| **InTASC 2011** | **Learner and Learning** | | | **Content** | | **Instructional Practice** | | | **Professional** | |
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|  | 1 Learner Development | 2 Learning Differences | 3 Learning Environments | 4 Content Knowledge | 5 Application of Content | 6 Assessment | 7 Planning for Instruction | 8 Instructional Strategies | 9 Professional Learning & Ethical Practice | 10 Leadership/ Collaboration |
| ACEI 2007 | 1 Development, learning, motivation | 3.2 Adaptation to diverse students | 3.4 Active engagement in learning | 2.1-2.7 Curriculum | 3.3 Development critical thinking and problem solving, 3.5 Communication to foster collaboration | 4 Assessment | 3.1 Integrating& applying knowledge for instruction, 3.2 adaptation to diverse students, 3.4 Active engagement in learning | 3.1 Integrating & applying knowledge for instruction, 3.2 adaptation to diverse students 3.3 Development critical thinking and problem solving, 3.4 Active engagement in learning, 3.5 Communication to foster collaboration | 5.1 Professional growth, reflection, and evaluation | 5.2 Collaboration with families, colleagues, community agencies |
| CAEP Elementary | 1 Understanding and addressing each child’s developmental and learning needs | 3 Assessing, planning, and designing contexts for learning | 3 Assessing, planning, and designing contexts for learning | 2 Understanidng and applying content and curricular knowledge for teaching | 3 Assessing, planning, and designing contexts for learning | 4 Assessment | 3 Assessing, planning, and designing contexts for learning | 3 Assessing, planning, and designing contexts for learning | 5 Developing as a professional | 5 Developing as a professional |
| NAEYC 2010 Early Childhood | 3. Observing, Documenting, Assessing Support Young Children/ Families | 3. Observing, Documenting, Assessing Support Young Children/ Families | 3. Observing, Documenting, Assessing Support Young Children/ Families | 1. Promoting Child Development Learning  2. Building Family Community Relationship  5. Content Knowledge Build Meaningful Curriculum | 5. Content Knowledge Build Meaningful Curriculum | 3. Observing, Documenting, Assessing Support Young Children/ Families | 4. Developmentally Effective Approaches to Connect w/Children Families | 4. Developmentally Effective Approaches to Connect w/Children Families | 6. Becoming a Professional | 6. Becoming a Professional |
| CEC 2012 Special Education | 1 Learner development and individual learning difference;  2 Learning environments | 1 Learner development and individual learning difference;  2 Learning environments | 1 Learner development and individual learning difference;  2 Learning environments | 3 Curricular Content Knowledge | 3 Curricular Content Knowledge | 4 Assessment | 5 Instructional Planning and Strategies | 5 Instructional Planning and Strategies | 6 Professional learning and practice;  7 Collaboration | 6 Professional learning and practice;  7 Collaboration |
| NCTE 2012 English | 3.2 Design authentic assessments | 3.1, Theory, research, practice; 5.2 Use data about their students’ individual differences | 5.2 Use data about their students’ individual differences | 1.1 Texts, print, non-print, media texts; 1.2 adolescents read texts and make meaning; 2.2 Conventions of English language | 4.2 Design assessments; 4.3 Design instruction language conventions; 4.4 Design instruction students’ home community language | 3.4 Design reading assessment; 4.2 Design assessments; 5.3 Differentiate instruction based on students’ self-assessment | 3.1 Theory, research, practice; 3.6 Plan instruction reflects curriculum; 4.1 Knowledge of theory, research, practice | 5.1 Plan/implement instruction based on ELA; 5.2 Use data about their students’ individual differences | 7.1 Model literate and ethical practice; 7.2 Demonstrate understanding readiness of leadership, collaboration, PD, community engagement | 6.1 Social justice; 6.2 Students’ local, national and international histories |
| NCSS 2004  Social Studies | 1.1-1.10 | 1.1-1.10 | 1.1-1.10 | 2.1-2.5 | 2.1-2.5 | n/a | 3.1 | 3.1 | 3.2 | 3.2 |
| NCSS 2017 Social Studies | 4.2 Candidates use knowledge of theory and research to plan and implement instruction and assessment that is relevant and responsive to learners' socio-cultural assets, learning demands, and individual identities | 4.1 Candidates identify learner's socio-cultural assets and learning demands to plan and implement relevant and responsive pedagogy that increases students' opportunities to learn social studies | 4.5 Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation | 1.3 Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, history, and the social behavior sciences | 2.3 Candidates plan learning sequences that engage learners in disciplinary inquiry to develop literacies for civic life | 3.4 Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for competence in civic life | 3.3 Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life | 4.4 Candidates select, create, and engage learners with a variety of social studies instructional strategies, disciplinary sources and contemporary technologies, consistent with current theory and research about student learning | 5.2 Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, and social justice within their schools and/or communities | 5.3 Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and social studies |
| NCTM 2012 Math | 4a) Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.  4b) Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.  5b) Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. | 4c Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students. | 4 Mathematical Learning Environment | 1a Demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics) as outlined in the NCTM Mathematics Content for Secondary | 2d) Organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.2e) Demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.2f) Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing. | 3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. 3g) Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments.  5c Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction. | 2a) Use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.2b) Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.2c) Formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems | 3 Content Pedagogy | 4d) Demonstrate equitable and ethical treatment of and high expectations for all students.  5a) Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.  6a) Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. | 6b) Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner. |
| NSTA 2012 Science | n/a | 5 Impact on Student Learning | 3a) Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities –including laboratory or field settings and applicable instruments and/or technology-to allow access so that all students learn. These strategies are inclusive and motivating for all students. | 1 Content Knowledge | 2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.  5c Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner. | 3c Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.  5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected. 5b) Provide data to show that P-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. | 2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions  3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students. | 2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science. | 6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community. 6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community | n/a |
| ACTFL 2013 World Language | **3** Language acquisition theories and knowledge of students and their needs;  **4** Integration of standards in planning, classroom practice, and use of instructional resources | **3** Language acquisition theories and knowledge of students and their needs;  **4** Integration of standards in planning, classroom practice, and use of instructional resources | **3** Language acquisition theories and knowledge of students and their needs;  **4** Integration of standards in planning, classroom practice, and use of instructional resources | **1** Language proficiency: interpersonal, interpretive, and presentational;  **2** Cultures, linguistics, literatures, and concepts from other disciplines | **1** Language proficiency: interpersonal, interpretive, and presentational;  **2** Cultures, linguistics, literatures, and concepts from other disciplines | **5** Assessment of Language and Cultures | **3** Language acquisition theories and knowledge of students and their needs;  **4** Integration of standards in planning, classroom practice, and use of instructional resources  **5** Assessment of Language and Cultures | **3** Language acquisition theories and knowledge of students and their needs;  **4** Integration of standards in planning, classroom practice, and use of instructional resources  **5** Assessment of Language and Cultures | 6 Professional Development, Advocacy, and Ethics | 6. Professional Development, Advocacy, and Ethics |
| ISTE-T Technology | **2** Design and develop digital age learning experiences and assessment | **4** Promote and model digital citizenship and responsibility | **2** Design and develop digital age learning experiences and assessment | **1** Facilitate and inspire student learning and creativity | n/a | **2** Design and develop digital age learning experiences and assessment | **2** Design and develop digital age learning experiences and assessment | **3** Model digital age work and learning | **4** Promote and model digital citizenship and responsibility | **5** Engage in professional growth and leadership |