

Tennessee Professional Educational Standards, INTASC Standards, CAEP Standards and TTU
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TN Licensure Standards School Psychology
<p>1. Understanding of the knowledge base specific to school psychology: (a) history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emerging technologies, and (f) roles and functions of the school psychologist.</p> <p>2. Understanding of the psychological foundations of behavior based on knowledge of (a) biological bases for behavior, (b) human learning, (c) social and cultural bases for behavior, (d) child and adolescent development, and (e) individual differences.</p> <p>3. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.</p> <p>4. Understanding of the instructional design and organization of schools, community-based resources and alternative service delivery systems as they apply to all students including the special needs learner.</p> <p>5. Ability to provide school psychological services within a model. which links assessment to intervention services delivered to individuals and groups.</p> <p>6. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.</p> <p>7. Ability to provide direct and indirect assessments and interventions for the delivery of comprehensive school psychological services.</p> <p>8. Ability to develop and implement individual and group interventions for the educational and mental health needs of children and youth.</p> <p>9. Ability to develop and implement consultation services to individuals and groups, especially parents and teachers.</p> <p>10. Ability to conduct the day to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.</p> <p>11. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services.</p> <p>12. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology.</p>

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CAEP Standards Council for the Accreditation of Educator Preparation
<p>Standard 1: Content and Pedagogical Knowledge (a) The School Psychology Program ensures that candidates develop, through curriculum and experiences, a deep understanding of the critical concepts and principles of their discipline that integrate equity and diversity throughout candidates' courses and their developmental clinical experiences with diverse P-12 students. Upon completion, candidates can use discipline-specific practices and understand student culture and differing needs to advance learning by all students.</p>
<p>Standard 2: Clinical Partnerships and Practice: (a): The School Psychology Program ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.</p>
<p>Standard 3: Candidate Recruitment, Progression, and Support: (a) The School Psychology Program demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The program demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.</p>
<p>Standard 4: Program Impact (a) The School Psychology Program demonstrates the effectiveness of its completers as School Psychologists and employers are satisfied with how they are prepared to work with LEAs.</p>
<p>Standard 5: Quality Assurance System and Continuous Improvement (a) The School Psychology Program maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.</p>

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NASP Standards
<p>Program Standard 1: School Psychology Program Context and Structure: Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers.</p> <p>1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates' professional identity as school psychologists</p> <p>1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates.</p> <p>1.3. School Psychology Specialist-Level Programs Only: The specialist-level program of study in school psychology consists of the following:</p> <ul style="list-style-type: none"> • A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences. • At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience • The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis. • Institutional documentation of completion of school psychology specialist-level program. <p>Program Standard 2: Domains of School Psychology Graduate Education and Practice: The school psychology program should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across 10 general domains of professional practice.</p> <p>Program Standard 3: Supervised Field Experiences in School Psychology: The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with Program Standard 1. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2. Internship outcome measures comprehensively assess all NASP domains and their integration.</p> <p>Program Standard 4: Performance-Based Program Assessment and Accountability: The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.</p> <p>Program Standard 5: School Psychology Program Support and Resources: Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates' attainment of competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.</p>

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INTASC Standards
<p>Standard 1. Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.</p> <p>1.1 Candidates demonstrate a broad general understanding of the major concepts of the discipline they teach, including those addressed in the licensure standards for the teaching endorsement(s) they seek.</p> <p>1.2 They understand and are able to use assumptions and the processes of inquiry for the discipline being taught.</p> <p>1.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several related subject areas.</p> <p>1.4 They use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students.</p> <p>1.5 They demonstrate an understanding of the implications of disability legislation and special education policies and procedures and they provide equitable access to and participation in the general curriculum for students with disabilities.</p> <p>Standard 2. Student Learning and Development. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.</p> <p>2.1 Candidates understand how learning occurs—how all students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development.</p> <p>2.2 When making instructional decisions, candidates draw upon an indepth knowledge of developmental progression in student physical, social, emotional, moral, and cognitive domains and recognize that students with disabilities may exhibit greater individual variation and that a disability often influences development and functioning in more than one area.</p> <p>2.3 Candidates use this knowledge to optimize learning opportunities for each student.</p> <p>Standard 3. Diverse Learners/Differentiated Instruction. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.</p> <p>3.1 Candidates understand and identify differences in student approaches to learning and performance.</p> <p>3.2 They design instruction and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer/social groups and exceptional learning needs.</p> <p>3.3 Candidates create a learning community which is inclusive and in which individual differences are respected.</p> <p>Standard 4. Teaching Strategies. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p> <p>4.1 Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students.</p> <p>4.2 They organize instruction to create learning experiences that connect subject matter to real life experiences and enable students to apply learning to future careers.</p> <p>4.3 Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) to achieve different instructional purposes and to meet individual student needs.</p> <p>4.4 Candidates use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities in the content areas.</p> <p>4.5 Using a wide variety of resources and methods, including technology and assessment data, candidates develop and use clear, accurate presentations of concepts to promote student learning.</p> <p>4.6 Candidates use reading comprehension and writing strategies in the content area and assist students in applying mathematics concepts to subject content.</p> <p>4.7 They support acquisition of English necessary for continuous learning in the content area of students whose first language is not English.</p> <p>Standard 5. Learning Environment. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction,</p>

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active engagement in learning and self-motivation.

5.1 Drawing on their knowledge of human motivation and behavior, candidates create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.

5.2 They organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.

5.3 They develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.

5.4 Candidates understand and use a wide variety of classroom management strategies that foster selfcontrol and self-discipline.

5.5 They can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.

Standard 6. Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

6.1 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.

6.2 They recognize effective verbal and nonverbal communication techniques and use them to support all students learning.

6.3 Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas.

6.4 Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media

Standard 7. Instructional Planning. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.1 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.

7.2 They evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.

7.3 They are able to help students connect learning to real life and future careers.

7.4 Candidates identify longrange instructional goals, sequence short- range instructional objectives, and develop units and daily lessons that target these goals and objectives.

7.5 Candidates effectively integrate a variety of resources, including teachercreated materials, textbooks, technology, community and business resources, to promote student learning.

7.6 Working with others in developing individualized plans, candidates adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.

Standard 8. Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

8.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.

8.2 They understand state and federal accountability requirements.

8.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.

8.4 They actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.

8.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.

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8.6 They collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments

Standard 9. Reflective Practitioner. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

9.1 Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on all students.

9.2 They monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly.

9.3 Candidates continually examine their teaching performance within the context of state and local standards and federal and state accountability requirements.

9.4 Using their data based reflections, candidates engage in actions that consistently support and promote the achievement of students with disabilities.

9.5 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development.

9.6 To guide professional behavior, candidates draw upon a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimensions of classrooms and schools.

Standard 10. Colleagues, Parents, and Community. Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and wellbeing.

10.1 Candidates consult with families and teachers, and collaborate with other professionals within the school and within community agencies to foster student learning.

10.2 They participate in collegial activities designed to make the entire school a productive learning community.

10.3 Candidates act as advocates for all students, advise them, recognize student problems, and seek additional help as needed and appropriate.

10.4 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.

Standard 11A. Teaching & Learning Technology. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

11.A.1 Candidates use technology resources to guide classroom decisions regarding student learning.

11.A.2 They integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem-solving activities for all students.

11.A.3 Candidates select and use grade-level and contentspecific technology resources, including assistive technology, to increase student participation in the total curriculum.

11.A.4 They apply technology to analyze assessment data and to target individual student learning needs.

Standard 11B. Technology for Professional Growth & Productivity. Candidates use technology to enhance their professional growth and productivity.

11.B.1 Candidates use technology in their own learning process and to change their current educational practice.

11.B.2 They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals.

11.B.3 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.

11.B.4 They use presentation tools in a networked environment for sharing information in multiple professional formats.

Standard 11C. Technology Ethics & Resourcefulness. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

11.C.1 Candidates design effective environments for using and managing technology in the classroom.

11.C.2 They are able to perform minor troubleshooting operations.

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<p>11.C.3 When planning units of instruction, candidates address software-purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of Internet resources.</p> <p>11.C.4 Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications.</p> <p>11.C.5 They model the legal and ethical use of technology resources.</p>
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<p>5.1 Drawing on their knowledge of human motivation and behavior, candidates create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation for all students.</p> <p>5.2 They organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage all students in productive tasks and maximize the amount of class time spent in learning.</p> <p>5.3 They develop shared expectations for all students and create and maintain a positive, inclusive classroom climate of mutual respect, support and inquiry.</p> <p>5.4 Candidates understand and use a wide variety of classroom management strategies that foster self-control and self-discipline.</p> <p>5.5 They can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.</p> <p>Standard 6. Communication. Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</p> <p>6.1 Candidates understand language development, the role of language in learning and how culture, gender, and exceptional learning needs affect communication in the classroom.</p> <p>6.2 They recognize effective verbal and nonverbal communication techniques and use them to support all students learning.</p> <p>6.3 Candidates model Effective communication strategies in conveying ideas and information, asking questions, listening, giving directions, probing for student understanding, and helping students express their ideas.</p> <p>6.4 Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media.</p> <p>Standard 7. Instructional Planning.</p> <p>Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>7.1 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.</p> <p>7.2 They evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.</p> <p>7.3 They are able to help students connect learning to real life and future careers.</p> <p>7.4 Candidates identify long range instructional goals, sequence short- range instructional objectives, and develop units and daily lessons that target these goals and objectives.</p> <p>7.5 Candidates effectively integrate a variety of resources, including teacher created materials, textbooks, technology, community and business resources, to promote student learning.</p> <p>7.6 Working with others in developing individualized plans, candidates adjust goals, teaching strategies or supports to help students with disabilities succeed in the general curriculum and plan for students who require an expanded curriculum.</p> <p>Standard 8. Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.</p> <p>8.1 Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning.</p> <p>8.2 They understand state and federal accountability requirements.</p> <p>8.3 Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information.</p> <p>8.4 They actively solicit and use information about students' learning needs and progress from parents, other colleagues and the students themselves.</p> <p>8.5 Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues.</p> <p>8.6 They collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments.</p>
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9.5 Candidates seek professional literature, engage colleagues, participate in professional organizations, and use other resources to support their continuing professional development.

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10.3 Candidates act as advocates for all students, advise them, recognize student problems and seek additional help as needed and appropriate.

10.4 Candidates understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public.

Standard 11A. Teaching & Learning Technology.

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11.A.1 Candidates use technology resources to guide classroom decisions regarding student learning.

11.A.2 They integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem-solving activities for all students.

11.A.3 Candidates select and use grade-level and content specific technology resources, including assistive technology, to increase student participation in the total curriculum.

11.A.4 They apply technology to analyze assessment data and to target individual student learning needs.

Standard 11B. Technology for Professional Growth & Productivity. Candidates use technology to enhance their professional growth and productivity.

11.B.1 Candidates use technology in their own learning process and to change their current educational practice.

11.B.2 They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals.

11.B.3 Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.

11.B.4 They use presentation tools in a networked environment for sharing information in multiple professional formats.

Standard 11C. Technology

Ethics & Resourcefulness.

Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.

11.C.1 Candidates design effective environments for using and managing technology in the classroom.

11.C.2 They are able to perform minor troubleshooting operations.

11.C.3 When planning units of instruction, candidates address software-purchasing agreements, copyright laws, issues related to intellectual property, the importance of virus protection, and policies for acceptable use of Internet resources.

11.C.4 Candidates seek information from technical manuals and journals as well as on-line resources to learn about emerging technologies and to explore their possible educational applications.

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11.C.5 They model the legal and ethical use of technology resources.
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Tennessee Tech University Conceptual Framework
<p>K1. General education courses reflecting theoretical & practical knowledge in a. Communication skills; K2. Subject matter/discipline-specific courses; P1. Professional & pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, Understands tools of inquiry, c. Effectively integrates learning across the curriculum; D2. Effective communication (Verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D5a. Establish an atmosphere of respect; D6. Engage in reflection that leads to: a. Appropriate professional behavior. P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection & analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the need of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter; D4b. Facilitate learning in ways that promote i. Critical thinking, ii. Problem solving, iii. Intellectual growth; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners. D6. Engage in reflection that leads to a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning & professional growth.</p> <p>P1. Professional & pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection & analysis of assessment data.</p> <p>D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), c. Supportive interaction; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe; D5a. Establish an atmosphere of Respect; D5b. Create an environment conducive to learning that considers the: i. Values of the individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners.</p> <p>D6. Engage in reflection that leads to a. Appropriate professional behavior, b. Effective educational decision making.</p> <p>K1. General education courses reflecting theoretical & practical knowledge in: a. Communication skills, b. Humanities & the arts, c. Social science & culture; P1. Professional & pedagogical knowledge; P2. Understanding the affective needs of students in the learning environment; P3. The teacher's role in improving student performance in the classroom; P4. The collection & analysis of assessment data; P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction.</p> <p>K1. General education courses reflecting theoretical & practical knowledge in: a. Communication skills; K2. Subject matter/discipline specific courses; P1. Professional & pedagogical knowledge; P3. The teacher's role in improving student performance in the classroom; P4. The collection & analysis of assessment data. P5. The teacher's ability to provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry; D2. Effective communication (verbal, nonverbal, media techniques), a. Active inquiry, b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships & effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe, iii. Technologically integrated; D5a. Establish an atmosphere of respect; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning & professional growth.</p>

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ways that promote: i. Critical thinking, ii. Problem solving, iii. Intellectual growth; D5a. Establish an atmosphere of respect; D5b. Create an environment conducive to learning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning & professional growth.
