| **Required Course Numbers** |
| --- |
| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Students as Learners (22.5%)**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Student Development and the Learning Process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the theoretical foundations of how students learn |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how knowledge is constructed  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows a variety of means by which skills are acquired |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands a variety of cognitive processes and how they are developed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the major contributions of foundational theorists to education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Relates the work of theorists to educational contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Bandura  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Bruner  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Dewey  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Piaget  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Vygotsky  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Kohlberg  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– Bloom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the concepts and terms related to a variety of learning theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. metacognition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. schema |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. transfer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. self-efficacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. self-regulation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. zone of proximal development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. classical and operant conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social, and moral) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. describes the characteristics of a typicalchild in each stage and each domain |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognizes typical and atypical variancewithin each stage and each domain |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands how learning theory and humandevelopment impact the instructional process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines the relationship between learningtheory and human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. provides examples of how learning theoryis impacted by human development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. uses knowledge of learning theory to solveeducational problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. uses knowledge of human development tosolve educational problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Students as Diverse Learners** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands that a number of variables affect how individual students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies a number of variables that affect how students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – learning style |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – socioeconomic status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – prior knowledge and experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – self-confidence, self-esteem |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – – cognitive development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – maturity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. provides examples of how variables might affect how students learn and perform |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognizes areas of exceptionality and their potential impact on student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies areas of exceptionality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – cognitive |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – auditory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – visual |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – motor/physical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – speech/language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – behavioral |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. explains a variety of ways exceptionalities may impact student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the implications and application of legislation relating to students with exceptionalities on classroom practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. identifies the provisions of legislation relevant to students with exceptionalities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Americans with Disabilities Act (ADA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Individuals with Disabilities Education Act (IDEA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Section 504, Rehabilitation Act (504) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. explains how the provisions of legislation relating to students with exceptionalities affect classroom practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognizes the traits, behaviors, and needs of intellectually gifted students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. recognizes students with exceptionalities require particular accommodations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to modify instruction, assessment, and communication methods to meet a recognized need |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Student Motivation and Learning Environment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the major contributions of foundational behavioral theorists to education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. relates the work of behavioral theorists toeducational contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Thorndike |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Watson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Maslow |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Skinner |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – Erikson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the implications of foundational motivation theories for instruction, learning, and classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. defines terms related to foundational motivation theory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – self-determination |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – attribution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – extrinsic/intrinsic motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – cognitive dissonance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – classic and operant conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| – positive and negative reinforcement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. relates motivation theory to instruction, learning, and classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows principles and strategies for classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to develop classroom routines and procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to maintain accurate records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to establish standards of conduct |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows how to arrange classroom space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. recognizes ways of promoting a positive learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows a variety of strategies for helping students develop self-motivation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Assigning valuable tasks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Providing frequent positive feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Including students in instructional decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. De-emphasizing grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Instructional Process (22.5%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Planning Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of district, state, and national standards and frameworks in instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the theoretical basis of standards-based education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows resources for accessing district, state, and national standards and frameworks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands how standards and frameworks apply to instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to apply the basic concepts of predominant educational theories |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands the basic concepts of cognitivism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– schema |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– information processing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– mapping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the basic concepts of social learning theory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– modeling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reciprocal determinism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– vicarious learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the basic concepts of constructivism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– learning as experience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– problem-based learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– zone of proximal development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– scaffolding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– inquiry/discovery learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the basic concepts of behaviorism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– conditioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– intrinsic and extrinsic rewards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reinforcement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– punishment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how scope and sequence affect instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides examples of scope |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Defines and provides examples of sequence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the relationship between scope and sequence and standards of learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the role of scope and sequence in curriculum planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select content to achieve lesson and unit objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Distinguishes among the different learning domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to apply Bloom’s Taxonomy to the development of instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to describe observable behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows how to describe measurable outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Is aware of the need for and is able to identify various resources for planning enrichment and remediation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies when remediation is appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies when enrichment is appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the role of resources and materials in supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies and explains the uses of a variety of resources and materials that support student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– computers, the Internet, and other electronic resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– library collection (books, magazines, pamphlets, reference works) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– videos, DVDs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– artifacts, models, manipulatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– guest speakers and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to develop lessons as part of thematic and/or interdisciplinary units |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands the basic concepts of thematic instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the components of thematic units |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– selecting a theme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– designing integrated learning activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– selecting resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– designing assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Understands the basic concepts of interdisciplinary instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Understands the components of interdisciplinary units |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– collaborating |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– generating applicable topics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– developing an integrative framework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– planning instruction for each discipline |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– designing integrative assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– recognizes their role in collaborating with instructional partners in instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Identifies a variety of instructional planning partners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– special education teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– library media specialists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– teachers of the gifted and talented |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– IEP team members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– para educators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Describes the roles each partner plays in collaborative activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the cognitive processes associated with learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Critical thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Creative thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Inductive and deductive reasoning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Problem solving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Recall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinguishing features of different instructional models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes a variety of instructional models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– direct |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– indirect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– independent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– experiential |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– interactive |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows a variety of instructional strategies associated with each instructional model |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies instructional strategies associated with direct instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– explicit teaching |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– drill and practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– lecture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– demonstrations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– guides for reading, listening, viewing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies instructional strategies associated with indirect instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– problem solving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– inquiry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– case studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– concept mapping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reading for meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– cloze procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Identifies instructional strategies associated with independent instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– learning contracts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– research projects |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– learning centers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– computer mediated instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– distance learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Identifies instructional strategies associated with experiential and virtual instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– field trips |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– experiments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– simulations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– role play |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– games |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– observations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Identifies instructional strategies associated with interactive instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– brainstorming |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– cooperative learning groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– interviews |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– discussions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– peer practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– debates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows a variety of strategies for encouraging complex cognitive processes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies complex cognitive processes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– concept learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– problem solving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– metacognition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– critical thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– transfer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows instructional activities specific to the development of complex cognitive processes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– distinguishing fact from opinion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– comparing and contrasting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– detecting bias |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– predicting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– categorizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– analyzing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– sequencing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– summarizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– inferring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– evaluating |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– synthesizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– generalizing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows a variety of strategies for supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Identifies and explains uses of strategies for supporting student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– modeling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– developing self-regulation skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– scaffolding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– differentiating instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– guided practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– coaching |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows basic strategies for promoting students’ development of self-regulatory skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to support students in |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– setting goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– managing time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– organizing information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– monitoring progress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reflecting on outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– establishing a productive work Environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the design of different group configurations for learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Describes different group configurations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– whole-class |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– small-group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– independent learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– one-on-one |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– pair/share |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the use and implications of different grouping techniques and strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the uses, strengths, and limitations of a variety of grouping techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– cooperative learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– collaborative learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– heterogeneous grouping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– homogeneous grouping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– multi-age grouping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– grouping by gender |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Knows how to select an appropriate strategy for achieving an instructional objective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Understands the concept of monitoring and adjusting instruction in response to student feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the instructional purposes of monitoring and adjusting instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows strategies for monitoring and adjusting instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Knows the characteristics of different types of memory and their implications for instructional planning and student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Distinguishes among the different types of memory |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– short term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– long term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Considers the characteristics and effects of memory on student learning when planning instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Recognizes the role of teachable moments in instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides examples of a teachable moment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the uses of the teachable moment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Questioning Techniques** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the components of effective questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Allowing think/wait time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Helping students articulate their ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Respecting students’ answers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Handling incorrect answers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Encouraging participation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Establishing a non-critical classroom environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Promoting active listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Varying the types of questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the uses of questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of different purposes of questioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– developing interest and motivating students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– evaluating students’ preparation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reviewing previous lessons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– helping students set realistic expectations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– engaging students in discussion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– determining prior knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– preparing students for what is to be learned |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– guiding thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– developing critical and creative thinking skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– checking for comprehension or level of understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– summarizing information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– stimulating students to pursue knowledge on their own |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows strategies for supporting students in articulating their ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of strategies for supporting students in articulating their ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– verbal and non-verbal prompting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– restatement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reflective listening statements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– wait time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows methods for encouraging higher levels of thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of methods for encouraging students’ higher levels of thinking, thereby guiding students to |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reflect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– challenge assumptions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– find relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– determine relevancy and validity of information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– design alternate solutions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– draw conclusions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– transfer knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows strategies for promoting a safe and open forum for discussion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows basic techniques for establishing and maintaining standards of conduct for discussions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– engaging all learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– creating a collaborative environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– respecting diverse opinions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– supporting risk taking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Communication Techniques** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands various verbal and nonverbal communication modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– body language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– gesture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– tone, stress, and inflection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– eye contact |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– facial expression |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– personal space |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is aware of how culture and gender can affect communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to use various communication tools to enrich the learning environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Audio and visual aids |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Text and digital resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Internet and other computer-based tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands effective listening strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains and provides examples of active listening strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– attending to the speaker |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– restating key points |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– asking questions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– interpreting information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– providing supportive feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– being respectful |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Assessment (15%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Assessment and Evaluation Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the role of formal and informal assessment in informing the instructional process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides uses and examples of formal and informal assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains a variety of ways the results of formal and informal assessment are used to make educational decisions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinctions among the different types of assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides uses and examples of formative, summative, and diagnostic assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to create and select an appropriate assessment format to meet instructional objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to create assessments in a variety of formats |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to select an assessment format to meet a specific instructional objective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Knows how to select from a variety of assessment tools to evaluate student performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows a variety of assessment tools, their uses, strengths, and limitations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– rubrics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– analytical checklists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– scoring guides |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– anecdotal notes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– continuums |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to select an assessment tool appropriate for quantifying the results of a specific assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the rationale behind and the uses of students’ self and peer assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and provides uses and examples of student self-assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Defines and provides uses and examples of peer assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Explains the strengths and limitations of self and peer assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to use a variety of assessment formats |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes and provides uses, strengths, and limitations of a variety of assessment formats |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– essay |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– selected response |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– portfolio |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– conference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– observation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to select an assessment format appropriate to a specific educational context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Assessment Tools** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the types and purposes of standardized tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the uses of the different types of standardized tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– aptitude |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– ability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Recognizes the data provided by the different types of standardized tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the distinction between normreferenced and criterion-referenced scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Explains the uses of norm-referenced and criterion-referenced tests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Explains data provided by a normreferenced and a criterion-referenced test |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understands terminology related to testing and scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines and explains terms related to testing and scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– validity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reliability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– raw score |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– scaled score |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– percentile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– standard deviation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– mean, mode, and median |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– grade-equivalent scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– age-equivalent scores |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the distinction between holistic and analytical scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Describes holistic scoring and analytical scoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Identifies an educational context for each |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands what scores and testing data indicate about a student’s ability, aptitude, or performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is able to explain results of assessments using language appropriate for the audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Professional Development, Leadership, and Community (15%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is aware of a variety of professional development practices and resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Professional literature |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Professional associations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Workshops |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Conferences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Learning communities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Graduate courses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Independent research |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Internships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Mentors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. Study groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the implications of research, views, ideas, and debates on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows resources for accessing research, views, ideas, and debates on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Interprets data, results, and conclusions from research on teaching practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes the role of reflective practice for professional growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Defines the purposes of reflective practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows a variety of activities that support reflective practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– reflective Journal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– self and peer assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– incident analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– portfolio |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– peer observation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– critical friend |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is aware of school support personnel who assist students, teachers, and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Guidance counselors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. IEP team members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Special education teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Speech, physical, and occupational therapists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Library media specialists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Teachers of the gifted and talented |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Para educators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Understands the role of teachers and schools as educational leaders in the greater community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Role of teachers in shaping and advocating for the profession |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Perceptions of teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Partnerships with parents and family members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Partnerships with the community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows the elements of successful collaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– developing an action plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– identifying the stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– identifying the purpose of the collaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– supporting effective communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| –– seeking support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the implications of major legislation and court decisions relating to students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Equal access |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Privacy and confidentiality |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. First Amendment issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Intellectual freedom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Mandated reporting of child neglect/abuse |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Due process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Liability |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Licensing and tenure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Copyright |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |