

Alignment Matrix of Unit, State, and Professional Standards

CONCEPTUAL FRAMEWORK PERFORMANCE OUTCOMES Our Pillars of Practice	TENNESSEE PROFESSIONAL EDUCATION STANDARDS
<p>Pillar of Practice 1. Content Knowledge and Skills</p> <p>Successful teacher candidates will understand and be able to use and address the in-depth information and skills within their discipline.</p>	<p>Standard I. Discipline Taught</p> <p>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>Pillar of Practice 2. Knowledge of the Learner</p> <p>Successful teacher candidates will understand and address the uniqueness of the learners they encounter.</p> <ul style="list-style-type: none"> ---They design instruction and employ learning technologies that address different and specific developmental learning needs. ---They adapt instruction to meet the needs of individual learners. ---They consider the impact of socio-cultural experiences and SES on student preparedness and perspective. ---They respond appropriately to the unique issues faced in urban educational settings. 	<p>Standard II. Student Learning and Development</p> <p>Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.</p>

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<p>Pillar of Practice 2. Knowledge of the Learner</p> <p>Successful teacher candidates will understand and address the uniqueness of the learners they encounter. ---They consider the impact of socio-cultural experiences and SES on student preparedness and perspective. ---They respond appropriately to the unique issues faced in urban educational settings.</p> <p>Pillar of Practice 3. Pedagogy/Instruction</p> <p>Successful teacher candidates meet the CREDE standards for instructional practice ---They use developmentally appropriate planning. ---They contextualize teaching and curriculum in students’ existing experiences in home, community, and school.</p> <p>Pillar of Practice 5. Management of Classrooms and Individuals</p> <p>Successful teacher candidates will have the knowledge, skills, and dispositions to organize the classroom so that teaching and learning are productive, purposeful, efficient, and effective.</p>	<p>Standard III. Diverse Learners</p> <p>Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.</p>

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<p>Pillar of Practice 3. Pedagogy/Instruction</p> <p>Successful teacher candidates meet the CREDE standards for instructional practice</p> <ul style="list-style-type: none"> ---They use instructional group activities in which students and teachers work together to create a product or idea. ---They maintain challenging standards for student performance and design activities to advance understanding to more complex levels. ---They instruct through teacher-student dialogue, especially academic, goal-directed small group conversations and activities rather than lecture. ---They apply literacy strategies and develop language competence in all subject areas. <p>Pillar of Practice 4 – Assessment and Responsive Practice</p> <p>Successful teacher candidates are able to gather formative and summative evidence of student learning, and use that evidence to monitor and adjust instructional content, strategies, and resources as needed for individual and groups of students</p> <p>Pillar of Practice 2 – Knowledge of Learner</p> <p>Successful teacher candidates understand and address the uniqueness of the learners they encounter.</p>	<p>Standard IV. Teaching Strategies</p> <p>Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.</p>

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<p>Pillar of Practice 5. Management of Classrooms and Individuals</p> <p>Successful teacher candidates will have the knowledge, skills, and dispositions to organize the classroom so that teaching and learning are productive, purposeful, efficient, and effective.</p> <ul style="list-style-type: none"> ---They create a safe learning environment. ---They manage individual student behavior. ---They provide for active engagement in learning experiences. 	<p>Standard V. Learning Environment</p> <p>Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>
<p>Pillar of Practice 3. Pedagogy/Instruction</p> <p>Successful candidates meet the CREDE standards for instructional practice.</p> <ul style="list-style-type: none"> ---They use instructional group activities in which students and teachers work together to create a product or idea. ---They apply literacy strategies and develop language competence in all subject areas. ---They instruct through teacher-student dialogue, especially academic, goal-directed small group conversations and activities rather than lecture. 	<p>Standard VI. Communication</p> <p>Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</p>

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<p>Pillar of Practice 3. Pedagogy/Instruction</p> <p>Successful teacher candidates meet the CREDE standards for instructional practice</p> <ul style="list-style-type: none"> --- They use developmentally appropriate planning. ---They use effective and comprehensive lesson planning processes/structures to ensure effective instructional practice. ---They create and/or use curriculum tools to plan instruction. <p>Pillar of Practice 1. Content Knowledge and Skills</p> <p>Successful teacher candidates understand and are able to use and address the in-depth information and skills with the academic disciplines.</p>	<p>Standard VII. Planning</p> <p>Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>Pillar of Practice 4. Assessment/Responsive Practice</p> <p>Successful teacher candidates will be able to gather and assess formative and summative evidence of student learning through formal, informal, individual, and group modes.</p> <ul style="list-style-type: none"> ---They select appropriate assessment tools. ---They use assessment tools/processes/technologies to gather evidence of student learning during instruction and respond to that evidence immediately by modifying instruction including use of instructional technologies. ---They administer formal assessments. ---They analyze evidence (formal/informal; formative/summative) and use the results of these modes of assessment to monitor and adjust instructional content, strategies, resources, and expectations for individuals and groups of students, and to communicate with students and their families about progress and needs. 	<p>Standard VIII. Assessment and Evaluation</p> <p>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>

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<p>Pillar of Practice 4. Assessment/Responsive Practice</p> <p>Successful teacher candidates will be able to gather and assess formative and summative evidence of student learning through formal, informal, individual, and group modes.</p> <p>---They use assessment tools/processes/technologies to gather evidence of student learning during instruction and respond to that evidence immediately by modifying instruction including use of instructional technologies.</p> <p>---They analyze evidence (formal/informal; formative/summative) and use the results of these modes of assessment to monitor and adjust instructional content, strategies, resources, and expectations for individuals and groups of students, and to communicate with students and their families about progress and needs.</p> <p>Pillar of Practice 6. Personal and Professional Growth and Development</p> <p>Successful teacher candidates are reflective about their work and their emerging practice, and affirmatively seek out opportunities to participate in, learn from, and contribute to wider communities of professional educators.</p>	<p>Standard IX. Reflective Practitioner</p> <p>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.</p>
<p>Pillar of Practice 2. Knowledge of the Learner</p> <p>Successful teacher candidates will understand and address the uniqueness of the learners they encounter.</p> <p>---They communicate effectively with students and their parents/guardians.</p>	<p>Standard X. Colleagues, Parents, and Community</p> <p>Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.</p>

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<p>Pillar of Practice 4. Assessment/Responsive Practice</p> <p>Successful teacher candidates will be able to gather and assess formative and summative evidence of student learning through formal, informal, individual, and group modes. --- They use assessment tools/processes/technologies to gather evidence of student learning during instruction and respond to that evidence immediately by modifying instruction including use of instructional technologies.</p> <p>Pillar of Practice 2. Knowledge of the Learner</p> <p>Successful teacher candidates will understand and address the uniqueness of the learners they encounter. ---They design instruction and employ learning technologies that address different and specific developmental learning needs.</p>	<p>Standard XI. Technology</p>
<p>Pillars of Practice 1. 2. 3. 4. 5</p>	<p>11.a. Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.</p>
<p>Pillar of Practice 6. Personal and Professional Growth and Development</p>	<p>11.b. Candidates use technology to enhance their professional growth and productivity.</p>
<p>Pillar of Practice 6. Personal and Professional Growth and Development</p>	<p>11.c. 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.</p>

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Tennessee and Professional Standards Alignment Chart													
Tennessee Professional Education Standards	ECEd	ELEd	Sped	Phys. Ed.	Art	Music	Engl.	For. Lang	Math	Science	Social Studies	Fam. Cons	3Rs Middle
	NAEYC	ACEI	CEC	NASPE	NAEA		NCTE	ACTFL	NCTM	NSTA	NCSS	AAFCS	NMSA
Standard I. Discipline Taught	4 b,c,d	1	1	1	1	1,2,3,4,5,6,7,8,9	3	1abc 2abc 3ab 5abc	1.1, 1.2, 1.3, 1.4	1, 2, 3, 4, 9	1.1, 1.4, 1.5	3, 4	4
Standard II. Student Learning and Development	1 4	1	2	2	4	1,2,3,4,5,6,7,8,9	4	2ac 6ab	2.1, 2.2, 2.3, 2.4	3, 5, 6, 7, 5f	1.1, 1.4, 1.5	3, 4	1, 7
Standard III. Diverse Learners	1 4 a,b,c,d	3.2	3	3	4,2	1,2,3,4,5,6,7,8,9	4	4abc	3.1, 3.2, 3.3, 3.4	3, 5, 7	1.1, 1.3, 1.4, 1.5	3	5
Standard IV. Teaching Strategies	1 4	3.3	4	4	4	1,2,3,4,5,6,7	4	5abc	4.1, 4.2, 4.3	3, 5, 9 5a, 5b	1.1, 1.3, 1.4, 1.5	1.2, 4	5
Standard V. Learning Environment	1 2	3.4	5	4	4		4	4abc	5.1, 5.2, 5.3	3, 4, 5 5c	1.1, 1.3, 1.4, 1.5	8	5
Standard VI. Communication	1 4	3.5	6,10	5	2	6,7	2	1abc 2abc 4bc	6.1	3, 5	1.5, 1.8	3.4	5
Standard VII. Planning	2 4	3.1	7	6	4	1,2,3,4,5,6,7,8,9	4	4abc	7.1, 7.2, 7.3, 7.4, 7.5, 7.6	4, 5, 6, 7	1.1, 1.2	1.2 4, 5	3, 6
Standard VIII. Assessment and Evaluation	3	4	8	7	4	6,7	4	5abc	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9	8	1.1, 1.3, 1.4, 1.5	1, 2 3, 4	5

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Standard IX. Reflective Practitioner	5	5.2	9	8	5	6,7	2	5b 5a	9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10	6, 9, 10	1.1, 1.3, 1.4, 1.5	1, 6	7
Standard X. Colleagues, Parents, and Community	2 5	5.3, 5.4	10	10	5	8	4	2c 5ab	10 .1, 10.2, 10.3, 10.4, 10.5, 10.6	6, 7, 10	1.1, 1.2, 1.3, 1.5	6, 7	6
Standard XI-A Technology	4		4	9	4	3,4,5	4	3c		3, 5, 10	1.4, 1.5, 1.8	2, 7, 8	5
Standard XI-B Technology	5		7, 10	9	4,5	3,4,5	2			7,10	1.4, 1.5, 1.8	2, 7, 8	7
Standard XI-C Technology	5		9	9, 2, 3	4	3,4,5	4	3c		5, 5d, 7, 9	1.8	2, 7, 8	7