

Program Alignment (1/28/08)

Proficiency	NCATE	Teacher Prep CCCT	Ed Leadership Standards for Leaders CSSL/ ELCC	Literacy Program IRA
<p>(context) I. The Candidate understands the context of the profession, both current and past, static and changing.</p> <ul style="list-style-type: none"> • <i>Historical and Philosophical</i> • <i>Legal and Current Issues</i> • <i>School Structure and Functioning</i> • <i>Community</i> 	<p>Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.</p> <p>Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards.</p> <p>Candidates for other professional school roles understand the policy contexts within which they work.</p> <p>Teacher candidates consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.</p>	<p>I.5.a Teachers know how to design and deliver instruction by understanding that the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum.</p> <p>II.4.b Teachers create instructional opportunities to support students' academic, social and personal development by employing techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.</p> <p>III.2.a Teachers share responsibility for student achievement and well-being through means such as working collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning.</p> <p>III.2. b Teachers share responsibility for student achievement and well-being through means such as involving families of students in the education of their children by keeping them informed about their students' learning and seeking input to support and meet children's needs.</p> <p>III.2.c Teachers share responsibility for student achievement and well-being through means such as identifying appropriate agencies in the larger community, businesses and professional organizations that can provide resources for</p>	<p>CSSL I The Educated Person The school leader possesses an understanding of the educated person; and engages staff, parents, and the community in developing a common vision of the educated person and in identifying the implications of that vision for students and the school's programs.</p> <p>CSSL V School Goals The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of those goals.</p> <p>ELCC STANDARD 1: School Vision 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,</p>	<p>1.1 The Candidate demonstrates knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.</p> <p>1.2 The Candidate demonstrates knowledge of reading research and histories of reading.</p> <p>3.4 The Candidate communicates results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policy makers, policy officials, community, etc.)</p>

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	Candidates for other professional school roles understand and build upon the diversity of students, families, and communities.	students, classrooms or schools. III.5.b Teachers serve as leaders in the school community through means such as working with colleagues and/ or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning.	implementation, and stewardship of a school or district vision of learning supported by the school community. ELCC STANDARD 6: Political, Social, Economic, Legal Responsibilities 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.	
(Content) II. The Candidate demonstrates knowledge of facts, concepts, principles and methods of inquiry of the general and specialized content required for successful practice of the profession.	Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Candidates for other professional school roles	I.3 Teachers are proficient in reading, writing and mathematics. I.4.a Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by becoming knowledgeable about the major principles and concepts of the subject to be taught and presenting appropriate lesson content.	CSSL II The Learning Process The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the	1.4 The Candidate demonstrates knowledge of the major components of reading (phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how

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<ul style="list-style-type: none"> • <i>General academic knowledge</i> • <i>Subject Specific knowledge</i> • <i>Content Area Standards</i> 	<p>know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.</p>	<p>I.4.c Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline knowing and utilizing national and state standards within their discipline(s).</p> <p>I.4.d Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by being aware of the evolving nature of subject-matter knowledge and the need for keeping abreast of new ideas and understanding within one’s discipline, including the impact of technology and information sources on the nature of teaching, communications and the development of knowledge.</p> <p>I.4.e Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by understanding that literacy skills and processes are applicable in all content areas and helping students develop the knowledge, skills and dispositions that enable students to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.</p> <p>I.4.f Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach by understanding and using concepts and skills inherent in numeracy to enable their students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content area in order to solve problems.</p>	<p>continuous improvement of student learning (i.e. Common Core of Learning).</p> <p>CSSL XI Organization, Resources, and School Policies The school leader works with staff to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.</p> <p>ELCC Standard 2: School Culture and the Learning Environment: Curriculum, Instruction & Professional Development 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.</p> <p>ELCC STANDARD 3: Organizational Management;</p>	<p>they integrate in fluent reading.</p>

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			<p>Technology and Resource Allocation 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.</p>	
<p>(Learner) III. The Candidate incorporates an understanding of cognitive and affective processes in designing and implementing learning experiences.</p> <ul style="list-style-type: none"> • <i>The Learning Process</i> • <i>Growth and development</i> • <i>Diverse Learners</i> 	<p>Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.</p> <p>Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the development levels of students with whom they work.</p>	<p>I.1.a Teachers understand how students learn and develop by becoming knowledgeable about major concepts, principles, theories and research related to the normal progression and variations in students’ physical, emotional and cognitive development to construct learning opportunities that support students’ development, acquisition of knowledge and motivation.</p> <p>I.1.b Teachers understand how students learn and develop by learning about exceptionalities in learning – including learning differences, visual and perceptual differences, social-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities – and challenging students with exceptionality as well as seeking sources of support within the school.</p> <p>I.2.a Teachers understand how students differ in their approaches to learning by being aware of how student learning is influenced by language, culture, heritage, family and community values and incorporating students’ experiences and community resources into instruction.</p>	<p>CSSL II The Learning Process The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning (i.e. Common Core of Learning).</p> <p>CSSL IV Diverse Perspectives The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.</p>	<p>1.3The Candidate demonstrates knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.</p> <p>4.1 The Candidate uses students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p>

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		<p>I.2.c Teachers understand how students differ in their approaches to learning by becoming knowledgeable about language development, including the process of second-language acquisition, and employing strategies to support the learning of students whose first language is not English.</p>	<p>ELCC Standard 2: School Culture and the Learning Environment: Curriculum, Instruction & Professional Development 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.</p>	
<p>(Pedagogy) IV. The Candidate demonstrates professional/ technical skills that are associated with the successful educational practice.</p> <ul style="list-style-type: none"> • <i>Learning environment</i> • <i>Instructional Design</i> • <i>Instructional Delivery</i> 	<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.</p>	<p>I.2.b Teachers understand how students differ in their approaches to learning by learning about and utilizing strategies for building understanding, acceptance and a positive sense of community into the classroom.</p> <p>I.4.b Teachers understand the central concepts and skills, tools of inquiry and structure of the discipline(s) they teach by learning about and using computer and information technology as an integral part of teaching their discipline(s).</p> <p>I.5.b Teachers know how to design and deliver instruction by recognizing the importance of focusing and sequencing curricular objectives to connect with students' previous and future learning and to prepare students to master state and local</p>	<p>CSSL III The Teaching Process The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values, and practices on student learning.</p> <p>CSSL VII Student Standards and Assessment The school leader works with the school community to establish rigorous academic standards for all</p>	<p>2.1 The Candidate uses instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes,</p> <p>2.2 The candidate uses a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing stages of</p>

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<ul style="list-style-type: none"> • <i>Differentiation</i> • <i>Assessment</i> • <i>Integration of Technology</i> 		<p>achievement goals.</p> <p>I.5.c Teachers know how to design and deliver instruction by choosing when and how to expand beyond the articulated curriculum to meet student needs and to make connections among different subjects and among school, career and work.</p> <p>I.6.a Teachers recognize the need to vary their instructional methods by recognizing individual differences in approaches to learning and identifying how learners perceive, interact with and respond to the learning environment.</p> <p>I.6.b Teachers recognize the need to vary their instructional methods by varying their role in the instructional process in relation to the content and purposes of instruction.</p> <p>II.1.a Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by designing instruction and assessment to achieve long- and short-term learning goals that are specific and measurable.</p> <p>II.1.b Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by selecting appropriate materials- including a wide range of technological resources – to help students find information, interpret the quality of sources, and effectively synthesize and communicate information.</p> <p>II.1.c Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by sequencing</p>	<p>students and promotes the use of multiple assessment strategies to monitor student progress.</p> <p>CSSL VIII School Improvement The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.</p> <p>CSSL IX Professional Development The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.</p> <p>CSSL X Integration of Staff Evaluation, Professional Development, and School Improvement The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional</p>	<p>development from differing cultural and linguistic backgrounds.</p> <p>2.3 The Candidate uses a wide variety of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and, from different cultural and linguistic backgrounds.</p> <p>3.1 The Candidate uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <p>3.2 The Candidate places students along a developmental continuum and identifies students' proficiencies and difficulties</p> <p>3.3 The Candidate uses assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from</p>

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		<p>learning tasks into coherent units of instruction derived from the curriculum and incorporating hands-on, real-world experiences and community resources from which students can build an understanding of abstract concepts and knowledge.</p> <p>II.1.d Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community by anticipating common misperceptions, diverse levels of student interest and available resources, and making adjustments as appropriate.</p> <p>II.2.a Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by designing tasks that meet curricular goals, build upon students' prior learning, and advance the student toward important learning goals.</p> <p>II.2. b Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by addressing various learning styles, incorporating multicultural content and fostering interdisciplinary connections.</p> <p>II.2.c Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students by making purposeful choices about whether students should work individually or collectively.</p> <p>II.3.a Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by ensuring that standards of behavior are explicit and applying</p>	<p>development, and school improvement that results in improved teaching and learning for all students.</p> <p>ELCC Standard 2: School Culture and the Learning Environment: Curriculum, Instruction & Professional Development 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.</p> <p>ELCC STANDARD 3: Organizational Management; Technology and Resource Allocation 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.</p>	<p>different cultural and linguistic backgrounds.</p> <p>4.2 The Candidate uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p> <p>5.3 The Candidate works with colleagues to observe, evaluate, and provide feedback on each other's practice.</p> <p>5.4 The Candidate participates in the initiation, implementation and evaluation of professional development programs.</p>

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		<p>them consistently over time with fitting consequences.</p> <p>II.3.b Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by maximizing the amount of time spent in instruction by effectively managing routines and transitions.</p> <p>II.3.c Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by organizing, allocating and managing resources of time, space, activities and attention to ensure high levels of student engagement and participation.</p> <p>II.3.d Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by establishing high expectations for achievement, promoting shared responsibility for learning, and nurturing the development of ethical and responsible behavior in students.</p> <p>II.3.e Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by demonstrating enthusiasm, self-confidence and caring about the well-being of students.</p> <p>II.3.f Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by structuring student</p>		

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		<p>interactions and academic discussions in a nonthreatening, safe learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners.</p> <p>II.3.g Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success by using understanding of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.</p> <p>II.4.a Teachers create instructional opportunities to support students' academic, social and personal development by developing effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives.</p> <p>II.4.b Teachers create instructional opportunities to support students' academic, social and personal development by employing techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.</p> <p>II.4.c Teachers create instructional opportunities to support students' academic, social and personal development by promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.</p> <p>II. 4.d Teachers create instructional opportunities to support students' academic, social and personal development by integrating into all curriculums and programs opportunities for students to develop and</p>		

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		<p>demonstrate ethical and responsible student behavior.</p> <p>II.5.a Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.</p> <p>II.5.b Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by engaging students in purposeful discourse by using appropriate questioning strategies- i.e., knowing when to provide information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.</p> <p>II.6.a Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills by becoming familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts.</p> <p>II.6.b Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills by identifying strategies to create learning experiences that make subject matter meaningful for students, encourage students pursue their own inquiries and interests, and help students make connections between school and career.</p> <p>II.7.a Teachers use various assessment techniques to evaluate student learning and modify instruction</p>		

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		<p>as appropriate by monitoring student understanding of the lesson at appropriate points and adjusting teaching when necessary.</p> <p>II.7.b Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by reflecting upon and analyzing the process of teaching based on student learning or failure to learn, and modify future plans and instructional approaches accordingly.</p> <p>II.7.c Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by sharing assessment criteria with students on a regular basis as well as guiding students to use these criteria for self-evaluation.</p> <p>II.7.d Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by collecting data over time by analyzing student work and determining whether or not instructional strategies promote desired student learning outcomes.</p> <p>II.7.e Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate by using multiple sources of data to examine their students' progress in light or national, state and local performance standards.</p>		
(educator) V. The Candidate possesses the personal skills and dispositions, and professional commitments that promote excellence in self and others.	Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.	<p>II.4.c Teachers create instructional opportunities to support students' academic, social and personal development by promoting the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.</p> <p>II.5.a Teachers use effective verbal, nonverbal and media communications techniques which foster</p>	<p>III The Teaching Process CSSL VI School Culture The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in</p>	<p>4.3 The Candidate models reading and writing enthusiastically as valued lifelong activities.</p> <p>4.4 The Candidate motivates learners to be lifelong readers.</p>

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<ul style="list-style-type: none"> • <i>Communication skills</i> • <i>Interpersonal/ Collaborative Skills</i> • <i>Critical thinking Skills</i> • <i>Enthusiasm and Respect for the Profession</i> • <i>Professional Development</i> • <i>Reflective Practice</i> • <i>Respect for Others</i> • <i>Development</i> 		<p>individual and collective inquiry by communicating clearly, using precise language and acceptable oral and written expressions that convey expectations for students.</p> <p>II.5.b Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry by engaging students in purposeful discourse by using appropriate questioning strategies- i.e., knowing when to provide information, when to clarify an issue, when to model, when to lead and when to let students struggle with a difficulty.</p> <p>III.I Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a Cert. Reg)</p> <p>III.3.a Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community through means such as working with administrators and colleagues to explore student work and progress, to examine the effectiveness of instruction strategies, to identify school and program needs based on student data, and ensure that the collective needs of the school are addressed.</p> <p>III.4.a Teachers seek out opportunities to grow professionally through means such as sharing practices with professional colleagues within the school or district.</p> <p>III.4.b Teachers seek out opportunities to grow professionally through means such as enriching</p>	<p>efforts to improve student learning.</p> <p>CSSL XII School-Community Relations The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.</p> <p>ELCC STANDARD 5: Ethics, Fairness, Integrity 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.</p> <p>ELCC STANDARD 4: Community Collaboration 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.</p>	<p>5.1 The Candidate displays positive dispositions related to reading and the teaching of reading.</p> <p>5.2 The Candidate continues to pursue the development of professional knowledge and dispositions.</p>

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		<p>their knowledge about content, learners, pedagogy, technology and the US public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.</p> <p>III.5.a Teachers serve as leaders in the school community through means such as working with colleagues to create a positive, collaborative school culture.</p> <p>III.5.b Teachers serve as leaders in the school community through means such as working with colleagues and/ or community leaders to secure community support for students and schools and actively promoting strategies that support the continuous improvement of student learning.</p> <p>III.5.c Teacher serve as leaders in the school community through means such as working with colleagues in addressing other identified needs of the school and student body.</p> <p>III.6.a Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as bringing their enthusiasm about learning about life into their daily work.</p> <p>III.6.b Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as showing a commitment to developing the minds and characters of their students.</p>		