

Standard 1: *Candidate Knowledge, Skills, and Dispositions*

Candidates⁷ preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students⁸ learn. Assessments indicate that candidates meet professional, state, and institutional standards.⁹

Content Knowledge for Teacher Candidates *(Initial and Continuing Preparation of Teachers)*

UNACCEPTABLE

Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards.

ACCEPTABLE

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.

TARGET

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

Design, Implementation, and Evaluation of Curriculum and Experiences

UNACCEPTABLE

The unit is not clear about the proficiencies related to diversity that candidates should develop during their preparation programs. The curriculum and field experiences for the preparation of educators are not designed to prepare candidates to work effectively with diverse populations, including persons with exceptionalities. Candidates do not have an understanding of the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not provide data on candidates' ability to help all students learn.

ACCEPTABLE

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.

TARGET

Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation. Candidates and faculty review assessment data that provide information about candidates' ability to work with all students and develop a plan for improving their practice in this area.