

Standard 5.1. Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Standard 5.2. Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

American Council on the Teaching of Foreign Languages (ACTFL)

Standard 1. Language, Linguistics, Comparisons.

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency; (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts.

Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Standard 3. Language Acquisition Theories and Instructional Practices.

Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Standard 4. Integration of Standards into Curriculum and Instruction.

Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Standard 5. Assessment of Language and Cultures.

Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Standard 6. Professionalism.

Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Council for Exceptional Children (CEC)

Standard 1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2. Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard 4. Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Standard 5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Standard 6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Standard 7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard 8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify

exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Educational Leadership Constituent Consortium (SBL)

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

1.1 Develop a School Vision of Learning.

1.2 Articulate a School Vision of Learning.

1.3 Implement a School Vision of Learning.

1.4 Steward a School Vision of Learning.

1.5 Promote Community Involvement in School Vision.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive School Culture.

2.2 Provide Effective Instructional Program.

2.3 Apply Best Practice to Student Learning.

2.4 Design Comprehensive Professional Growth Plans.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization.

3.2 Manage the Operations.

3.3 Manage the Resources.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.

4.2 Respond to Community Interests and Needs.

4.3 Mobilize Community Resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity.

5.2 Acts Fairly.

5.3 Acts Ethically.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.

6.2 Respond to the Larger Educational Context.

6.3 Influence the Larger Educational Context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial.

7.2 Sustained.

7.3 Standards-based.

7.4 Real Settings.

7.5 Planned and Guided Cooperatively.

7.6 Credit.

Educational Leadership Constituent Consortium (SDL)

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a District Vision of Learning.

1.2 Articulate a District Vision of Learning.

1.3 Implement a District Vision of Learning.

1.4 Steward a District Vision of Learning.

1.5 Promote Community Involvement in District Vision.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive District Culture.

2.2 Provide Effective Instructional Programs within District.

2.3 Apply Best Practice to Student Learning.

2.4 Design Comprehensive Professional Growth Plans.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the District Organization.

3.2 Manage District Operations.

3.3 Manage District Resources.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.

4.2 Respond to Community Interests and Needs.

4.3 Mobilize Community Resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity.

5.2 Acts Fairly.

5.3 Acts Ethically.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.

6.2 Respond to the Larger Educational Context.

6.3 Influence the Larger Educational Context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial.

7.2 Sustained.

7.3 Standards-based.

7.4 Real Settings.

7.5 Planned and Guided Cooperatively.

7.6 Credit.

International Reading Association (IRA)

Standard 1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

Standard 1.1. Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.

Standard 1.2. Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.

Standard 1.3. Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.

Standard 1.4. Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.

Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, the candidates:

Standard 2.1. Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

Standard 2.2. Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own (and demonstration) teaching.

Standard 2.3. Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

Standard 3.1. Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal tests and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.

Standard 3.2. Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.

Standard 3.3. Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They

collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.

Standard 3.4. Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teacher, and parents).

Standard 4. Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

Standard 4.1. Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

Standard 4.2. Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Standard 4.3. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.

Standard 4.4. Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.

Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

Standard 5.1. Articulate the theories related to the connections between teacher dispositions and student achievement.

Standard 5.2. Conduct professional study groups for paraprofessional and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.

Standard 5.3. Positively and constructively provide an evaluation of their own and others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

Standard 5.4. Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

National Association for the Education for Young Children (NAEYC)

Standard 1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Standard 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

National Association of School Psychologists (NASP)

Standard 1. PROGRAM CONTEXT/STRUCTURE

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

1.1. Mission, goals, objectives; integrated and sequential program of studies in school Psychology

1.2. Program commitment to human diversity throughout all aspects of the program

1.3. Candidate affiliation with colleagues/faculty/the profession through full-time residency or alternative planned experiences

1.4. Faculty requirements/credentials

1.5. Continuing professional development opportunities

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS ONLY

1.6. Minimum years of study/credit hour requirement (3 years/60 hours with 54 hours exclusive of internship); institutional documentation of program completion

1.7. Minimum internship requirement (1 year/1200 clock hours)

Standard 2. Domains of School Psychology Training and Practice.

2.1. Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into

empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Standard 2.2. Consultation and Collaboration. School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Standard 2.3. Effective Instruction and Development of Cognitive/Academic Skills. School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Standard 2.4. Socialization and Development of Life Skills. School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.

Standard 2.5. Student Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Standard 2.6. School and Systems Organization, Policy Development, and Climate. School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Standard 2.7. Prevention, Crisis Intervention, and Mental Health. School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Standard 2.8. Home/School Community Collaboration. School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Standard 2.9. Research and Program Evaluation. School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Standard 2.10. School Psychology Practice and Development. School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Standard 2.11. Information Technology. School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Standard 3. Field Experiences/Internship. School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

3.1. Practica and internships are completed for academic credit; practica include the development/evaluation of specific skills; practica are distinct from and precede culminating internship; internship requires integration/application of full range of competencies/domains.

3.2. Internship is a collaboration between institution and field site, includes activities consistent with program goals, and has a written plan specifying responsibilities.

3.3. Internship is completed on full-time basis over one year or half-time over two consecutive years; at least 600 hours in a school setting.

3.4. Interns receive average of two hours of field-based supervision per week from credentialed school psychologist or, for non-school settings, credentialed psychologist.

3.5. Provision of appropriate support for the internship experience

Standard 4. Performance-based Program Assessment and Accountability. School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

4.1. Systematic, valid procedures used to evaluate and improve the quality of the program

4.2. The program applies published criteria for assessment and admission at each level and for candidate retention and progression. Criteria address academic/professional competencies and professional work characteristics.

4.3. The program employs a systematic, valid process to ensure that all candidates are able to integrate domains of knowledge and apply professional skills in delivering services evidenced by measurable positive impact on children, youth, families, and other consumers.

National Council for the Social Studies (NCSS)

Standard 1.1. Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Standard 1.2. Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Standard 1.3. People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Standard 1.4. Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Standard 1.5. Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Standard 1.6. Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Standard 1.7. Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Standard 1.8. Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Standard 1.9. Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Standard 1.10. Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

2.0 SOCIAL SCIENCE DISCIPLINES

Standard 2.1. History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Standard 2.2. Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Standard 2.3. Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Standard 2.4. Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Standard 2.5. Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

3.0 PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Standard 3.1. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

National Council of Teachers of English (NCTE)

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Standard Category 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Standard 2.3. Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

Standard 2.4. Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

Standard Category 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

Standard Category 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

National Council of Teachers of Mathematics (NCTM)

Standard 1. Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.

1.1 Apply and adapt a variety of appropriate strategies to solve problems.

1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts

1.3 Build new mathematical knowledge through problem solving.

1.4 Monitor and reflect on the process of mathematical problem solving.

Standard 2. Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

2.1 Recognize reasoning and proof as fundamentals aspects of mathematics.

2.2 Make and investigate mathematical conjectures

2.3 Develop and evaluate mathematical arguments and proofs.

2.4 Select and use various types of reasoning and methods of proof.

Standard 3. Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.

3.1 Communicate their mathematical thinking coherently and clearly to peers, faculty, and others.

3.2 Use the language of mathematics to express ideas precisely.

3.3 Organize mathematical thinking through communication

3.4 Analyze and evaluate the mathematical thinking and strategies of others.

Standard 4. Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

4.1 Recognize and use connections among mathematical ideas.

4.2 Recognize and apply mathematics in contexts outside of mathematics.

4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.

Standard 5. Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

5.1 Use representations to model and interpret physical, social, and mathematical phenomena.

5.2 Create and use representations to organize, record, and communicate mathematical ideas

5.3 Select, apply, and translate among mathematical representations to solve problems

Standard 6. Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.

6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

Standard 7. Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.

7.1 Attention to equity

7.2 Use of stimulating curricula

7.3 Effective teaching

7.4 Commitment to learning with understanding

7.5 Use of various assessments

7.6 Use of various teaching tools including technology

Standard 8. Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

8.1 Select, use, and determine suitability of the wide variety of available mathematics curricula and teaching materials for all students, including those with special needs such as the gifted, challenged and speakers of other languages.

8.2 Select and use appropriate concrete materials for learning mathematics.

8.3 Use multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.

8.4 Plan lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.

8.5 Participate in professional mathematics organizations and uses their print and on-line resources.

8.6 Demonstrate knowledge of research results in the teaching and learning of mathematics

8.7 Use knowledge of different types of instructional strategies in planning mathematics lessons.

8.8 Demonstrate the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and help students develop and test generalizations

8.9 Develop lessons that use technology's potential for building understanding of mathematical concepts and developing important mathematical ideas.

Standard 9. Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and meanings of operations.

9.1 Analyze and explain the mathematics that underlies the procedures used for operations involving integers, rational, real and complex numbers.

9.2 Use properties involving number and operations, mental computation, and computational estimation.

9.3 Provide equivalent representations of fractions, decimals, and percents.

9.4 Create, solve, and apply proportions.

9.5 Apply the fundamental ideas of number theory.

9.6 Makes sense of large and small number and number systems.

9.7 Compare and contrast properties of numbers and number systems.

9.8 Represent, use and apply complex numbers

9.9 Recognize matrices and vectors as systems that have some of the properties of the real number system.

9.10 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.

Standard 10. Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

10.1 Analyze patterns, relations, and functions of one and two variables.

10.2 Apply fundamental ideas of linear algebra.

10.3 Apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures.

10.4 Use mathematical models to represent and understand quantitative relationships.

10.5 Use technological tools to explore algebraic ideas and representations of information and in solving problems.

10.6 Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.

Standard 11. Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

11.1 Demonstrate knowledge of core concepts and principles of Euclidean and non-Euclidean geometry in two- and three-dimensions from both formal and informal perspectives.

11.2 Exhibit knowledge of the role of axiomatic systems and proof in geometry.

11.3 Analyze characteristics and relationships of geometric shapes and structures.

11.4 Build and manipulate representations of two- and three-dimensional objects and visual objects from different perspectives.

11.5 Specify locations and describe spatial relationships using coordinate geometry, vectors and other representational systems.

11.6 Apply transformation and use symmetry, similarity, and congruence to analyze mathematical situations.

11.7 Use concrete models, drawings, and dynamic geometric software to explore geometric ideas and their applications in real-world contexts.

11.8 Demonstrate knowledge of the historical development of Euclidean and non-Euclidean geometries including contributions from diverse cultures.

Standard 12. Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.

12.1 Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts.

12.2 Apply concepts of function, geometry, and trigonometry in solving problems involving calculus.

12.3 Use the concepts of calculus and mathematical modeling to represent and solve problems taken from real-world context.

12.4 Use technological tools to explore and represent fundamental concepts of calculus.

12.5 Demonstrate knowledge of the historical development of calculus including contributions from diverse cultures.

Standard 13. Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

13.1 Demonstrate knowledge of basic elements of discrete mathematics such as graph theory, recurrence relations, finite difference approaches, linear programming, and combinatronics.

13.2 Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations.

13.3 Use technological tools to solve problems involving the use of discrete structures and application of algorithms.

13.4 Demonstrate knowledge of the historical development of discrete mathematics including contributions from diverse cultures.

Standard 14. Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

14.1 Design investigations, collect data, and use a variety of ways to display the data and interpret data representations that may include bivariate data, conditional probability and geometric probability.

14.2 Use appropriate methods such as random sampling or random assignment of treatments to estimate population characteristics, test conjectured relationships among variables, and analyze data.

14.3 Use appropriate statistical methods and technological tools to describe shape and analyze spread and center.

14.4 Use statistical inference to draw conclusions from data.

14.5 Identify misuses of statistics and invalid conclusions from probability

14.6 Draw conclusions involving uncertainty by using hands-on and computer-based simulation for estimating probabilities and gathering data to make inferences and conclusions.

14.7 Determine and interpret confidence intervals.

14.8 Demonstrates knowledge of the historical development of probability and statistics including contributions from diverse cultures.

Standard 15. Knowledge of Measurement. Candidates apply and use measurement tools.

15.1 Recognize the common representations and uses of measurement and choose tools and units for measuring.

15.2 Apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts.

15.3 Complete error analysis through determining the reliability of the numbers obtained from measures.

15.4 Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.

Standard 16. Field-Based Experiences. Candidates complete field-based experiences in mathematics classrooms.

16.1 Engage in a sequence of planned opportunities prior to student teaching that includes observing and participating in both middle and secondary mathematics classrooms under the supervision of experienced and highly qualified teachers.

16.2 Experience full-time student teaching in secondary mathematics that is supervised by a highly qualified teacher and a university or college supervisor with secondary mathematics teaching experience.

16.3 Demonstrate the ability to increase students' knowledge of mathematics.

National Science Teachers Association (NSTA)

Standard 1. Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they:

- (a) understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association;
- (b) understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards;
- (c) understand and can successfully convey to students important personal and technological applications of science in their fields of licensure;
- (d) understand research and can successfully design, conduct, report and evaluate investigations in science;
- (e) understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.

Standard 2. Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they:

- (a) understand the historical and cultural development of science and the evolution of knowledge in their discipline;
- (b) understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world;
- (c) engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Standard 3. Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:

- (a) understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge;
- (b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 4. Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To

show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they:

- (a) understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues;
- (b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

Standard 5. General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they:

- (a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding;
- (b) successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds;
- (c) successfully organize and engage students in collaborative learning using different student group learning strategies;
- (d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science;
- (e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students;
- (f) create and maintain a psychologically and socially safe and supportive learning environment.

Standard 6. Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they:

- (a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards;
- (b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

Standard 7. Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they:

- (a) identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science;
- (b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

Standard 8. Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they:

- (a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students;
- (b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process;
- (c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

Standard 9. Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they:

- (a) understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.
- (b) know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction;
- (c) know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students;
- (d) treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

Standard 10. Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they:

- (a) Engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements;
- (b) reflect constantly upon their teaching and identify ways and means through which they may grow professionally;
- (c) use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth;
- (d) interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

Teachers of English to Speakers of Other Languages (TESOL)

Domain 1 – Language. Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

1a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Domain 2 – Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.

2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Domain 3 – Planning, Implementing and Managing Instruction. Candidates know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

3c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4 – Assessment. Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

4a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

4b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

4c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance based assessment tools and techniques to inform instruction.

Domain 5 – Professionalism. Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

5b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

5c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.