

## **CTE ALTERNATIVE CERTIFICATION PROGRAM OVERVIEW**

In this program, you will be responsible for “meeting proficiency” for the following standards that represent the knowledge, skills, and dispositions (K, S, Ds) of the 10 HTSB teacher standards. These standards frame what a beginning teacher is responsible for demonstrating in order to gain teacher licensure in the CTE Alternative Certification Program. Each of these standards has central concepts and language that you will become familiar with in your coursework and practicum experiences. To make these standards meaningful, the Program has grouped the standards into modules and focus areas that reflect the experiences of teachers as they develop and teach lessons. The Program has also infused these modules in each education course so that you will have several opportunities to revisit each standard as you progress through the program. Finally, we have included the assessments from your coursework so that you can know exactly where any rating on a standard is based upon.

### **MODULE 1: The Learner and the Learning Environment**

- **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **Standard #3: Learning Environment**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### **MODULE 2: Planning & Assessment**

- **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as, knowledge of learners and the community context.

- **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner’s decision-making.

### **MODULE 3: Instruction & Accommodations**

- **Standard #4: Content Knowledge**  
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content**  
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #8: Instructional Strategies**  
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #2: Learner Differences**  
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

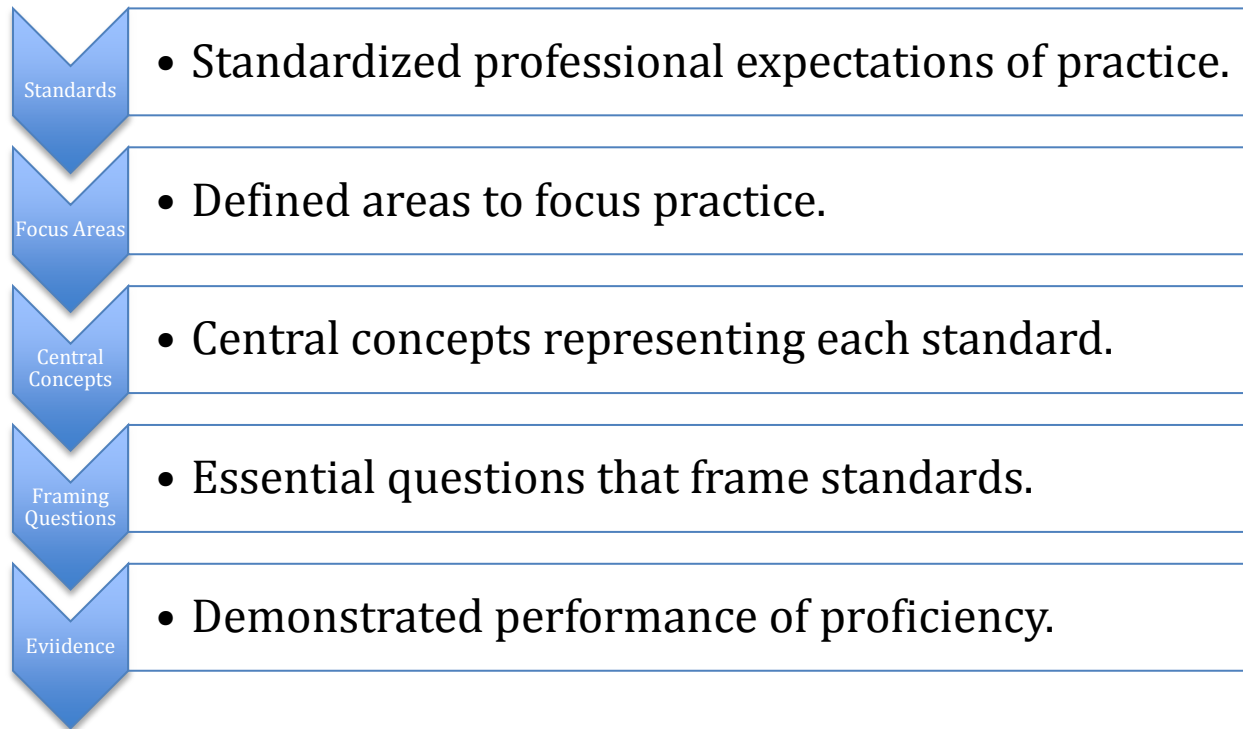
### **MODULE 4: Assessing Learner Progress & Adjusting Instruction**

- **Standard #6: Assessment Continued....**  
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.

### **MODULE 5: Professionalism & Collaboration**

- **Standard #9: Professional Learning and Ethical Practice**  
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**  
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Each of the Standards are broken down into the following components:



**MODULE 1: STANDARDS 1 & 3**  
**The Learner and Learning Environment**

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>STANDARD 1:</p> <p>LEARNER DEVELOPMENT</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</p>	<p><b>Focus Area #1:</b> Candidate describes students' development, background &amp; interests, and how this can be used to support their development. (1.1a, 1.2, 1.3, 8.4)</p>	1.1a	CANDIDATE NOTES LEARNER DEVELOPMENT	Does Candidate note changes and patterns in learners across some areas of development?	284: Know Your Students' Surveys 285 - Student Survey (strengths) 289: CS: Development 295A/B: Field Observation
		1.2	CANDIDATE NOTES LEARNER INTERESTS	Does Candidate actively seek out some information about learner interests in order to engage learners in developmentally appropriate learning experiences?	284: Know Your Students' Surveys 285: Student Survey (interests) 289: CS: Development 295A/B: Field Observation
		1.3, 8.4	CANDIDATE USES DEVELOPMENTALLY APPROPRIATE INSTRUCTION	Does Candidate engage learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker?	285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Development 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 1 CONTINUED</p> <p>STANDARD 3:</p> <p>LEARNING ENVIRONMENT</p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p><b>Focus Area #2:</b> Candidate establishes and communicates classroom rules, routines, and procedures to students and families. (3.2, 3.1)</p>	3.2	CANDIDATE ESTABLISHES RULES, ROUTINES, AND PROCEDURES	Does Candidate articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work?	285: Classroom Management Plan 289: CS: Unit/Lesson 295A/B: Field Observation
		3.1	CANDIDATE COMMUNICATES EXPECTATIONS TO FAMILIES	Does Candidate set expectations for the learning environment appropriate to school/district policies and communicate expectations clearly to families?	284: Open House 285: Classroom Management Plan 295A/B: Field Observation
	<p><b>Focus Area #3:</b> Candidate communicates respectfully and is a responsive and supportive listener. (3.3, 3.4)</p>	3.3	CANDIDATE COMMUNICATES RESPECTFULLY	Does Candidate communicate verbally and nonverbally in ways that demonstrate respect for each learner?	284: Know Your Students' Surveys 284: Open House 285: Classroom Management Plan 295A/B: Field Observation
		3.4	CANDIDATE IS A RESPONSIVE AND SUPPORTIVE LISTENER	Is Candidate a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment?	284: Know Your Students' Surveys 284: Open House 285: Classroom Management Plan 295A/B: Field Observation
	<p><b>Focus Area #4:</b> Candidate manages the learning environment efficiently (3.5)</p>	3.5	CANDIDATE MANAGES THE LEARNING ENVIRONMENT EFFICIENTLY	Does Candidate manage the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time?	285: Classroom Floor Plan 285: Classroom Management Plan 289: CS: Development 295A/B: Field Observation

MODULE 2: STANDARDS 7 & 6 Planning & Assessment					
STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p><b>STANDARD 7:</b></p> <p><b>PLANNING FOR INSTRUCTION</b></p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>Focus Area #1:</b> Candidate uses student prior knowledge and collaborations with colleagues/families to choose and organize CTE standards/objectives into a meaningful unit or lesson plan (7.1, 7.2, 5.1, 7.5, 7.9, 6.3, 7.10, 1.1b)</p>	7.1	CANDIDATE IDENTIFIES MEASURABLE AND MEANINGFUL LEARNER OUTCOMES	Does Candidate use the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills?	284: UDL Lesson Plan 285: Project-Based Unit Plan 285: 30 min Lesson 289: CS: Unit/Lesson-Standards 295A/B: Field Observation
		7.2	CANDIDATE DEVELOPS MEANINGFUL UNIT PLANS	Does Candidate plan and sequence common learning experiences and performance tasks linked to the learning objectives, and make content relevant to learners?	284: UDL Lesson Plan 285: Project-Based Unit Plan 285: 30 min Lesson 289: CS: Unit/Lesson-Standards 295A/B: Field Observation
		5.1	CANDIDATE INCORPORATES INTERDISCIPLINARY/ THEMES	Does Candidate help learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas?	284: UDL Lesson Plan 289: CS: Unit/Lesson-Standards 295A/B: Field Observation
		7.5	CANDIDATE USES PRIOR KNOWLEDGE TO PLAN INSTRUCTION	Does Candidate plan instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests?	284: UDL Lesson Plan 285: Project-Based Unit Plan 285: 30 min Lesson 289: CS: Unit/Lesson-Standards 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 2 CONTINUED</p> <p>STANDARD 7: PLANNING FOR INSTRUCTION</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><b>Focus Area #1:</b> Candidate uses student prior knowledge and collaborations with colleagues/families to choose and organize CTE standards/objectives into a meaningful unit or lesson plan (7.1, 7.2, 5.1, 7.5, 7.9, 6.3, 7.10, 1.1b)</p>	7.9	CANDIDATE USES ASSESSMENT DATA OVER TIME TO INFORM PLANNING	Does Candidate use data on learner performance over time to inform planning, making adjustments for recurring learning needs?	289: CS: Unit/Lesson-Standards 295A/B: Field Observation
		6.3	CANDIDATE COLLABORATES TO IMPROVE INSTRUCTION BASED ON ASSESSMENT	Does Candidate participate in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data?	289: CS: Unit/Lesson-Standards 295A/B: Field Observation
		7.10	CANDIDATE USES FAMILY INTERACTIONS TO ADJUST PLANNING	Does Candidate use information from informal interactions with families to adjust his/ her plans and to incorporate home-based resources to provide further support?	284: Open House 289: CS: Unit/Lesson-Standards 295A/B: Field Observation
		1.1b	CANDIDATE SEEKS RESOURCES TO ADJUST TEACHING	Does Candidate seek resources, including from families and colleagues, to adjust teaching?	284: Colleague Interviews 289: CS: Unit/Lesson-Standards 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 2 CONTINUED</p> <p>STANDARD 6:</p> <p>ASSESSMENT</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><b>Focus Area #2:</b> Candidate uses a variety of valid formative assessments (6.1, 6.6)</p>	6.1	CANDIDATE USES A VARIETY OF VALID FORMATIVE ASSESSMENTS	Does Candidate use, design or adapt a variety of classroom formative assessments, matching the method with the type of learning objective?	284: UDL Lesson Plan 285: 30 min Lesson 285: Differentiated lesson plan 285: Project-Based Unit Plan 289: CS: Unit/Lesson-Assessments 295A/B: Field Observation
		6.6	CANDIDATE USES VALID ASSESSMENTS	Does Candidate match learning goals with classroom assessment methods?	284: UDL Lesson Plan 285: 30 min Lesson 285: Differentiated lesson plan 285: Project-Based Unit Plan 289: CS: Unit/Lesson-Assessments 295A/B: Field Observation
	<b>Focus Area #3:</b> Candidate provides models and criteria for assessments (6.4a)	6.4	CANDIDATE PROVIDES MODELS AND CRITERIA OF ASSIGNMENTS	Does Candidate engage each learner in examining samples of quality work on the type of assignment being given? Does Candidate provide learners with criteria for the assignment to guide performance?	285: 3 Management Concerns 289: CS: Unit/Lesson-Assessments 295A/B: Field Observation
	<b>Focus Area #4:</b> Candidate creates digital gradebook to track students' progress (6.5)	6.5	CANDIDATE CREATES DIGITAL GRADEBOOK TO TRACK LEARNER PROGRESS	Does Candidate make digital and/or other records of learner performance so that s/he can monitor each learner's progress?	284: Group Project 285: 3 Management Concerns 289: CS: Unit/Lesson-Assessments 289: CS: Evaluation 295A/B: Field Observation
	<b>Focus Area #5:</b> Candidate gives students multiple opportunities to complete the assessments (6.7)	6.7	CANDIDATE GIVES LEARNERS MULTIPLE PRACTICE ASSESSMENTS	Does Candidate give learners multiple practice assessments to promote growth?	289: CS: Unit/Lesson-Assessments 295A/B: Field Observation



<b>MODULE 3: STANDARDS 4, 5, 8 &amp; 2 Instruction &amp; Accommodations</b>					
<b>STANDARD</b>	<b>FOCUS AREAS</b>	<b>#</b>	<b>CENTRAL CONCEPT</b>	<b>FRAMING QUESTION</b>	<b>ASSESSMENTS</b>
STANDARDS 4,5,8  STANDARD 4: CONTENT KNOWLEDGE  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	<b>Focus Area #1:</b> Candidate uses instructional strategies that support learning outcomes (8.1)	8.1	CANDIDATE USES INSTRUCTIONAL STRATEGIES THAT SUPPORT LEARNER OUTCOMES	Does Candidate direct students' learning experiences through instructional strategies linked to learning objectives and content standards?	284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
	<b>TEACHER            CENTERED            INSTRUCTION</b>  <b>Focus Area #2:</b> Candidate clearly communicates to students the lesson outcomes, content, and misconceptions (8.2, 4.1, 4.2)	8.2	CANDIDATE MAKES LEARNER OUTCOMES UNDERSTANDABLE	Does Candidate make the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		4.1	CANDIDATE CLEARLY COMMUNICATES CONTENT	Does Candidate accurately and effectively communicate concepts, processes and knowledge in the discipline, and use vocabulary and academic language that is clear, correct and appropriate for learners?	284: Group Project 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		4.2	CANDIDATE ADDRESSES CONTENT MISCONCEPTIONS	Does Candidate draw upon his/her initial knowledge of common misconceptions in the content area, use available resources to address them, and consult with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area?	289: CS: Unit/Lesson-Instruction 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
MODULE 3 CONTINUED  STANDARDS 4,5,8  STANDARD 5: APPLICATION OF CONTENT	<b>STUDENT CENTERED INSTRUCTION</b>  <b>Focus Area #3:</b> Candidate contextualizes content and incorporates real world application (4.5, 5.2)	4.5	CANDIDATE CONTEXTUALIZES CONTENT	Does Candidate link new concepts to familiar concepts and help learners see them in connection to their prior experiences?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		5.2	CANDIDATE INCORPORATES REAL WORLD APPLICATION	Does Candidate engage learners in applying content knowledge and skills in authentic contexts?	284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
	<b>STUDENT CENTERED INSTRUCTION</b>  <b>Focus Area #4:</b> Candidate provides students with multiple representations and approaches (MI & learning styles) to learn the content (4.3, 2.2)	4.3	CANDIDATE USES MULTIPLE REPRESENTATIONS OF CONTENT	Does Candidate use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
2.2		CANDIDATE INCORPORATES MULTIPLE INTELLIGENCES/LEA RNING STYLES	Does Candidate incorporate multiple approaches to learning that engage a range of learner preferences?	284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation	
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues					

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 3 CONTINUED</p> <p>STANDARDS 4,5,8</p> <p>STANDARD 8:</p> <p>INSTRUCTIONAL STRATEGIES</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><b>STUDENT CENTERED INSTRUCTION</b></p> <p><b>Focus Area #5:</b> Candidate students with collaborative and constructivist student-centered approaches to learn and communicate the content (e.g., inquiry, critical thinking, questioning, collaboration, flexible grouping (4.4, 5.3, 8.8, 5.7, 8.3, 8.10, 3.6, 5.5))</p>	4.4	CANDIDATE DEVELOPS LEARNERS' INQUIRY OF CONTENT	Does Candidate engage learners in applying methods of inquiry used in the discipline?	285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		5.3	CANDIDATE DEVELOPS LEARNERS' CRITICAL THINKING	Does Candidate engage learners in learning and applying the critical thinking skills used in the content area(s)? Does s/he introduce them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues?	285: 30 min Lesson 285: Project-Based Unit Plan 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		8.8	CANDIDATE USES QUESTIONS TO DEVELOP LEARNERS' CRITICAL THINKING	Does Candidate pose questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting?	289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		5.7	CANDIDATE INCORPORATES LEARNER COLLABORATION	Does Candidate structure interactions among learners and with local and global peers to support and deepen learning?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		8.3	CANDIDATE INCORPORATES GROUP WORK TO LEARN CONTENT	Does Candidate prepare learners to use specific content-related processes and academic language? Does s/he also incorporate strategies to build group work skills?	284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
MODULE 3 CONTINUED  STANDARDS 4,5,8  CONTINUED	<b>STUDENT CENTERED INSTRUCTION</b>  <b>Focus Area #5:</b> Candidate students with collaborative and constructivist student-centered approaches to learn and communicate the content (e.g., inquiry, critical thinking, questioning, collaboration, flexible grouping (4.4, 5.3, 8.8, 5.7, 8.3, 8.10, 3.6, 5.5))	8.10	CANDIDATE FACILITATES GROUP INSTRUCTION	Does Candidate develop learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings? Does s/he establish norms that include thoughtful listening, building on one another's ideas, and questioning for clarification?	284: Group Project 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		3.6	CANDIDATE VARIES GROUPING ACTIVITIES	Does Candidate vary learning activities to involve whole group, small group and individual work, to develop a range of learner skills?	284: Group Project 295A/B: Field Observation
		5.5	CANDIDATE ALLOWS MULTIPLE REPRESENTATIONS OF LEARNERS' CONTENT MASTERY	Does Candidate provide opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
	<b>STUDENT CENTERED INSTRUCTION</b>  <b>Focus Area #6:</b> Candidate provides students with models and multiple opportunities for the students to communicate the content (4.6, 8.9)	4.6	CANDIDATE AND LEARNER MODEL CONTENT	Does Candidate model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning?	285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		8.9	CANDIDATE MODELS ALTERNATIVE REPRESENTATIONS OF CONTENT AND ALLOWS LEARNERS TO PRACTICE	Does Candidate model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning?	289: CS: Unit/Lesson-Instruction 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
MODULE 3 CONTINUED  STANDARD S 4,5,8  CONTINUED	<b>TECHNOLOGY</b>				
	<b>Focus Area #7:</b> Candidate provides opportunities for students to use interactive technology and research tools to learn the content and assists them in evaluating sources and communicating their findings. (7.4, 3.7, 8.7a, 8.7b)	7.4	CANDIDATE INCORPORATES TECHNOLOGY	Does Candidate integrate technology resources into instructional plans?	284: Open House 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		3.7	CANDIDATE INCORPORATES INTERACTIVE TECHNOLOGIES	Does Candidate provide opportunities for learners to use interactive technologies responsibly?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		8.7a	CANDIDATE ASSISTS LEARNERS USE RESEARCH TOOLS	Does Candidate help learners use a variety of sources and tools, including technology, to access information related to an instructional objective?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		8.7b	CANDIDATE ASSISTS LEARNERS TO EVALUATE SOURCES AND COMMUNICATE RESEARCH FINDINGS	Does Candidate help students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation
		5.4	CANDIDATE DEVELOPS LEARNERS' CONTENT LITERACY	Does Candidate engage learners in developing literacy and communication skills that support learning in the content area(s)? Does s/he help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation  ED 291 – Language and Literacy Course for Track II
		8.5	CANDIDATE INCORPORATES LANGUAGE STRATEGIES	Does Candidate integrate primary language resources into instruction?	284: Group Project 289: CS: Unit/Lesson-Instruction 295A/B: Field Observation  ED 291 – Language and Literacy Course for Track II
	<b>LANGUAGE &amp; LITERACY</b>				
	<b>Focus Area #8:</b> Candidate develops students' content literacy by incorporating language strategies and resources to read and write text in a specific context for a targeted purpose/audience (5.4, 8.5)				

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MODULE 3 CONTINUED  STANDARD 2:  LEARNING DIFFERENCES  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	<b>ACCOMODATIONS</b>  <b>Focus Area #9:</b> Candidate identifies specific needs of the students and accommodates with individualized support, formative assessments, flexible grouping, and varied learning experiences (2.1, 7.3, 7.8a, 7.7)	2.1	CANDIDATE ACCOMMODATES FOR THE LEARNER	Does Candidate identify learners who need additional support and/or acceleration and design learning experiences to support their progress?	284: Assessment Development 284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation	
		7.3				
		7.8a	CANDIDATE USES FORMATIVE ASSESSMENT TO SUPPORT LEARNERS	Does Candidate use learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning?	284: Assessment Development 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation	
			7.7	CANDIDATE USES FLEXIBLE GROUPING TO SUPPORT LEARNERS	Does Candidate identify learners with similar strengths and/or needs and group them for additional supports?	284: Group Project 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
		<b>Focus Area #10:</b> Candidate collaborates with colleagues and specialists to meet learner needs (7.8b, 8.6, 4.7)	7.8b	CANDIDATE COLLABORATES WITH COLLEAGUES TO MEET LEARNERS' NEEDS	Does Candidate seek assistance from colleagues and specialists to identify resources and refine plans to meet learner needs?	284: Colleague Interviews 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
			8.6	CANDIDATE SEEKS RESOURCES FOR ELL STRATEGIES	Does Candidate seek assistance in identifying general patterns of need in order to support language learners?	284: Colleague Interviews 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
			4.7	CANDIDATE SEEKS RESOURCES TO MAKE CONTENT ACCESSIBLE TO LEARNERS' LANGUAGE	Does Candidate consult with other educators to make academic language accessible to learners with different linguistic backgrounds?	284: Colleague Interviews 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
MODULE 3 CONTINUED  STANDARD 2:  LEARNING DIFFERENCES  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	<b>SPECIAL NEEDS</b>  <b>Focus Area #11:</b> Candidate applies special needs interventions (IEP, etc), including assessment accommodations as designated by school protocols and documents progress (2.5, 2.6, 6.9a)	2.5	CANDIDATE INCORPORATES LEARNERS' SPECIAL NEEDS	Does Candidate apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families?	284: Colleague Interviews 284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
		2.6	CANDIDATE FOLLOWS SCHOOL INTERVENTION PROTOCOLS	Does Candidate follow a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and document learner progress?	285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 285: Case Study 12.1 Analysis 285: Case Study 12.2 Analysis 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
		6.9a	CANDIDATE MAKES ASSESSMENT ACCOMMODATIONS FOR LEARNERS' SPECIAL NEEDS	Does Candidate implement required accommodations in assessments and testing conditions for learners with disabilities?	284: Assessment Development 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
	6.10	<b>GIFTED &amp; TALENTED</b>  <b>Focus Area #12:</b> Candidate accommodates for Gifted and Talented students by providing more challenging learning goals and differentiating assessments (6.10)	CANDIDATE MAKES ACCOMMODATIONS FOR ADVANCED LEARNERS	Does Candidate differentiate assessments, which may include providing more challenging learning goals for learners who are advanced academically? (6.10)	284: Assessment Development 284: Group Project 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 3 CONTINUED</p> <p>STANDARD 2: LEARNING DIFFERENCES</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</p>	<p><b>ENGLISH LANGUAGE LEARNERS (ELL)</b></p> <p><b>Focus Area #13:</b> Candidate incorporates language development strategies and assessment accommodations to make content and language accessible to linguistically diverse students (2.3, 6.9b)</p>	2.3	CANDIDATE INCORPORATES LEARNER'S LANGUAGE	Does Candidate incorporate tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners?	284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
		6.9b	CANDIDATE MAKES ASSESSMENT ACCOMMODATIONS FOR LEARNERS'	Does Candidate implement required accommodations in assessments and testing conditions for learners language learning needs?	285: 30 min Lesson 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation
	<p><b>CULTURE &amp; DIVERSITY</b></p> <p><b>Focus Area #14:</b> Candidate includes multiple perspectives in lesson that includes students' personal, family, community, and cultural experiences and norms (2.4)</p>	2.4	CANDIDATE INCORPORATES LEARNERS' CULTURE	Does Candidate include multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms?	284: Group Project 285: Project-Based Unit Plan 285: 30 min Lesson 285: Differentiated lesson plan 289: CS: Unit/Lesson-Accommodations 295A/B: Field Observation ED 294 (Multicultural Education Course) – Track II



**MODULE 4: STANDARDS 6 Continued..**  
**Assessing Learner Progress & Adjusting Instruction**

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
STANDARD 6:  ASSESSMENT  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<b>ASSESSING</b>  <b>Focus Area #1:</b> Candidate uses digital records and/or other records to support analysis and reporting of students' progress (6.2b)	6.2b	CANDIDATE USES GRADEBOOK TO TRACK LEARNER PROGRESS	Does Candidate keep digital and/or other records to support his/her analysis and reporting of learner progress?	284: Group Project 289: CS: Evaluation 295A/B: Field Observation
	<b>Focus Area #2:</b> Candidate uses assessment and results ethically by implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results (6.8)	6.8	CANDIDATE USES ASSESSMENTS AND RESULTS ETHICALLY	Does Candidate engage in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results?	284: Assessment Development 289: CS: Evaluation 295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 4 CONTINUED</p> <p>STANDARD 6: ASSESSMENT</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><b>ADJUSTING INSTRUCTION</b></p> <p><b>Focus Area #3:</b> Candidate uses data from multiple formative assessments to track learner progress and adjust instruction (6.2a, 7.6)</p>	6.2a	CANDIDATE USES DATA FROM MULTIPLE ASSESSMENTS TO GUIDE INSTRUCTION	Does Candidate use data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standard and use this analysis to guide instruction to meet learner needs?	284: Assessment Development 285: 3 Management Concerns 289: CS: Evaluation 295A/B: Field Observation
		7.6	CANDIDATE USES FORMATIVE ASSESSMENT TO ADJUST PLANNING	Does Candidate use data from formative assessments to identify adjustments in planning?	284: Assessment Development 289: CS: Evaluation 295A/B: Field Observation
	<p><b>Focus Area #4:</b> Candidate provides effective feedback and opportunities for students to self-assess and improve (6.4b)</p>	6.4b	CANDIDATE PROVIDES FEEDBACK OF ASSIGNMENTS AND GUIDES LEARNERS' TO SELF-EXAMINE WORK AND MAKE IMPROVEMENTS	Does Candidate use assignment criteria to point out strengths in performance to learners and offer concrete suggestions for how to improve their work? Does Candidate structure reflection prompts to assist each learner in examining his/her work and making improvements	289: CS: Evaluation 295A/B: Field Observation

<b>MODULE 5: STANDARDS 9 &amp; 10 Professionalism &amp; Collaboration</b>					
<b>STANDARD</b>	<b>FOCUS AREAS</b>	<b>#</b>	<b>CENTRAL CONCEPT</b>	<b>FRAMING QUESTION</b>	<b>ASSESSMENTS</b>
<b>STANDARD 9: PROFESSIONALISM</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<b>CARES ABOUT STUDENTS</b>  <b>Focus Area #1:</b> Candidate takes responsibility for all students' learning by developing professional practice, helps them reach their full potential, protects their health, safety, and rights, and teaches them to respect others (9.1, 9.2, 9.3, 9.4)	9.1	CANDIDATE TAKES RESPONSIBILITY FOR ALL STUDENTS' LEARNING BY DEVELOPING PROFESSIONAL PRACTICE	Does Candidate take responsibility for student learning by providing them with appropriate educational services on research and accepted best practices?	285 –Why become a teacher? 289: Personal Learning Theory 295A/B: Field Observation 295B: Teaching Portfolio  All ED Courses: Portfolio Rationales
		9.2	CANDIDATE HELPS STUDENTS' ACHIEVE THEIR FULL POTENTIAL	Does Candidate promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential?	295A/B: Field Observation
		9.3	CANDIDATE NURTURES STUDENTS' RESPECT AND COMPASSION	Does Candidate nurture in students life-long respect and compassion for themselves and others?	295A/B: Field Observation
		9.4	CANDIDATE PROTECTS THE HEALTH, SAFETY, WELL-BEING, AND RIGHTS OF STUDENTS	Does Candidate take all reasonable precautions to protect the health, safety, well-being, and legislative rights of students?	295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 5 CONTINUED</p> <p>STANDARD 9: PROFESSIONALISM</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><b>CARES ABOUT BEING A PROFESSIONAL</b></p> <p><b>Focus Area #2:</b> Candidate demonstrates appropriate professionalism behavior and treats everyone fairly, equitably, and with respect (9.5, 9.6, 9.7)</p>	9.5	CANDIDATE DEMONSTRATES PROFESSIONAL BEHAVIOR	Does Candidate exhibit behaviors which uphold the dignity of the profession such as responding to feedback in a solution-orientated manner, dressing appropriately for school setting, being punctual, organized, and meeting deadlines?	<p>All ED Courses: Professionalism Grade</p> <p>285: Writing Grade</p> <p>295A/B: Field Observation</p>
		9.6	CANDIDATE IS RESPECTFUL TO EVERYONE	Does Candidate maintain a respectful and professional relationship with students, parents, colleagues, and the public?	295A/B: Field Observation
		9.7	CANDIDATE IS FAIR AND EQUITABLE TO EVERYONE	Is Candidate fair and equitable in his/her treatment of students, parents, colleagues, and the public?	295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 5 CONTINUED</p> <p>STANDARD 9: PROFESSIONALISM</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><b>CARES ABOUT BEING ETHICAL</b></p> <p><b>Focus Area #3:</b> Candidate is open and honest, demonstrates integrity by not exploiting personal relationships, makes teaching practices transparent, and keeps information confidential about students, parents, and colleagues as required by law (9.8, 9.9, 9.10, 9.11)</p>	9.8	CANDIDATE DEMONSTRATES INTEGRITY	Does Candidate NOT exploit professional relationships with students for personal gain and declines and gratuity, gift, or favor that would impair or influence professional decisions or actions?	295A/B: Field Observation
		9.9	CANDIDATE IS OPEN AND HONEST TO EVERYONE	Is Candidate truthful in representing facts concerning educational matters and is open and honest with students, parents, colleagues, and the public?	295A/B: Field Observation
		9.10	CANDIDATE MAKES TEACHING PRACTICES TRANSPARENT TO EVERYONE	Does Candidate make information about education research and best practices available to students, parents, colleagues, and the public?	295A/B: Field Observation
		9.11	CANDIDATE KEEPS INFORMATION CONFIDENTIAL	Does Candidate keep information about students, parents, and colleagues in confidence, unless disclosure is required by law or serves a professional purpose?	295A/B: Field Observation

STANDARD	FOCUS AREAS	#	CENTRAL CONCEPT	FRAMING QUESTION	ASSESSMENTS
<p>MODULE 5 CONTINUED</p> <p>STANDARD 10: LEADERSHIP AND COLLABORATION</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p><b>Focus Area #4:</b> Candidate communicates and collaborates with students, colleagues, school, and with families and the community to meet the needs of all learners (10.1, 10.2, 10.3, 10.4)</p>	10.1	CANDIDATE COLLABORATES WITH COLLEAGUES	Does Candidate participate on the instructional team(s) and use advice and support from colleagues to meet the needs of all learners?	295A/B: Field Observation
		10.2	CANDIDATE COLLABORATES WITH SCHOOL	Does Candidate participate in school-wide efforts to implement a shared vision and contributes to a supportive culture?	295A/B: Field Observation
		10.3	CANDIDATE COLLABORATES WITH FAMILIES AND COMMUNITY	Does Candidate elicit information about learners and their experiences from families and communities and use this ongoing communication to support learner development and growth?	295A/B: Field Observation
		10.4	CANDIDATE COMMUNICATES WITH LEARNING COMMUNITY TO DEVELOP COLLABORATION	Does Candidate use technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community?	295A/B: Field Observation

