Kansas Educator Preparation Provider Accreditation and Program Standards

2024-2025

Teacher Licensure team

Kansas State Department of Education

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FOREWORD

In Kansas, the ultimate purpose of program approval is to guarantee that all graduates meet minimum teaching qualifications as established by the State Board of Education. Under the approved program approach to licensure, an accredited teacher education institution submits its program for approval to the State Board of Education which is the approving agency as authorized by Article 6, Section 2(a) of the Kansas Constitution. Once the program is approved, the graduates of the program are eligible to be licensed to teach in Kansas elementary, middle or secondary schools, provided the applicant meets the requirements established by these regulations.

This handbook is intended to give direction to those who are in charge of educator preparation programs and those who employ the program graduates to educate the children and youth of our state.

Kansas State Department of Education

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For additional information on Educator Preparation
visit our website at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Educator-Prep-Landing-Page/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA

TABLE OF CONTENTS

91-1-200. Definition of terms. 5
ACCREDITATION AND PROGRAM APPROVAL REGULATIONS FOR EDUCATOR PREPARATION PROVIDERS 8
91-1-70a. Accreditation 9
91-1-230. Institutional accreditation and program approval definitions. 9
91-1-231. Procedures for initial accreditation of teacher education institutions. 10
91-1-232. On-site visits; recommendation; appeal. 12
91-1-234. Innovative or experimental programs. 13
91-1-235. Procedures for initial approval of teacher education programs. 13
91-1-236. Procedures for renewing approval of teacher education program. 15
STUDENT TEACHING REGULATIONS 18
91-19-1. Definitions. 19
91-19-2. Student teacher certification. 19
91-19-6. Student teacher contracts, liabilities and responsibilities. 19
91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria: 21
ENDORSEMENT CHART 21
EDUCATOR PREPARATION PROGRAM STANDARDS 23
GENERAL EDUCATION 24
PROFESSIONAL EDUCATION 26
EARLY CHILDHOOD CONTENT AREAS 37
EARLY CHILDHOOD UNIFIED 37
EARLY CHILDHOOD UNIFIED 51
ELEMENTARY CONTENT AREAS 66
ELEMENTARY EDUCATION 66
ELEMENTARY EDUCATION UNIFIED 97
MIDDLE LEVEL CONTENT AREAS 131
ENGLISH LANGUAGE ARTS 131
HISTORY, GOVERNMENT, AND SOCIAL STUDIES 136
MATHEMATICS 141
SCIENCE 154
SECONDARY CONTENT AREAS 164
AGRICULTURE 164
BIOLOGY 170
BUSINESS 179
CHEMISTRY 181
EARTH AND SPACE SCIENCE 190
ENGLISH LANGUAGE ARTS 200
FAMILY AND CONSUMER SCIENCES 205
HISTORY, GOVERNMENT, AND SOCIAL STUDIES 213
JOURNALISM 220
MATHEMATICS 222
PHYSICS 236
PSYCHOLOGY 254

SPEECH/THEATRE *255*
TECHNOLOGY EDUCATION *258*
ALL LEVEL CONTENT AREAS **268**
ART *268*
HEALTH *271*
MUSIC *273*
INSTRUMENTAL MUSIC *277*
VOCAL MUSIC *280*
PHYSICAL EDUCATION *283*
WORLD LANGUAGES *285*
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) **293**
SPECIAL EDUCATION CONTENT AREAS **301**
DEAF OR HARD-OF-HEARING *301*
EARLY CHILDHOOD UNIFIED *330*
ELEMENTARY EDUCATION UNIFIED *330*
GIFTED *330*
HIGH INCIDENCE SPECIAL EDUCATION *337*
LOW INCIDENCE SPECIAL EDUCATION *357*
SECONDARY EDUCATION UNIFIED *375*
VISUALLY IMPAIRED *407*
LEADERSHIP CONTENT AREAS **413**
BUILDING LEADERSHIP *413*
DISTRICT LEADERSHIP *424*
SCHOOL SPECIALIST CONTENT AREAS **436**
LIBRARY MEDIA SPECIALIST *436*
READING SPECIALIST *441*
SCHOOL COUNSELOR *456*
SCHOOL PSYCHOLOGIST *464*
TEACHER LEADER *475*
..... **479**

91-1-200. Definition of terms.

(a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

(b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.

(e)"Approved program" means a teacher education program approved by the state board for content and pedagogy.

(f) "Content assessment" means an assessment designated by the state board to measure subject matter knowledge for an endorsement.

(g) "Deficiency plan" means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject. The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.

(h)"Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.

(i) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by K.A.R. 91-31- 34(b).

(j) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.

(k) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.

(1) "Exchange license" means a two-year license issued under the exchange license agreement.

(m) "Initial license" means the first license that an individual holds to begin practice while preparing for the professional license.

(n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.

(o) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.

(p) "Licensure" means the granting of access to practice teaching, administration, or school services in Kansas public schools.

(q) "Local education agency " and "LEA" mean any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and school institution.

(r) "Mentor" means a teacher or administrator who holds a professional license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.

(s) "Official transcript" means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.

(t) "One year of teaching experience" means accredited experience that constitutes one-half time or more in one school year, while under contract.

(u)"Pedagogical assessment" means an assessment designated by the state board to measure teaching knowledge.

(v) "Performance assessment" means an assessment designated by the state board to measure an individual's ability to implement the knowledge and skills of a teacher, administrator, or school services provider.

(w)"Prekindergarten" means a program for children three and four years old.

(x) "Professional license" means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

(y) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.

(z) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.

(aa) "Recent credit or recent experience" means credit or experience earned during the six-year period immediately preceding the filing of an application.

(bb) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(cc) "Standard," when used to describe a license, means that the license is current, unrestricted, nonprobationary, nonprovisional, nonsubstitute, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.

(dd) "Standards board" means the teaching and school administration professional standards advisory board.

(ee) "State board" means state board of education.

(ff) "STEM license" means a license that allows an individual to teach only an approved subject in a hiring LEA, as specified in K.A.R. 91-1-203 (m).

(gg) "Subject" means a specific teaching area within a general instructional field.

(hh) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).

(ii) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.

(jj) "Transitional license" means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or renewal requirements to qualify for an initial or professional license.

(kk) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.

(ll) "Visiting scholar teaching license" means a license that allows an individual who has documented exceptional talent or outstanding distinction in a particular subject area to practice on a temporary, limited basis. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)*

ACCREDITATION AND PROGRAM APPROVAL REGULATIONS FOR EDUCATOR PREPARATION PROVIDERS

91-1-70a. Accreditation

The following portions of the document titled "CAEP accreditation standards," as approved by the council for the accreditation of educator preparation (CAEP) board of directors on August 29, 2013, are hereby adopted by reference:

(a) Standard 1 on pages 2 and 3 and the related glossary on page 3;

(b) standard 2 and the related glossary on page 6;

(c) standard 3 on pages 8 and 9 and the related glossary on page 10, except for the following text in 3.2:

(1) The second and third bulleted items; and

(2) the three paragraphs immediately following the bulleted list;

(d) standard 4 on page 13; and

(e) standard 5 on pages 14 and 15 and the related glossary on page 15. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997; amended Jan. 4, 2002; amended July 7, 2017.*)

91-1-230. Institutional accreditation and program approval definitions.

(a) "Academic year" means July 1 through the following June 30.

(b) "Annual report" means a document that an institution submits to the commissioner on a yearly basis in which the information specified by the commissioner concerning unit standards and operations, programs offered by the unit, and statistical data is presented.

(c) "Approved," when used to describe a teacher education program, means that the program meets the program standards prescribed in regulations adopted by the state board.

(d) "Approved with stipulation," when used to describe a teacher education program, means that the program has deficiencies in meeting the program standards prescribed in regulations adopted by the state board that the institution shall correct before being approved.

(e) "Commissioner" means the state commissioner of education or the commissioner's designee.

(f) "Evaluation review committee" means the standing committee of the teaching and school administration professional standards board, or its successor, that is responsible for making accreditation and program approval recommendations to the state board.

(g) "Focused visit" means the on-site visit to a teacher education institution that has limited accreditation or accreditation with conditions by the state board and is seeking full accreditation.

(h) "Full accreditation" means the status assigned to a teacher education institution that is determined through a focused visit to meet substantially the accreditation standards adopted by the state board.

(i) "Initial visit" means the first on-site visit to a teacher education institution that is seeking accreditation for the first time from the state board.

(j) "Institutional candidate" means the designation assigned to an institution that is seeking accreditation for the first time and that has met the accreditation preconditions specified by the state board.

(k) "Institutional candidate visit" means an on-site visit that takes place following the designation of institutional candidate status to a teacher education institution.

(l) "Institutional report" means a document that describes how a teacher education institution meets the accreditation standards adopted by the state board.

(m) "Limited accreditation" means the status assigned to a teacher education institution that is determined through an initial visit to meet substantially the accreditation standards adopted by the state board.

(n) "Not approved," when used to describe a teacher education program, means that the program fails substantially to meet program standards adopted by the state board.
(o) "Program report" means a written document that describes coursework, assessment instruments, and performance criteria used in a program to achieve the program standards established by the state board.
(p) "Progress report" means a written document that addresses the stipulations that are noted if a new program is approved with stipulation.
(q) "Review team" means a group of persons appointed by the commissioner to review and analyze reports from teacher education institutions and prepare reports based upon the review and analysis.
(r) "State board" means the state board of education.
(s) "Student teaching" means preservice clinical practice for individuals preparing to become teachers.
(t) "Teacher education institution" and "institution" mean a college or university that offers at least a four-year course of study in higher education and maintains a unit offering teacher education programs.
(u) "Teacher education program" and "program" mean an organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies, and skills to perform successfully in a specified educational position.
(v) "Upgrade report" means a written document that addresses the stipulations noted if an existing program is approved with stipulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-231. Procedures for initial accreditation of teacher education institutions.

(a) Statement of intent. Each teacher education institution that desires accreditation by the state board shall submit a written statement of its intent to seek accreditation to the commissioner at least 24 months before the institution desires to have its initial visit. Upon receipt of this statement, the initial visit shall be scheduled by the commissioner.
(b) Preconditions.
  (1) At least three semesters before the initial visit, the teacher education institution shall submit to the commissioner a preconditions report addressing each of the preconditions specified by the state board.
  (2) Upon receipt of a preconditions report, the report shall be referred by the commissioner to the appropriate committee of the standards board. The committee shall review the report and determine whether all of the preconditions have been met.
  (3) If all of the preconditions have been met, the committee shall recommend to the commissioner that the institution be designated an institutional candidate.
  (4) If the committee determines that the preconditions have not been met, the committee shall notify the institution of the committee's determination and shall advise the institution that it may submit, within 30 days of the notice, additional or revised documentation for consideration by the committee.
  (5) If additional or revised documentation is submitted, the committee shall review the documentation and make a final recommendation to the commissioner.
  (6) The final determination of whether the preconditions are met shall be made by the commissioner. If the preconditions are met, the institution shall be designated as an institutional candidate.

(c) Institutional candidate visit. Following designation as an institutional candidate, an institutional candidate visit shall be scheduled by the commissioner. If it is determined, based upon the institutional candidate visit, that an institution has the ability to meet the requirements of a teacher education institution, the institution may submit programs for approval and proceed with a self-study and institutional report.

(d) Limited accreditation.

(1) To attain the status of limited accreditation, an institution shall schedule an initial visit for the institution with the commissioner and submit an institutional report that shall be in the form and shall contain the information prescribed by the commissioner. The institutional report shall be submitted at least 60 days before the date of the initial visit scheduled for the institution.

(2) After the initial visit, the institution shall be either granted limited accreditation or denied accreditation following the procedure set forth in K.A.R. 91-1-232.

(3) Each institution shall retain the status of limited accreditation for three academic years, unless the status is changed by the state board.

(4) For licensing purposes, each institution that is granted limited accreditation shall be deemed to have full accreditation.

(e) Full accreditation.

(1) (A) Any institution that has been granted limited accreditation from the state board may apply for full accreditation by scheduling a focused visit of the institution with the commissioner and submitting an institutional report that shall be in the form and shall contain the information prescribed by the commissioner.

(B) Each institution shall schedule the focused visit to be completed at least one year before the institution's limited accreditation expires.

(C) Each institution shall submit its institutional report at least 60 days before the date of the focused visit to the institution.

(D) After the focused visit, the institution shall be either granted full accreditation or denied accreditation following the procedures set forth in K.A.R. 91-1-232.

(2) Subject to subsequent action by the state board, the full accreditation of any teacher education institution shall be effective for seven academic years. However, each teacher education institution granted full accreditation by the state board shall submit an annual report to the commissioner on or before July 30 of each year.

(f) Renewal of accreditation. Any institution may request renewal of its accreditation status by following the procedures specified in K.A.R. 91-1-70a.

(g) Change of accreditation status.

(1) The accreditation status of any teacher education institution may be changed or revoked by the state board if, after providing an opportunity for a hearing, the state board finds that the institution has failed to meet substantially the accreditation standards adopted by the state board, that the institution has made substantial changes to the unit, or that other just cause exists.

(2) The duration of the accreditation status of an institution may be extended by the state board.

(3) (A) If limited or full accreditation of an institution is denied or revoked, the institution shall not admit any new students into its teacher education unit.

(B) The institution may recommend for licensure only those students who complete their programs by the end of the semester in which the accreditation denial or revocation occurs. The institution shall provide written notice to all other students in its teacher education unit at the time of accreditation denial or revocation that the institution is no longer authorized to recommend students for licensure. *(Authorized by and implementing Article 6, Section 2(a)*

of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

91-1-232. On-site visits; recommendation; appeal.

(a) On-site visits.

(1) After the scheduling of an initial visit, a continuing accreditation visit, or a focused visit, an on-site review team shall be appointed by the commissioner. The team shall be appointed at least one year before the date of the visit. The chairperson of the on-site review team and the number of on-site review team members shall be designated by the commissioner. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(2) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, review electronic exhibits, conduct an on-site review of the teacher education institution, and prepare reports expressing the findings and conclusions of the review team. The review team reports shall be submitted to the commissioner. The reports shall be forwarded by the commissioner to the evaluation review committee and to an appropriate representative of the teacher education institution.

(3) Any institution may prepare a written response to a review team report. Each response shall be prepared and submitted to the commissioner within a designated time frame following receipt of a review team's report. Each response shall be forwarded by the commissioner to the evaluation review committee.

(b) Recommendation and appeal.

(1) The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(2) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(3) If a request for a hearing is submitted according to paragraph (b)(2), the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(4) If a request for a hearing is not submitted within the time allowed under paragraph (2) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-233 is reserved for possible future use.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:

(l) A written statement of the purpose and objectives of the proposed program;

(2) documentation of the need for the proposed program;

(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;

(4) a written description of the curricula to be used in the proposed program;

(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and

(6) a timetable that specifies the following information:

(A) The sequence of activities that will occur;

(B) the anticipated schedule of evaluative checkpoints;

(C) identification of competencies to be acquired by the students; and

(D) provisions for program design changes, if necessary, at selected intervals in the program.

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)*

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be

utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.*)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be

designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

STUDENT TEACHING REGULATIONS

91-19-1. Definitions.

(a) "Approved educational agency" means an early childhood agency or an interlocal agency that has been granted approved status by the state board of education.

(b) "Cooperating teacher" means a certified or licensed staff member of an accredited or approved educational agency to whom a student teacher has been assigned and who is performing assigned duties in supervising and instructing the student teacher in actual teaching experiences with pupils.

(c) "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state-authorized agency of the state in which the institution is located.

(d) "Student teacher" means a student who has been issued a student teacher certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher. *(Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan.1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)*

91-19-2. Student teacher certification.

(a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.

(b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.

(c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.

(d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.

(e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

91-19-6. Student teacher contracts, liabilities and responsibilities.

(a) Necessity for written contracts. Each person certified for student teaching shall engage in student teaching only in educational agencies that are accredited or approved by the state

board of education and have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.

(b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of student teaching.

(c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.

(d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which the student teachers are assigned. Student teachers shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

(e) Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies. *(Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)*

91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria:

(a) Professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001
through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or
licensure, effective communication skills, and efficacy of instruction; and

ENDORSEMENT CHART

Endorsement	Levels				
	Early Childhood Birth-Grade 3 and Birth-Kindergarten	EC-Late Childhood K-6	Late Childhood-Early Adol. Grades 5-8	Early Adol.-Late Adol./ Adulthood Grades 6-12	EC-Late Adolescence/ Adulthood PreK-12
Early Childhood Unified	x				
Elementary		x			
Elementary Education Unified		x			
History, Government, and Social Studies			x		
Science			x		
English Language Arts			x	x	
Mathematics			x	x	
Agriculture				x	
Biology				x	
Business				x	
Chemistry				x	
Earth and Space Science				x	
Family & Consumer Science				x	
History, Government, and Social Studies				x	
Journalism				x	
Physics				x	
Psychology				x	
Secondary Education Unified				x	
Speech/Theatre				x	
Technology Education				x	
Communication Technology				x	
Power, Energy, Transportation Technology				x	
Production Technology				x	
Deaf or Hard-of-Hearing	x				x

School Psychologist	x				x
Visually Impaired	x				x
Art					x
Foreign Language					x
Health					x
Building Leadership					x
District Leadership					x
Program Leadership					x
Library Media Specialist					x
Music					x
Instrumental Music					x
Vocal Music					x
Physical Education					x
Reading Specialist					x
School Counselor					x (Prov not available if direct entry)
Teacher Leader					x
High Incidence		x	x	x	x
ESOL		x	x	x	x
Low Incidence		x	x	x	x
Gifted		x	x	x	x

Provisional is available	Combined general education and special education curriculum	Must be done with a general education license

x = Endorsement is available at this level

EDUCATOR PREPARATION PROGRAM STANDARDS

The following section contains the educator standards that accompany the licensure regulations. Teacher education institutions build their programs around these standards that include general education standards, professional education standards and content standards. General education standards are guidelines for institutions and cover knowledge of communication, world cultures, mathematics, the natural world, social, emotional and physical well-being and the arts. The professional education standards are based on standards developed by member states of the Interstate New Teacher Assessment and Support Consortium (INTASC). Kansas made some adaptations to the INTASC standards and added standards on integration of curriculum, history and philosophy of education and technology. The professional education standards are used by schools, colleges and departments of education as they build their professional education coursework to accompany all the endorsement areas. The remainder of the standards are the content standards for each of the endorsement areas. Approved educator preparation programs for the endorsement areas will be based on the content standards.

GENERAL EDUCATION

Standard #1 The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Knowledge

1. The educator understands the acquisition and development of language and is able to utilize and to analyze written and oral expression according to contemporary standards.
2. The educator understands how non-print and non-verbal communication relates to all types of communication.
3. The educator recognizes how gender, cultural, regional, and social differences affect language.
4. The educator understands the techniques of persuasion and how techniques of communication can influence human action and thinking.

Performance

1. The educator demonstrates sensitivity to cultural differences.
2. The educator demonstrates skill in written expression.
3. The educator models effective oral communication techniques by expressing ideas fluently, asking questions, and responding appropriately.
4. The educator demonstrates critical thinking skills including analysis, synthesis, and evaluation in all forms of communication.
5. The educator practices effective listening techniques.
6. The educator practices effective viewing techniques including understanding information, critiquing, and evaluating a message, and appreciating a performance.

Standard #2 The educator demonstrates an understanding of world cultures.

Knowledge

1. The educator understands the major concepts in the study of world cultures and civilizations and has an awareness of persistent contemporary and emerging issues as they affect cultures and civilizations.
2. The educator understands the major concepts of the humanities and the behavioral and social sciences.
3. The educator acquires multiple perspectives in viewing various world cultures.

Performance

1. The educator uses various theories of the behavioral and social sciences.
2. The educator identifies and describes the factors that contribute to cooperation and factors that cause disputes within and among cultures and civilizations.
3. The educator integrates the arts and humanities as a means of understanding the world's culture.

Standard #3 The educator understands the role that mathematics plays in everyday life, is able to use basic mathematical and statistical concepts in solving the problems of everyday life, and is able to communicate with others about these concepts.

Knowledge

1. The educator understands the concepts and relationships in number systems and the uses that are made of real numbers in everyday life.
2. The educator understands ways data can be displayed and described, including the use of measures of central tendency and variation, fundamental concepts of experimental and theoretical probability, and uses of statistics and probability in everyday life.
3. The educator understands the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and recognizes both valid and invalid forms of reasoning.

4. The educator understands both metric and customary measurement and fundamental geometric concepts including shapes and their properties and relationships.
5. The educator knows how mathematics is used to model and solve everyday life problems and to communicate about everyday life.

Performance

1. The educator solves problems using different strategies, verifies and interprets results, and generalizes solutions.
2. The educator summarizes, represents, and interprets data in various forms, including graphical, tabular and statistical.
3. The educator performs basic operations with real numbers in various modes using paper and pencil, using mental calculations, and using a calculator; estimates the answer to a calculation; and judges the reasonableness of a numerical solution to a problem.
4. The educator analyzes both valid and invalid forms of reasoning and uses various types of valid reasoning to make and refine conjectures and construct logical arguments.
5 The educator constructs symbolic representations of real-world problems and manipulates these to solve such problems.
6. The educator communicates with others about mathematical concepts, processes, and symbols.

Standard #4 The educator understands the natural world as interconnecting phenomena explained by scientific processes and understands the responsibilities of being stewards of the natural world.

Knowledge

1. The educator understands the history of science.
2. The educator understands the major concepts and processes of inquiry that are central to the fields of science.
3. The educator understands how the sciences are interconnected and related to other disciplines.
4. The educator knows how various processes of inquiry are used in the sciences to gather and interpret information.
5. The educator understands that humans are an active part of the world of science, including biology, earth and space and physical science.

Performance

1. The educator effectively uses the processes of scientific inquiry including appropriate mathematical and computer skills to learn about the subject and carry out scientific investigations.
2. The educator demonstrates an understanding of various ways that the natural world is interconnected.
3. The educator describes how sciences are related to other disciplines.

Standard #5 The educator understands the importance of physical, emotional, and social well-being.

Knowledge

1. The educator knows the ways to develop and maintain healthy lifestyles.
2. The educator understands developmental theories relative to physical, emotional, and social well-being.
3. The educator understands how personal interests, capabilities, and perceptions contribute to life and personal choices.

Performance

1. The educator cultivates personal interests and activities which contribute to personal well-being.
2. The educator encourages practices that support physical, emotional, and social well-being.

Standard #6 The educator understands the importance of the fine arts in contemporary society.

Knowledge

1. The educator will have a holistic and multidimensional understanding of the fine arts (music, visual arts, drama, dance, and literature).
2. The educator understands common vocabulary used across the fine arts.

Performance

1. The educator demonstrates the ability to make informed choices about the products of the fine arts.
2. The educator describes how the fine arts are related to other disciplines.

PROFESSIONAL EDUCATION

The Kansas State Board of Education adopted new Professional Education preparation program standards on January 13, 2015. They were edited to include ESOL and virtual learning on April 29, 2016.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

Standard 1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Function 1: The teacher understands how learners grow and develop.

Content Knowledge

1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.

1.1.2CK The teacher understands the role of language and culture in learning.

Professional Skill

1.1.3PS The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

Function 2: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Content Knowledge

1.2.1CK The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning.

Professional Skill

1.2.2PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and enables each learner to advance his/her learning.

Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Content Knowledge

1.3.1CK The teacher knows how to use instructional strategies that promote student learning.

1.3.2CK The teacher knows how to make instructional decisions that build on learners' strengths and needs.

Professional Skill

1.3.3PS The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development.

1.3.4PS The teacher modifies instruction to make language comprehensible and instruction accessible, relevant, and rigorous.

Standard 2: Learning Differences.

The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Function 1: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.

Content Knowledge

2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

Professional Skill

2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.

2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to learner's personal, family, and community experiences and cultural norms.

Function 2: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.

Content Knowledge

2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner's experiences, languages, cultures, and community into instruction.

Professional Skill

2.2.3PS The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.

2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard 3: Learning Environment.

The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Function 1: The teacher works with others to create learning environments that support individual and collaborative learning.

Content Knowledge

3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.

Professional Skill

3.1.3PS The teacher manages the learning environment, to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space and learner's attention.

3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.

Function 2: The teacher works with others to create environments that include teacher and student use of technology.

Content Knowledge

3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in all learning environments.

Professional Skill

3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.

Function 3: The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.

Professional Skill

3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.

3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.

3.3.4PS The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.

Standard 4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Function 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Content Knowledge

4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.

4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.

Professional Skill

4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.

4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.

Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.

Content Knowledge

4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.

4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

Professional Skill

4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.

4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner's content knowledge in their primary language.

Standard 5: Application of Content.

The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

Content Knowledge

5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in depth learning experience.

5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives.

Professional Skill

5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.

5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.

5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.

Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.

Content Knowledge

5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.

5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.

Professional Skill

5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.

5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.

5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.

Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

Content Knowledge

5.3.1CK The teacher understands the concepts that govern his/her content area.

5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.

5.3.3CK The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively.

Professional Skill

5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.

5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to the resolution of local and global issues.

5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.

Standard 6: Assessment.

The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Content Knowledge

6.1.1CK The teacher understands the difference between formative and summative assessment.

6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.

6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.

Professional Skill

6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.

6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.

6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.

6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.

Function 2: The teacher understands how to engage learners in self-assessment.

Content Knowledge

6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.

6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.

6.2.3CK The teacher knows how to prepare learners for assessments.

Professional Skill

6.2.4PS The teacher engages learners in analyzing their own assessment data.

6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.

6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.

Function 3: The teacher understands how to make informed decisions.

Content Knowledge

6.3.1CK The teacher knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.

6.3.2CK The teacher knows how to use data to guide planning and instruction.

6.3.3CK The teacher knows how to provide relevant feedback to all learners.

Professional Skill

6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.

6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.

6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.

Standard 7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Content Knowledge

7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.

Professional Skill

7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.

7.1.4PS The teacher systematically adjusts plans to enhance each student's learning.

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

Content Knowledge

7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.

7.2.2CK The teacher understands how integrating cross- disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.

7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, instructional technology coordinators, librarians, media specialists, community organizations).

Professional Skill

7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, instructional technology coordinators, librarians, media specialists) to

design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Content Knowledge

7.3.1CK The teacher understands learning theory, human development, cultural diversity, linguistic diversity, community context, and individual differences and how these impact ongoing planning.

7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

Professional Skill

7.3.3PS The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, instructional and assistive technologies, and materials to differentiate instruction for individuals and groups of learners.

7.3.4PS The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7.3.5PS The teacher plans for instruction based on formative, informative, and summative assessment data, prior learner knowledge, and learner interest.

Standard 8: Instructional Strategies.

The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Function 1: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.

Content Knowledge

8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8.1.3CK The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.

Professional Skill

8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.

8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.

8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.

8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.

8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Function 2: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.

Content Knowledge

8.2.1CK The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self -expression, and build relationships.

8.2.2CK The teacher knows how to use a wide variety of appropriate resources, including human resources, print and visual materials, and technology, to engage students in skill building and learning.

Professional Skill

8.2.3PS The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8.2.4PS The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8.2.5PS The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, visual representation, and viewing.

8.2.6PS The teacher uses a variety of resources, including human resources, print and visual materials, and technology to engage students in learning.

Standard 9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Function 1: The teacher engages in ongoing professional learning.

Content Knowledge

9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).

9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.

9.1.3CK The teacher understands a professional educator is a lifelong learner, staying apprised of current trends and research in the field.

Professional Skill

9.1.4PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.

9.1.5PS The teacher takes responsibility for implementing new knowledge, ideas, and strategies.

Function 2: The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Content Knowledge

9.2.1CK The teacher understands the role and goals of reflection in professional growth.

9.2.2CK The teacher understands how the elements of the evaluation protocol corresponds with professional learning experiences or opportunities.

Professional Skill

9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations / observations, educator colleagues, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.

Standard 10: Leadership and Collaboration.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Function 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Content Knowledge

10.1.1CK The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

Professional Skill

10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice.

10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.

Function 2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Content Knowledge

10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.

10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.

Professional Skill

10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.).

10.2.4PS The teacher provides information to families about the instructional programs, each individual student's progress, and ways that they can be engaged in learning activities (Danielson, 2013).

10.2.5PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners.

10.2.6PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.

EARLY CHILDHOOD CONTENT AREAS

EARLY CHILDHOOD UNIFIED

Birth through Kindergarten

The Kansas State Board of Education adopted new Early Childhood Unified Birth through Kindergarten preparation program standards on May 12, 2015.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Child Development and Learning:

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.

Function 1: Learner Development

Candidates know and understand typical progression in each developmental domain of children from birth to age 6.

Content Knowledge

1.1.1CK The candidate knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) and recognizes variable progression in children.

1.1.2CK The candidate understands integration of developmental domains.

1.1.3CK The candidate understands typical and atypical childhood development. Candidates know age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language).

1.1.4CK The candidate knows and understands multiple influences on development of the whole child (Play, brain research, environmental factors, individual physical factors, medical, genetics, parent developmental level, nutrition, SES status etc.).

Professional Skills

1.1.5PS The candidate can apply age-appropriate developmental expectations to address individual learning of students, including physical, cognitive, social, emotional language and aesthetic domains; play, activity and learning processes.

1.1.6 PS The candidate uses knowledge of developmental domains to address individual needs of learners and to create positive rich learning environments to stimulate brain development.

1.1.7 PS The candidate can apply knowledge of typical and atypical childhood development to support a healthy respectful and challenging learning environment for each learner.

1.1.8 PS The candidate demonstrates respect for each child as a feeling, thinking individual and respect for each child's culture, home language, individual abilities or disabilities, family context, and community. The candidate models and affirms anti-bias perspectives on development and learning.

Function 2: Learning Differences

Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content Knowledge

1.2.1CK The Candidate possesses knowledge and understanding of family expectations and cultural requirements around educational settings. The candidate values diverse languages and cultures.

1.2.2CK The candidate knows the context of the community in which they are placed including demographics, socioeconomic factors and cultural diversity to support the child's development, learning and wellbeing.

1.2.3CK The candidate understands that children are motivated in different ways and knows that a basic belief in a learner's ability to learn is essential in success for the student.

1.2.4CK The candidate recognizes areas of exceptionality and its potential impact on a child's learning.

1.2.5CK The candidate understands the importance of linking assessment information to plan appropriate programs, environments, and interventions to address individual differences of all children, including the development of IFSPs/IEPs when required, and for reporting progress toward meeting outcomes or annual goals.

Professional Skills

1.2.6PS The candidate applies their understanding of language and culture in educational settings. The candidate seeks to integrate languages and diverse cultures into his/her instructional practice to engage learners.

1.2.7PS The candidate accesses and applies community context in all aspects of the educational setting, including but not limited to differences in family structures and social and cultural backgrounds.

1.2.8PS The candidate demonstrates belief in young learners' ability to learn, and use of their understanding of early childhood development to help each learner understand and make meaning from his or her experiences through play, spontaneous activity, and guided investigations.

1.2.9PS The candidate can identify areas of exceptionality that may impact the child's learning (e.g., developmental delays, health impairments, and giftedness) and develops appropriate adaptations.

1.2.10PS The candidate can select appropriate assessment data for use in decision making; to adjust programs, plan interventions, when developing IFSPs/IEPs and report writing.

Function 3: Learning Environments

Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all learners.

Content Knowledge

1.3.1CK The candidate knows basic methods for promoting the development of learner's self-regulatory skills.

1.3.2CK The candidate understands the importance of a literacy rich environment to support and expand learner's communication through speaking, listening, reading, writing, and other modes.

1.3.3CK The candidate understands the importance of a culturally sensitive and anti-biased learning environment.

1.3.4CK The candidate knows how to create a learning environment that encourages learners to work productively and cooperatively with each other to achieve learning goals.

1.3.5CK The candidate knows that the learning environment should include safety procedures and precautions.

1.3.6CK The candidate understands the importance of a technology rich learning environment.

1.3.7CK The candidate possesses the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

Professional Skills

1.3.8PS The candidate applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences).

1.3.9PS The candidate creates a literacy-rich environment and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) to model reading, speaking and writing during daily routines.

1.3.10PS The candidate uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).

1.3.11PS The candidate can plan and select activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs).

1.3.12PS The candidate identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).

1.3.13PS The candidate develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed.

1.3.14PS The candidate can apply the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

Standard 2: Content Knowledge

Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Function 1: Understanding content knowledge in developmental domains and pre-academic / academic disciplines: language and literacy; the arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Content Knowledge

2.1.1CK The candidate must be well versed in the essential content knowledge in all pre-academic/academic disciplines including mathematical concepts (e.g. number sense, shapes, one-to-one correspondence, sequence, problem solving); scientific concepts (e.g. cause and effect, discovery learning, observation, change, systems,

cycles); literacy concepts (e.g. phonemic awareness, vocabulary, writing, shared reading); social studies concepts (e.g. social skills, community, character, family, culture, cultural identity).

2.1.2CK The candidate must be well versed in the essential content knowledge in health and physical education (e.g., nutrition, gross motor play, movement, hand washing, physical health, wellness, self-regulation, exercise, safety, prevention).

2.1.3CK The candidate must be well versed in the essential content knowledge in the arts (e.g., music, creative movement, visual arts, structure and processes of art, dance, drama).

2.1.4CK The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2.1.5CK The candidate understands and demonstrates an understanding of family systems--both individual families' systems and dynamics as well as systems theory (dynamics, roles, diversity and relationships).

Professional Skills

2.1.6.a PS The candidate selects appropriate content based on knowledge of child development and the abilities of children at each developmental level (e.g., math, science, language arts, social studies, literacy).

2.1.6.b PS The candidate demonstrates not only what is important in each content area but also why it is important - how it links with earlier and later understandings both within and across areas providing opportunities for students to learn, practice, and master content.

2.1.6.c PS The candidate can apply the content knowledge in the context of children's learning, demonstrate understanding of the structure of the content area, demonstrate understanding of ways in which concepts can be integrated across the content areas.

2.1.7PS The candidate can integrate physical health and wellness throughout the curriculum; explain the value of integrating physical health and wellness into the learning process.

2.1.8PS The candidate can design experiences that focus on the process rather than the product; explain the value of integrating the arts into the learning process.

2.1.9PS The candidate can access and use the research base underlying each content area, basic knowledge of the core concepts and standards of professional organizations in each content area, and rely on sound resources for that knowledge.

2.1.10PS The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Function 2: Understand, articulate and can integrate into personal practice, the historical, theoretical and philosophical viewpoints within the field of early childhood.

Content Knowledge

2.2.1CK The candidate understands the early childhood profession, its multiple historical, philosophical, cultural, political and social foundations and how these foundations influence current thought, research, and practice.

2.2.2CK The candidate understands the historical, theoretical, and foundational philosophy of the field.

2.2.3CK The candidate understands theories of family and community and how they impact child development.

2.2.4CK The candidate understands early childhood developmental theory (e.g. Vygotsky, Piaget, etc.).

2.2.5CK The candidate understands Maslow's hierarchy of needs, multiple intelligences theory, Bloom's taxonomy, learning styles research.

Professional Skills

2.2.6PS The candidate considers and is able to articulate the history and philosophy of the field, and integrates theory into practice to meet the needs of all learners.

2.2.7PS The candidate applies theories of child development and developmentally appropriate and research-based practices when working with infants, and young children.

2.2.8PS The candidate differentiates and applies the Ecological theory, family systems theory, constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, and Piaget).

2.2.9PS The candidate can apply early childhood developmental theory to promote learning.

2.2.10PS The candidate can apply Maslow's hierarchy of needs, multiple intelligences theory, Bloom's taxonomy and learning styles research when designing the learning environment and planning instruction to meet the needs of all students.

Function 3: Candidates understand the legal foundations within the field of early childhood education.

Content Knowledge

2.3.1CK The candidate knows the progression of federal legislative acts that have provided the foundation for current educational law.

2.3.2CK The candidate understands the rights and responsibilities of all learners, their families, teachers and other professionals and schools.

2.3.3CK The candidate knows the implications of current federal legislation relating to children with exceptionalities.

Professional Skills

2.3.4CK The candidate will be able to apply federal legislation relating to all learners including but not limited to IDEA, ESEA, mandated reporting and FERPA.

2.3.5CK The candidate will advocate for the rights of learners and families.

2.3.6CK The candidate can apply current federal legislation when working with all learners (e.g., IEPs, least restrictive environment, IFSPs).

Standard 3 Application of Content Knowledge

Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Function 1: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology and assistive technology.

Content Knowledge

3.1.1CK The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

3.1.2CK The candidate knows how to select and use resources and materials to support development across the curriculum.

3.1.3CK The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

3.1.4CK The candidate knows a variety of instructional methods that encourage higher-level thinking.

Professional Skills

3.1.5PS The candidate uses technology, and integrates technological resources throughout the curriculum (e.g., assistive devices, interactive white boards, overhead projector, camera, computer, etc.).

3.1.6PS The candidate can select resources and materials to support curricular and developmental goals (e.g., manipulative, technology, community resources).

3.1.7PS The candidate designs, implements, and evaluates meaningful, challenging curriculum which requires alignment with appropriate early learning standards and knowledgeable use of the discipline's resources to focus on key experiences for each age group and taking into account each individual child's strengths, interests, and needs emphasizing academic and social competences.

3.1.8PS The candidate implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge learners to develop higher level thinking; pose questions that encourage learners to view, analyze, and interpret ideas from multiple perspectives.

Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families
Candidates prepared in early childhood B - K degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.

Function 1: Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young learners. Knowing about and using appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Content Knowledge

4.1.1CK The candidate demonstrates an understanding of the role of observation, documentation, and assessment tools, including the use of technology in documentation, assessment, and data collections.

4.1.2CK The candidate understands the role of informal and formal assessment strategies to determine level of performance, to identify developmental delay, to monitor learning progress, to plan and individualize curriculum and to monitor and evaluate the instructional program.

4.1.3CK The candidate understands the purpose of different types of assessments (e.g., daily observations, screening, selected response, portfolio, checklist, standardized tests, unit tests, benchmarks).

4.1.4CK The candidate understands how to analyze assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4.1.5CK The candidate is able to efficiently analyze, interpret, and summarize assessment data, including data from mandated, standardized, and performance based assessments.

4.1.6CK The candidate understands the importance and role of documentation.

Professional Skills

4.1.7PS The candidate uses multiple types of assessment processes to monitor progress, support, verify, and document learning, including the use of technology to complete these tasks.

4.1.8PS The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

4.1.9PS The candidate discriminates among summative, formative and diagnostic assessments and effectively uses multiple and appropriate types of assessment data to identify each student's learning needs, monitor progress and develop differentiated learning experiences.

4.1.10PS The candidate analyzes assessment data to understand and identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4.1.11PS The candidate can accurately describe and use results of data for each learner to make informed decisions.

4.1.12PS The candidate keeps appropriate and accurate records of assessments both informal (e.g. student samples, anecdotal notes, parent communication) and formal (e.g., test scores, homework).

Function 2: Understanding and practicing ethical, responsible assessment to promote positive outcomes for each child, including the use of assistive technology for learners with disabilities.

Content Knowledge

4.2.1CK The candidate understands the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

4.2.2CK The candidate knows how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

4.2.3CK The candidate understands assessment development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessments.

4.2.4CK The candidate understands the purpose and procedures for assessment when planning transitions to other program levels or with other agencies.

Professional Skills

4.2.5PS The candidate uses various assessments and assessment data in an ethical manner based on the purpose of the assessment.

4.2.6PS The candidate can recognize and make appropriate accommodations in assessments and testing conditions.

4.2.7PS The candidate creates developmentally appropriate assessments according to the child's needs and is able to choose appropriate assessment tools in a variety of contexts.

4.2.8PS The candidate keeps accurate records of assessment data for each child to facilitate smooth transitions to other program levels or with other agencies.

Function 3: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Content Knowledge

4.3.1CK The candidate understands the importance of collaborating with family members and other professionals when conducting assessments. (multidisciplinary, interdisciplinary, trans-disciplinary).

4.3.2CK The candidate understands the importance of communicating assessment results with appropriate parties.

Professional Skills

4.3.3PS The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4.3.4PS The candidate can discuss a learner's performance objectively with others and adjusts communication style and vocabulary when relaying assessment results to various audiences.

Standard 5: Planning for Instruction

Candidates prepared in early childhood B – K degree programs use their knowledge of pre-academic / academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.

Function 1: Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Content Knowledge

5.1.1CK The candidate knows and understands the role of state and national content standards in instructional planning.

5.1.2CK The candidate knows how to design, implement, and evaluate lessons.

5.1.3CK The candidate understands how scope and sequence affect instructional planning.

5.1.4CK The candidate understands the role of resources and materials for planning and for differentiated instruction.

5.1.5CK The candidate considers curricular, theoretical and philosophical approaches as planning resources.

5.1.6CK The candidate understands how assessment should influence planning.

5.1.7CK The candidate understands the value of play in the developmental domains and learning process.

Professional Skills

5.1.8PS The candidate can access and apply current state and national standards to build meaningful curriculum in all content areas.

5.1.9PS The candidate designs and implements developmentally appropriate lessons (e.g., content areas, developmental domains) and knows the techniques to evaluate the effectiveness of lessons (e.g., self-reflection, child assessment, peer feedback).

5.1.10PS The candidate utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas, and to help learners build on prior knowledge.

5.1.11PS The candidate can organize and allocate resources and materials for planning and differentiating instruction. Candidates can select resources and materials based on the comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.

5.1.12PS The candidate grounds their practice in a thorough, research-based understanding of young learners' development and learning processes and they recognize that every child constructs knowledge in personally and culturally familiar ways as evident in their daily planning.

5.1.13PS The candidate adjusts instruction based on assessment data (e.g. modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching).

5.1.14PS The candidate integrates play across the curriculum, provides opportunities for learning through play (e.g., space, time, materials) and identifies different types of play (e.g., dramatic, parallel).

Standard 6: Using Developmentally Effective Strategies

Candidates in early childhood B - K degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners' ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional

strategies and tools to connect learners and families and positively influence each and every learner's development and learning.

Function 1: Knowing, understanding and using a broad repertoire of developmentally appropriate teaching/learning approaches with an integrated systemic approach. Selecting effective strategies and tools for early education, including appropriate uses of technology and assistive technology.

Content Knowledge

6.1.1CK The candidate knows a variety of Positive Behavioral Support strategies.

6.1.2CK The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

6.1.3CK The candidate knows a variety of approaches for accommodating learners with diverse learning needs.

6.1.4CK The candidate understands how to adjust instruction in response to the needs and interests of children.

6.1.5CK The candidate understands the use and implications of different grouping techniques and strategies.

6.1.6CK The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6.1.7CK The candidate knows how to select and use resources and materials to support development across the curriculum.

Professional Skills

6.1.8PS The candidate provides an integrated systemic approach to meeting the needs of all children, including struggling and advanced learners (e.g., tiered lessons, scaffolding, MTSS, RTI ,etc.).

6.1.9PS The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products.

6.1.10PS The candidate can identify and apply learning accommodations for children with diverse needs (e.g. English language learners, gifted learners, special needs, local cultures, child populations).

6.1.11PS The candidate engage students in active learning strategies (e.g., interactive materials, discovery learning, project based learning, exploration, MTSS).

6.1.12PS The candidate implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently, (e.g. small group, whole group, independent, homogeneous, heterogeneous).

6.1.13PS The candidate uses technology, and integrates technological resources throughout the curriculum (e.g., assistive devices, interactive white boards, overhead projector, camera, computer, etc.).

6.1.14PS The candidate can select resources and materials to support curricular and developmental goals (e.g., manipulative, technology, community resources).

Standard 7: Professional and Ethical Practice

Candidates prepared in early childhood B - K degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. They engage in structured appropriate early field experiences at all levels (B-2, 3-5, and kindergarten) in a variety of settings (kindergarten; child care centers and homes/early intervention services, community agency programs).

Function 1: Identifying and involving oneself with the early childhood field.

Content Knowledge

7.1.1CK The candidate recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).

7.1.2CK The candidate understands the importance and role of research-driven practice.

7.1.3CK The candidate is aware of early childhood professional organizations.

Professional Skills

7.1.4PS The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

7.1.5PS The candidate takes responsibility for contributing to and advancing the profession.

7.1.6PS The candidate can access early childhood professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.

Function 2: Knowing about and upholding ethical standards and other early childhood professional guidelines.

Content Knowledge

7.2.1CK The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

7.2.2CK The candidate understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).

7.2.3CK The candidate knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.

Professional Skills

7.2.4PS The candidate can access, assess and manage information and data in an appropriate, professional and ethical manner.

7.2.5PS The candidate appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.

7.2.6PS The candidate adheres to laws, regulations, and policies that regulate the early childhood field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Function 3: Engaging in continuous learning and reflective practice to inform instruction; Analyze and evaluate the implications of current trends and issues within the field of early childhood.

Content Knowledge

7.3.1CK The candidate understands the importance of engaging in continuous learning.

7.3.2CK The candidate understands the field of early childhood is continuously developing and changing.

7.3.3CK The candidate exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

7.3.4CK The candidate recognizes the role of reflective practice for improvement of curriculum and instruction.

7.3.5CK The candidate understands the importance of integrating the knowledge, reflective, and critical perspectives on early education.

Professional Skills

7.3.6PS The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

7.3.7PS The candidate can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.

7.3.8PS The candidate demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.

7.3.9PS The candidate demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.

7.3.10PS The candidate applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.

Function 4: Field experiences and clinical practices are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood. Opportunities to observe and practice in early childhood age groups (birth-age 2 and 3-5 and kindergarten) and in all types of early education settings

(kindergarten, child care centers and homes/early intervention services, community agency programs).

Content Knowledge

7.4.1CK The candidate understands the importance of field/clinical experience in a variety of professional settings.

7.4.2CK The candidate understands the importance of functioning as a member of a multidisciplinary team.

7.4.3CK The candidates will synthesize and integrate skills acquired in previously completed coursework. For the early childhood age groups (birth- age 2 and 3-5 and kindergarten).

7.4.4CK The candidate understands the processes of planning and implementing effective curriculum for the early childhood age groups (birth-age2 and 3-5 and kindergarten).

7.4.5CK The candidate understands the process of assessment including selection, application, analysis and interpretation of a variety of instruments and data sources.

7.4.6CK The candidate understands the process for creating and implementing IFSPs and IEPs.

7.4.7CK The candidate recognizes the importance of being sensitive to the needs and rights of children and families.

7.4.8CK Specific to the home-based/child care center clinical experience, candidates should have the knowledge to put into practice, the concepts and goals of infant mental health and development in early intervention.

7.4.9CK Specific to the child community agency/early intervention services programs clinical experience, candidates understand the concepts and goals of infant mental health and development in early intervention.

7.4.10CK Specific to the kindergarten clinical experience, candidates understand the concepts and goals of young child development and the formal schooling process.

7.4.11CK Specific to the "student teaching" placement, candidates will be placed in an accredited school with a licensed teacher.

Professional Skills

7.4.12PS The candidate will engage in a variety of structured, sequenced field/clinical experiences at all age groups in a variety of settings. The candidate reflects on, analyzes and evaluates field experience.

7.4.13PS In field/clinical experiences, candidates will engage in effective communication with families (including families of diverse backgrounds) and other team members.

7.4.14PS In field/clinical experiences, candidates will demonstrate dispositions knowledge and skills appropriate for the early childhood age groups (birth-age 2 and 3-5 and kindergarten).

7.4.15PS In field/clinical experiences, candidates will engage in planning and implementing effective lessons (including choice of materials, monitoring progress, appropriate adaptations and use of assistive technology, and development of IFSPs/IEPs) with all learners.

7.4.16PS In field/clinical experiences, candidates will extend their skills in administration and interpretation of assessment instruments.
7.4.17PS In field/clinical experiences, candidates will demonstrate competency in IFSP and IEP writing, assessment; selection and utilization of materials found in the learner's natural environment.
7.4.18PS In field/clinical experiences, candidates work sensitively with families, keep the family as focus of the intervention; and serve as a member of a multidisciplinary team.
7.4.19PS During the home-based/child care center clinical experience candidates will work with families who have young children, ages birth to three, with and without disabilities, or who are at risk for disabilities.
7.4.20PS During community agency/early intervention services programs clinical experience, candidates will apply knowledge of planning activities, assessing students, and managing the learning environment.
7.4.21PS During kindergarten clinical experience, candidates will apply knowledge of lesson planning, student assessment, and managing the learning environment.

EARLY CHILDHOOD UNIFIED

Birth through Third Grade

The Kansas State Board of Education adopted new Early Childhood Unified Birth through Third Grade preparation program standards on May 12, 2015.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Child Development and Learning:

Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.

Function 1: Learner Development

Candidates know and understand typical progression in each developmental domain of children from birth to age 8.

Content Knowledge

1.1.1CK The candidate knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) and recognizes variable progression in children.
1.1.2CK The candidate understands integration of developmental domains.

1.1.3CK The candidate understands typical and atypical childhood development. Candidates know age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language).

1.1.4CK The candidate knows and understands multiple influences on development of the whole child (Play, brain research, environmental factors, individual physical factors, medical, genetics, parent developmental level, nutrition, SES status, etc.).

Professional Skills

1.1.5PS The candidate can apply age-appropriate developmental expectations to address individual learning of students, including physical, cognitive, social, emotional language and aesthetic domains; play, activity and learning processes.

1.1.6PS The candidate uses knowledge of developmental domains to address individual needs of learners and to create positive rich learning environments to stimulate brain development.

1.1.7PS The candidate can apply knowledge of typical and atypical childhood development to support a healthy respectful and challenging learning environment for each learner.

1.1.8PS The candidate demonstrates respect for each child as a feeling, thinking individual and respect for each child's culture, home language, individual abilities or disabilities, family context, and community. The candidate models and affirms anti-bias perspectives on development and learning.

Function 2: Learning Differences

Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content Knowledge

1.2.1CK The Candidate possesses knowledge and understanding of family expectations and cultural requirements around educational settings. The candidate values diverse languages and cultures.

1.2.2CK The candidate knows the context of the community in which they are placed including demographics, socioeconomic factors and cultural diversity to support the child's development, learning and wellbeing.

1.2.3CK The candidate understands that children are motivated in different ways and knows that a basic belief in a learner's ability to learn is essential in success for the student.

1.2.4CK The candidate recognizes areas of exceptionality and its potential impact on a child's learning.

1.2.5CK The candidate understands the importance of linking assessment information to plan appropriate programs, environments, and interventions to address individual differences of all children, including the development of IFSPs/IEPs when required, and for reporting progress toward meeting outcomes or annual goals.

Professional Skills

1.2.6PS The candidate applies their understanding of language and culture in educational settings. The candidate seeks to integrate languages and diverse cultures into his/her instructional practice to engage learners.

1.2.7PS The candidate accesses and applies community context in all aspects of the educational setting, including but not limited to differences in family structures and social and cultural backgrounds.

1.2.8PS The candidate demonstrates belief in young learners' ability to learn, and use of their understanding of early childhood development to help each learner understand and make meaning from his or her experiences through play, spontaneous activity, and guided investigations.

1.2.9PS The candidate can identify areas of exceptionality that may impact the child's learning (e.g., developmental delays, health impairments, and giftedness) and develops appropriate adaptations.

1.2.10PS The candidate can select appropriate assessment data for use in decision making; to adjust programs, plan interventions, when developing IFSP's/IEPs and report writing.

Function 3: Learning Environments

Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all learners.

Content Knowledge

1.3.1CK The candidate knows basic methods for promoting the development of learner's self-regulatory skills.

1.3.2CK The candidate understands the importance of a literacy rich environment to support and expand learner's communication through speaking, listening, reading, writing, and other modes.

1.3.3CK The candidate understands the importance of a culturally sensitive and anti-biased learning environment.

1.3.4CK The candidate knows how to create a learning environment that encourages learners to work productively and cooperatively with each other to achieve learning goals.

1.3.5CK The candidate knows that the learning environment should include safety procedures and precautions.

1.3.6CK The candidate understands the importance of a technology rich learning environment.

1.3.7CK The candidate possesses the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

Professional Skills

1.3.8PS The candidate applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences).

1.3.9PS The candidate creates a literacy-rich environment and implements components of literacy throughout the environment (e.g., by using printed material, dramatic

play, environmental print, listening center, writing materials) to model reading, speaking and writing during daily routines.

1.3.10PS The candidate uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).

1.3.11PS The candidate can plan and select activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs).

1.3.12PS The candidate identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).

1.3.13PS The candidate develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed.

1.3.14PS The candidate can apply the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

Standard 2: Content Knowledge

Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Function 1: Understanding content knowledge in developmental domains and pre-academic/academic disciplines: language and literacy; the arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

Content Knowledge

2.1.1CK The candidate must be well versed in the essential content knowledge in all pre-academic/academic disciplines including:

- mathematical concepts (e.g. number sense, shapes, one-to-one correspondence, sequence, problem solving);
- scientific concepts (e.g. cause and effect, discovery learning, observation, change, systems, cycles);
- literacy concepts (e.g. phonemic awareness, vocabulary, writing, shared reading);
- social studies concepts (e.g. social skills, community, character, family, culture, cultural identity.

2.1.2CK The candidate must be well versed in the essential content knowledge in health and physical education (e.g., nutrition, gross motor play, movement, hand washing, physical health, wellness, self-regulation, exercise, safety, prevention).

2.1.3CK The candidate must be well versed in the essential content knowledge in the arts (e.g., music, creative movement, visual arts, structure and processes of art, dance, drama).

2.1.4CK The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2.1.5CK The candidate understands and demonstrates an understanding of family systems--both individual families' systems and dynamics as well as systems theory (dynamics, roles, diversity and relationships).

Professional Skills

2.1.6.aPS The candidate selects appropriate content based on knowledge of child development and the abilities of children at each developmental level (e.g., math, science, language arts, social studies, literacy).

2.1.6.bPS The candidate demonstrates understanding of not only what is important in each content area but also why it is important - how it links with earlier and later understandings both within and across areas providing opportunities for students to learn, practice, and master content.

2.1.6.cPS The candidate can apply the content knowledge in the context of children's learning, demonstrate understanding of the structure of the content area, demonstrate understanding of ways in which concepts can be integrated across the content areas.

2.1.7PS The candidate can integrate physical health and wellness throughout the curriculum; explain the value of integrating physical health and wellness into the learning process.

2.1.8PS The candidate can design experiences that focus on the process rather than the product; explain the value of integrating the arts into the learning process.

2.1.9PS The candidate can access and use the research base underlying each content area, basic knowledge of the core concepts and standards of professional organizations in each content area, and rely on sound resources for that knowledge.

2.1.10PS The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Function 2: Understand, articulate and can integrate into personal practice, the historical, theoretical and philosophical viewpoints within the field of early childhood.

Content Knowledge

2.2.1CK The candidate understands the early childhood profession, its multiple historical, philosophical, cultural, political and social foundations and how these foundations influence current thought, research, and practice.

2.2.2CK The candidate understands the historical, theoretical, and foundational philosophy of the field.

2.2.3CK The candidate understands theories of family and community and how they impact child development.

2.2.4CK The candidate understands early childhood developmental theory (e.g. Vygotsky, Piaget, etc.).

2.2.5CK The candidate understands Maslow's hierarchy of needs, multiple intelligences theory, Bloom's taxonomy, learning styles research.

Professional Skills

2.2.6PS The candidate considers and is able to articulate the history and philosophy of the field, and integrates theory into practice to meet the needs of all learners.

2.2.7PS The candidate applies theories of child development and developmentally appropriate and research-based practices when working with infants, and young children.

2.2.8PS The candidate differentiates and applies the Ecological theory, family systems theory, constructivism, behaviorism, and social learning (e.g., Brunner, Vygotsky, Piaget).

2.2.9PS The candidate can apply early childhood developmental theory to promote learning.

2.2.10PS The candidate can apply Maslow's hierarchy of needs, multiple intelligences theory, Bloom's taxonomy and learning styles research when designing the learning environment and planning instruction to meet the needs of all students.

Function 3: Candidates understand the legal foundations within the field of early childhood education.

Content Knowledge

2.3.1CK The candidate knows the progression of federal legislative acts that have provided the foundation for current educational law.

2.3.2CK The candidate understands the rights and responsibilities of all learners, their families, teachers and other professionals and schools.

2.3.3CK The candidate knows the implications of current federal legislation relating to children with exceptionalities.

Professional Skills

2.3.4CK The candidate will be able to apply federal legislation relating to all learners including but not limited to IDEA, ESEA, mandated reporting and FERPA.

2.3.5CK The candidate will advocate for the rights of learners and families.

2.3.6 The candidate can apply current federal legislation when working with all learners (e.g., IEPs, least restrictive environment, IFSPs).

Standard 3 Application of Content Knowledge

Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Function 1: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology and assistive technology.

Content Knowledge

3.1.1 The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

3.1.2 The candidate knows how to select and use resources and materials to support development across the curriculum.

3.1.3 The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

3.1.4 The candidate knows a variety of instructional methods that encourage higher-level thinking.

Professional Skill

3.1.5 The candidate uses technology, and integrates technological resources throughout the curriculum (e.g., assistive devices, interactive white boards, overhead projector, camera, computer, etc.).

3.1.6 The candidate can select resources and materials to support curricular and developmental goals (e.g., manipulative, technology, community resources).

3.1.7 The candidate designs, implements, and evaluates meaningful, challenging curriculum which requires alignment with appropriate early learning standards and knowledgeable use of the discipline's resources to focus on key experiences for each age group and taking into account each individual child's strengths, interests, and needs emphasizing academic and social competences.

3.1.8 The candidate implements a variety of instructional methods to create lessons that extend beyond factual recall and challenge learners to develop higher level thinking; pose questions that encourage learners to view, analyze, and interpret ideas from multiple perspectives.

Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families
Candidates prepared in early childhood B – G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.

Function 1: Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young learners. Knowing about and using appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

Content Knowledge

4.1.1CK The candidate demonstrates an understanding of the role of observation, documentation, and assessment tools, including the use of technology in documentation, assessment, and data collections.

4.1.2CK The candidate understands the role of informal and formal assessment strategies to determine level of performance, to identify developmental delay, to plan and individualize curriculum and to monitor and evaluate the instructional program.

4.1.3CK The candidate understands the purpose of different types of assessments (e.g., daily observations, screening, selected response, portfolio, checklist, standardized tests, unit tests, benchmarks).

4.1.4CK The candidate understands how to analyze assessment data to identify patterns and gaps in learning, to monitor learning progress, to guide planning and instruction, and to provide meaningful feedback to all learners.

4.1.5CK The candidate is able to efficiently analyze, interpret, and summarize assessment data, including data from mandated, standardized, and performance based assessments.

4.1.6CK The candidate understands the importance and role of documentation.

Professional Skills

4.1.17PS The candidate uses multiple types of assessment processes to monitor progress, support, verify, and document learning, including the use of technology to complete these tasks.

4.1.8PS The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

4.1.9PS The candidate discriminates among summative, formative and diagnostic assessments and effectively uses multiple and appropriate types of assessment data to identify each student's learning needs, monitor progress and develop differentiated learning experiences.

4.1.10PS The candidate analyzes assessment data to understand and identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4.1.11PS The candidate can accurately describe and use results of date for each learner to make informed decisions.

4.1.12PS The candidate keeps appropriate and accurate records of assessments both informal (e.g. student samples, anecdotal notes, parent communication) and formal (e.g., test scores, homework).

Function 2: Understanding and practicing ethical, responsible assessment to promote positive outcomes for each child, including the use of assistive technology for learners with disabilities.

Content Knowledge

4.2.1CK The candidate understands the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

4.2.2CK The candidate knows how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

4.2.3CK The candidate understands assessment development, administration, and interpretation of results, including reliability, validity, appropriate scoring, and culturally unbiased assessments.

4.2.4CK The candidate understands the purpose and procedures for assessment when planning transitions to other program levels or with other agencies.

Professional Skills

4.2.5PS The candidate uses various assessments and assessment data in an ethical manner based on the purpose of the assessment.

4.2.6PS The candidate can recognize and make appropriate accommodations in assessments and testing conditions.

4.2.7PS The candidate creates developmentally appropriate assessments according to the child's needs and is able to choose appropriate assessment tools in a variety of contexts.

4.2.8PS The candidate keeps accurate records of assessment data for each child to facilitate smooth transitions to other program levels or with other agencies.

Function 3: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Content Knowledge

4.3.1CK The candidate understands the importance of collaborating with family members and other professionals when conducting assessments. (multidisciplinary, interdisciplinary, transdisciplinary).

4.3.2CK The candidate understands the importance of communicating assessment results with appropriate parties.

Professional Skills

4.3.3PS The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4.3.4PS The candidate can discuss a learner's performance objectively with others and adjusts communication style and vocabulary when relaying assessment results to various audiences.

Standard 5: Planning for Instruction

Candidates prepared in early childhood B – G3 degree programs use their knowledge of pre-academic / academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.

Function 1: Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Content Knowledge

5.1.1CK The candidate knows and understands the role of state and national content standards in instructional planning.

5.1.2CK The candidate knows how to design, implement, and evaluate lessons.

5.1.3CK The candidate understands how scope and sequence affect instructional planning.

5.1.4CK The candidate understands the role of resources and materials for planning and for differentiated instruction.

5.1.5CK The candidate considers curricular, theoretical and philosophical approaches as planning resources.

5.1.6CK The candidate understands how assessment should influence planning.

5.1.7CK The candidate understands the value of play in the developmental domains and learning process.

Professional Skills

5.1.8PS The candidate can access and apply current state and national standards to build meaningful curriculum in all content areas.

5.1.9PS The candidate designs and implements developmentally appropriate lessons (e.g., content areas, developmental domains) and knows the techniques to evaluate the effectiveness of lessons (e.g., self-reflection, child assessment, peer feedback).

5.1.10PS The candidate utilizes scope and sequence to plan lessons that promote growth in all developmental domains and content areas, and to help learners build on prior knowledge.

5.1.11PS The candidate can organize and allocate resources and materials for planning and differentiating instruction. Candidates can select resources and materials based on the comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.

5.1.12PS The candidate grounds their practice in a thorough, research-based understanding of young learners' development and learning processes and they recognize that every child constructs knowledge in personally and culturally familiar ways as evident in their daily planning.

5.1.13PS The candidate adjusts instruction based on assessment data (e.g. modify learning goals, grouping, materials, modeling, level of complexity, methods of teaching).

5.1.14PS The candidate integrates play across the curriculum, provides opportunities for learning through play (e.g., space, time, materials) and identifies different types of play (e.g., dramatic, parallel).

Standard 6: Using Developmentally Effective Strategies

Candidates in early childhood B – G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learners' ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.

Function 1: Knowing, understanding and using a broad repertoire of developmentally appropriate teaching/learning approaches with an integrated systemic approach. Selecting effective strategies and tools for early education, including appropriate uses of technology and assistive technology.

Content Knowledge

6.1.1CK The candidate knows a variety of Positive Behavioral Support strategies.

6.1.2CK The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

6.1.3CK The candidate knows a variety of approaches for accommodating learners with diverse learning needs.

6.1.4CK The candidate understands how to adjust instruction in response to the needs and interests of children.

6.1.5CK The candidate understands the use and implications of different grouping techniques and strategies.

6.1.6CK The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6.1.7CK The candidate knows how to select and use resources and materials to support development across the curriculum.

Professional Skills

6.1.8PS The candidate provides an integrated systemic approach to meeting the needs of all children, including struggling and advanced learners (e.g., tiered lessons, scaffolding, MTSS, RTI, etc.).

6.1.9PS The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products.

6.1.10PS The candidate can identify and apply learning accommodations for children with diverse needs (e.g. English language learners, gifted learners, special needs, local cultures, child populations).

6.1.11PS The candidate engage students in active learning strategies (e.g., interactive materials, discovery learning, project based learning, exploration, MTSS).

6.1.12PS The candidate implements different grouping techniques and strategies that create opportunities for children to work collaboratively and independently, (e.g. small group, whole group, independent, homogeneous, heterogeneous).

6.1.13PS The candidate uses technology, and integrates technological resources throughout the curriculum (e.g., assistive devices, interactive white boards, overhead projector, camera, computer, etc.).

6.1.14PS The candidate can select resources and materials to support curricular and developmental goals (e.g., manipulative, technology, community resources).

Standard 7: Professional and Ethical Practice

Candidates prepared in early childhood B – G3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Function 1: Identifying and involving oneself with the early childhood field.

Content Knowledge

7.1.1CK The candidate recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).

7.1.2CK The candidate understands the importance and role of research-driven practice.

7.1.3CK The candidate is aware of early childhood professional organizations.

Professional Skills

7.1.4PS The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

7.1.5PS The candidate takes responsibility for contributing to and advancing the profession.

7.1.6PS The candidate can access early childhood professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.

Function 2: Knowing about and upholding ethical standards and other early childhood professional guidelines.

Content Knowledge

7.2.1CK The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

7.2.2CK The candidate understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).

7.2.3CK The candidate knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.

Professional Skills

7.2.4PS The candidate can access, assess and manage information and data in an appropriate, professional and ethical manner.

7.2.5PS The candidate appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.

7.2.6PS The candidate adheres to laws, regulations, and policies that regulate the early childhood field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Function 3: Engaging in continuous learning and reflective practice to inform instruction; Analyze and evaluate the implications of current trends and issues within the field of early childhood.

Content Knowledge

7.3.1CK The candidate understands the importance of engaging in continuous learning.

7.3.2CK The candidate understands the field of early childhood is continuously developing and changing.

7.3.3CK The candidate exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

7.3.4CK The candidate recognizes the role of reflective practice for improvement of curriculum and instruction.

7.3.5CK The candidate understands the importance of integrating the knowledge, reflective, and critical perspectives on early education.

Professional Skills

7.3.6PS The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

7.3.7PS The candidate can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.

7.3.8PS The candidate demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.

7.3.9PS The candidate demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.

7.3.10PS The candidate applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.

Function 4: Field experiences and clinical practices are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood. Opportunities to observe and practice in early childhood age groups (birth-age 2, ages 3-5, and Kindergarten-grade 3) and in all types of early education settings (school settings, child care centers and homes/early intervention services, community agency programs).

Content Knowledge

7.4.1CK The candidate understands the importance of field/clinical experience in a variety of professional settings.

7.4.2CK The candidate understands the importance of functioning as a member of a multidisciplinary team.

7.4.3CK The candidates will synthesize and integrate skills acquired in previously completed coursework. For the early childhood age groups (birth- age 2, ages 3-5 and kindergarten- grade 3).

7.4.4CK The candidate understands the processes of planning and implementing effective curriculum for the early childhood age groups (birth-age2, ages 3-5 and kindergarten- grade 3).

7.4.5CK The candidate understands the process of assessment including selection, application, analysis and interpretation of a variety of instruments and data sources.

7.4.6CK The candidate understands the process for creating and implementing IFSPs and IEPs.
7.4.7CK The candidate recognizes the importance of being sensitive to the needs and rights of children and families.
7.4.8CK Specific to the home-based/child care center clinical experience, candidates should have the knowledge to put into practice, the concepts and goals of infant mental health and development in early intervention.
7.4.9CK Specific to the child community agency/early intervention services programs clinical experience, candidates understand the concepts and goals of infant mental health and development in early intervention.
7.4.10CK Specific to the Kindergarten- grade 3 clinical experience, candidates understand the concepts and goals of young child development and the formal schooling process.
7.4.11CK Specific to the "student teaching" placement, candidates will be placed in an accredited school with a licensed teacher.

Professional Skills

7.4.12PS The candidate will engage in a variety of structured, sequenced field/clinical experiences at all age groups in a variety of settings. The candidate reflects on, analyzes and evaluates field experience.
7.4.13PS In field/clinical experiences, candidates will engage in effective communication with families (including families of diverse backgrounds) and other team members.
7.4.14PS In field/clinical experiences, candidates will demonstrate dispositions, knowledge and skills appropriate for the early childhood age groups (birth-age 2, ages 3-5 and kindergarten-grade 3).
7.4.15PS In field/clinical experiences, candidates will engage in planning and implementing effective lessons (including choice of materials, monitoring progress, appropriate adaptations and use of assistive technology, and development of IFSPs/IEPs) with all learners.
7.4.16PS In field/clinical experiences, candidates will extend their skills in administration and interpretation of assessment instruments
7.4.17PS In field/clinical experiences, candidates will demonstrate competency in IFSP and IEP writing, assessment; selection and utilization of materials found in the learner's natural environment.
7.4.18PS In field/clinical experiences, candidates work sensitively with families, keep the family as focus of the intervention; and serve as a member of a multidisciplinary team.
7.4.19PS During the home-based/child care center clinical experience candidates will work with families who have young children, ages birth to three, with and without disabilities, or who are at risk for disabilities.
7.4.20PS During community agency/early intervention services programs clinical experience, candidates will apply knowledge of planning activities, assessing students, and managing the learning environment.

7.4.21PS During kindergarten- grade 3 clinical experience, candidates will apply knowledge of lesson planning, student assessment, and managing the learning environment.

Standard 8: Leadership and Collaboration

Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.

Function 1: Candidates understand and demonstrate respectful, reciprocal, and supportive skills with family, colleagues, and community through collaborative partnerships.

Content Knowledge

8.1.1CK The candidate demonstrates an understanding of collaborative practices that support strong interactions among families, educators, and community members.

8.1.2CK The candidate understands a variety of communication skills to foster relationships.

8.1.3CK The candidate understands how to build positive relationships.

8.1.4CK The candidate understands that there are community resources available, and know how to connect families with appropriate services.

8.1.5CK The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

8.1.6CK The candidate knows how to collaborate with colleagues.

8.1.7CK The candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Professional Skills

8.1.8PS The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. The candidate provides and creates family involvement opportunities.

8.1.9PS The candidate provides appropriate and proactive communication with families. Candidates apply communications skills that emphasize informal conversations while also including appropriate uses of conferencing and technology to share learners' work and to communicate with families.

8.1.10PS The candidate uses culturally responsive factors that promote effective communication and collaboration. Candidates take families' preferences and goals into account and incorporate knowledge of families' languages and cultures.

8.1.11PS The candidate connects classroom to community (i.e. field trips, community volunteers, community outreach, etc.). Candidates are able to identify and connect families to community resources that will support children and families (such as

mental health services, health care, adult education, English language instruction, and economic assistance).

8.1.12PS The candidate uses collaboration as a tool to effectively support the well-being of all learners across a wide range of settings and collaborators.

8.1.13PS The candidate knows the roles and responsibilities of other professionals in the school setting (e.g., school board, principal, superintendent), effectively uses colleagues as resources (e.g., grade-level meetings, mentor) and demonstrates professional communication with colleagues. The candidate identifies the benefits and recognizes the need for collaboration with other support staff (e.g. speech therapists, paraprofessionals) as partners in student success.

8.1.14PS The candidate accesses resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

ELEMENTARY CONTENT AREAS

ELEMENTARY EDUCATION

Pre-Kindergarten through Sixth Grade

The Kansas State Board of Education adopted new Elementary Education preparation program standards on February 13, 2024. The Elementary license was expanded from K-6 to PreK-6 in March 2023.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin. See other operational definitions in the glossary at the end of this document.

Standard 1: Professional Practice

The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.

Function 1: The Learner and Learner Development.

The teacher candidate understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Content Knowledge

1.1.1CK The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.

1.1.2 CK The teacher candidate understands the role of language and culture in learning.

1.1.3 CK The teacher candidate demonstrates an understanding of stages of development in growth and learning and influences that impact growth and learning (culture, socioeconomic status, etc).

1.1.4 CK The teacher candidate accesses resources to better understand the whole child, and demonstrates readiness to collaborate with families, colleagues, other school professionals, and external community agencies to promote the intellectual, social, behavioral, emotional, and physical growth and well-being of all children.

1.1.5 CK The teacher candidate understands how to identify and select a variety of appropriate tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical).

Professional Skills

1.1.6 PS The teacher candidate designs and implements developmentally appropriate relevant and rigorous learning experiences for all students.

1.1.7 PS The teacher candidate identifies readiness for learning (including, but not limited to, second language acquisition, culture, and family/community values) and understands how development in any one area may affect performance in others.

1.1.8 PS The teacher candidate communicates and collaborates in a variety of ways with all stakeholders about student intellectual, social, emotional, behavioral and physical growth and well-being, expanded learning opportunities, and civic engagement and participation.

1.1.9 PS The teacher candidate utilizes a variety of tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical).

Function 2: Learner Differences.

The teacher candidate uses understanding of individual differences and diverse cultures and communities to develop, maintain, and advocate for inclusive learning environments and high expectations that enable and support each learner.

Content Knowledge

1.2.1CK The teacher candidate recognizes their own biases (e.g. learner differences, diverse cultures, communities, families, etc.) and the impact on expectations for and relationships with learners and their families.

1.2.2 CK The teacher candidate demonstrates understanding of differentiation and intervention strategies and theories.

1.2.3 CK The teacher candidate demonstrates understanding of the characteristics, strengths, and challenges of learners with exceptionalities, and English language learners.

1.2.4 CK The teacher candidate understands how to analyze and collect instructional resources and materials from a variety of sources to best meet the needs of all students.

Professional Skills

1.2.5 PS The teacher candidate collects and analyzes data to advocate for the needs of the learner, reflect on practice, and differentiate instruction.

1.2.6 PS The teacher candidate collaborates with other education professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

1.2.7 PS The teacher candidate demonstrates a commitment to and advocates for the equitable and ethical treatment of all learners and their families.

1.2.8 PS The teacher candidate utilizes evidence-based resources reflecting best practice, and incorporates strategies for planning, instruction, and assessment to provide services for addressing varying learning differences or needs (i.e., English language learners, exceptionalities, disabilities and gifted learners).

1.2.9 PS The candidate scaffolds student instruction to support student learning.

1.2.10 PS The candidate accommodates instruction for individual differences in cognitive, linguistic, sociocultural, and behavioral domains of learning.

Function 3: Learner Environment.

The teacher candidate works with others to create safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction, active engagement, and self-directedness.

Content Knowledge

1.3.1CK The teacher candidate is thoughtful and responsive to establishing a culture for learning and creating an environment of respect and rapport.

1.3.2 CK The teacher candidate demonstrates an understanding of how to create a safe, inclusive environment based on theory and best practices (i.e. documenting and managing student behavior, creating rules and procedures, organizing physical space).

Professional Skills

1.3.3 PS The teacher candidate reflects on professional practice (teaching, co-teaching, learning, collaboration, and professional experiences), and provides evidence for continued improvement.

1.3.4 PS The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

1.3.5 PS The teacher candidate effectively organizes physical space, establishes classroom rules, routines, and responsibilities to manage student behavior and provides an environment conducive to learning.

Function 4: Professional Responsibility

The teacher candidate engages in ongoing professional learning and reflection to continually evaluate practice (particularly the effects of choices and actions on learners, families, other professionals, and the community). The teacher candidate collaborates with

learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Content Knowledge

1.4.1 CK The teacher candidate demonstrates an understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.

1.4.2 CK The teacher candidate demonstrates an understanding of how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

1.4.3 CK The teacher candidate demonstrates an understanding of laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

1.4.4 CK The teacher candidate demonstrates an understanding of schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

1.4.5 CK The teacher candidate demonstrates an understanding of spheres of influence that enhance or interfere with student learning.

1.4.6 CK The teacher candidate demonstrates an understanding of how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to face and virtual contexts.

1.4.7 CK The teacher candidate demonstrates an understanding of ways to impact school climate and culture in a positive manner.

1.4.8 CK The teacher candidate demonstrates an understanding of disciplinary literacy practices.

Professional Skills

1.4.9 PS The teacher candidate collaborates with a variety of stakeholders to promote learner growth and development.

1.4.10 PS The teacher candidate evaluates and reflects on the effects of their professional decisions and actions.

1.4.11 PS The teacher candidate reflects on personal biases and accesses resources and learning opportunities to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

1.4.12 PS The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

1.4.13 PS The teacher candidate engages collaboratively in the school-wide effort to build and maintain a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

1.4.14 PS The teacher candidate engages in meaningful and appropriate professional learning experiences (e.g., local and national organizations, podcasts, peer-

reviewed journal articles, webinars, publications, conventions) aligned with their own needs and the needs of the learners, school, and system.

1.4.15 PS The teacher candidate implements disciplinary literacy practices (i.e., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various discipline-specific strategies when reading in the discipline).

1.4.16 PS The teacher candidate finds and applies the current content standards required by the state.

Standard 2: Mathematics

The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

Function 1: Content

The teacher candidate uses the tools of inquiry, structures of mathematics, and content concepts of mathematics to create learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

2.1.1 CK The teacher candidate knows and utilizes the KSDE student mathematical content standards (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) and learning progressions as appropriate.

2.1.2 CK The teacher candidate demonstrates an understanding of the basic strands of mathematics developmentally appropriate for Pre-K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

2.1.3 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to mathematics.

Professional Skills

2.1.4 PS The teacher candidate uses CRA model (concrete, representational and abstract) and explanations within the mathematical domains to guide students through appropriate learning progressions and to assist each student's achievement.

2.1.5 PS The teacher candidate designs and provides mathematical learning experiences that assist students in understanding, questioning, and analyzing ideas from diverse perspectives.

2.1.6 PS The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for all students' learning.

2.1.7 PS Within mathematics lessons, the teacher candidate provides time, materials, and instructional support for students to use disciplinary literacy skills in mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.

2.1.8 PS The teacher candidate demonstrates understanding of mathematics by utilizing the NCTM 8 Effective Mathematics Teaching Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

2.1.9 PS The teacher candidate integrates concepts, processes, and examples from interrelated subjects.

Function 2: Assessment

The teacher candidate uses a variety of assessments appropriate to the field of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.

Content Knowledge

2.2.1 CK The teacher candidate demonstrates an understanding of how to access and design formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.

2.2.2 CK The teacher candidate demonstrates an understanding of when and how to evaluate and report learner progress aligned to standards.

2.2.3 CK The teacher candidate provides effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

2.2.4 CK The teacher candidate demonstrates an understanding of data analysis to understand patterns and gaps in learning, to guide planning and instruction, and to provide feedback to learners.

2.2.5 CK The teacher candidate engages learners in analyzing their own assessment results to set goals for their own learning.

Professional Skills

2.2.6 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.

2.2.7 PS The teacher candidate engages students and provides opportunities for students to demonstrate mathematical knowledge and skill, in a variety of ways, as part of the assessment process.

2.2.8 PS The teacher candidate designs mathematical assessments that align learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

2.2.9 PS The teacher candidate provides opportunities for students to engage in self-assessment of their mathematical knowledge and skills.

2.2.10 PS The teacher candidate proactively plans and adjusts instruction to meet the diverse needs of all students.

2.2.11 PS The teacher candidate models and structures processes that assist students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting appropriate and rigorous learning goals by drawing upon knowledge of mathematical content areas (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

2.3.1 CK The teacher candidate understands how to connect concepts and use differing strategies to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.

2.3.2 CK The teacher candidate demonstrates an understanding of the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).

2.3.3 CK The teacher candidate identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology related to mathematics.

Professional Skills

2.3.4 PS The teacher candidate engages learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.

2.3.5 PS The teacher candidate provides developmentally appropriate mathematical activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

2.3.6 PS The teacher candidate demonstrates and monitors appropriate use of the mathematical tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology.

2.3.7 PS The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.

2.3.8 PS The teacher candidate plans and implements developmentally appropriate instruction specific to each student, groups of students or the whole group to support meeting goals and objectives, while developing a deep understanding of mathematics.

2.3.9 PS The teacher candidate can select and apply a variety of instructional strategies appropriate for differing levels of instruction within mathematical concepts to meet the needs of all students.

2.3.10 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of mathematics.

2.3.11 PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

2.3.12 The teacher candidate demonstrates the ability to intentionally facilitate learner use of a variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections) through the use of strategic questioning and prompting and skillfully designing math tasks to draw out math practices appropriate for the content at hand.

Standard 3: Science

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Function 1: Content.

The teacher candidate understands major concepts, assumptions, and debates across science disciplines. The candidate applies scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices in order to engage learners in science concept and skill development.

Content Knowledge

3.1.1 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).

3.1.2 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity; human impact).

3.1.3 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to major concepts of health (nutrition, wellness and safety) that promotes a healthy lifestyle.

3.1.4 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).

3.1.5 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).

3.1.6 CK The teacher candidate demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).

3.1.7 CK The teacher candidate demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information).

3.1.8 CK The teacher candidate demonstrates understanding that the nature of scientific inquiry is based on deep curiosity and conceptual understandings of phenomena that have become more sophisticated over time based on increasing sources of evidence and explanatory reasoning.

<u>Professional Skills</u>

3.1.9 PS The teacher candidate generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.

3.1.10 PS The teacher candidate designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions.

3.1.11 PS The teacher candidate recognizes that science is an application of process skills (e.g., scientific method, engineering design process, "hands on/minds on").

3.1.12 PS The teacher candidate designs and provides interactive learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.

3.1.13 PS The teacher candidate plans and conducts lessons that actively engage learners in accessible and meaningful learning experiences (which may include physical sciences, life sciences, health, earth and space sciences, environmental/agricultural studies) that guide learners through developmentally appropriate learning progressions.

3.1.14 PS The teacher candidate plans and conducts lessons that focus on identifying concepts that cut across all science and engineering disciplines (cross-cutting concepts).

3.1.15 PS The teacher candidate integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.

3.1.16 PS Within science lessons, the teacher candidate provides time, materials and instructional support for students to apply appropriate disciplinary literacy skills (i.e., knowledge and strategies for reading technical and informational texts, conducting research, writing in the discipline, graphic representations of information, narrative statements related to graphs of data, and descriptions of processes student use to solve problems).

Function 2: Assessment.

The teacher candidate understands and uses a variety of assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate appropriate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

3.2.1 CK The teacher candidate demonstrates knowledge how to select and implement a variety of formative and summative assessments to address science learning goals and individual learner differences.

3.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.

3.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

3.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.

3.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.

3.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.

Professional Skills

3.2.7 PS The teacher candidate balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.

3.2.8 PS The teacher candidate designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in science.

3.2.9 PS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.

3.2.10 PS The teacher candidate designs science assessments that align with the science and engineering practices, the disciplinary core ideas, and the cross-cutting concepts integrated within each science standard.

3.2.11 PS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.

3.2.12 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of learners.

3.2.13 PS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.

Function 3: Instructional Practice

The teacher candidate plans, implements instruction that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

Content Knowledge

3.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to learners.

3.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in science learning.

3.3.3 CK The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.

3.3.4 CK The teacher candidate demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication, and constructivist learning theory in relation to science learning.

3.3.5 CK The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.

3.3.6 CK The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.

3.3.7 CK The teacher candidate demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.

3.3.8 CK The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.

3.3.9 CK The teacher candidate demonstrates an understanding of safety considerations in relation to science instruction.

3.3.10 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to the sciences.

3.3.11 CK The teacher candidate demonstrates how to find and access resources (i.e., community resources, funding/grant opportunities, content experts, materials etc.).

Professional Skills

3.3.12 PS The teacher candidate stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to science and engineering concepts.

3.3.13 PS The teacher candidate provides authentic phenomena that foster curiosity and creativity, and guides learners in evidence gathering and sense-making to develop deeper understandings.

3.3.14 PS The teacher candidate provides developmentally appropriate science activities that engage learners in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.

3.3.15 PS The teacher candidate guides activities (e.g., discussion, writing, drawing, modeling, and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.

3.3.16 PS The teacher candidate incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.

3.3.17 PS The teacher candidate demonstrates an ability to motivate, engage, and support learners by providing science activities that align with a learning cycle, such as the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).

3.3.18 PS The teacher candidate adjusts science instruction to meet the needs of diverse individuals and groups of learners, including those of traditionally under-represented groups in science and engineering.

3.3.19 PS The teacher candidate incorporates an understanding of [Bloom's] levels of learning to engage learners in individual, small group, and large group configurations to support deep understanding of science.

3.3.20 PS The teacher candidate incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.

3.3.21 PS The teacher candidate incorporates the most current best practices to ensure the safety of all learners, maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.

3.3.22 PS The teacher candidate provides developmentally appropriate scientific inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3.3.23 PS The teacher candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through

learning progressions and promote each learner's achievement of content standards.

Standard 4: Social Studies

The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.

Function 1: Content.

The teacher candidate demonstrates an understanding of central concepts, tools of inquiry, disciplines and thematic strands of the social studies by creating developmentally appropriate learning experiences.

Content Knowledge

4.1.1 CK The teacher candidate demonstrates an understanding of and can identify the qualities of informed, thoughtful, and engaged citizens.

4.1.2 CK The teacher candidate identifies and uses the ten NCSS organizing themes of the social studies to plan developmentally appropriate lessons:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

4.1.3 CK The teacher candidate will demonstrate an understanding of the information, concepts, theories, analytical approaches and values perspectives, including differing world views, important to teaching social studies.

4.1.4 CK The teacher candidate demonstrates the ability to develop problem-solving, critical-thinking, and application activities related to the social studies.

4.1.5 CK The teacher candidate will demonstrate knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.

4.1.6 CK The teacher candidate will demonstrate knowledge of geography (Kansas and regions of the world) including (a) people, places, and environments, and (b) local, regional, national, and global connections.

4.1.7 CK The teacher candidate will demonstrate knowledge of economics (Kansas and regions of the world) including (a) production, distribution, and consumption, and (b) science, technology, and society.

Professional Skills

4.1.8 PS The teacher candidate uses multiple representations and explanations within the discipline to guide student learning.

4.1.9 PS The teacher candidate applies knowledge of the state content standards in the social studies in their planning of instruction.

Function 2: Assessment.

The teacher candidate assesses instruction and student learning consistent with the long-range purposes of social studies and communicates meaningful feedback.

Content Knowledge

4.2.1 CK The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty, feasible, and cost effective.

4.2.2 CK The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.

4.2.3 CK To interpret student understanding of social studies content, the elementary teacher candidate knows a variety of assessments to assess student understanding of the content. Activities may call for speech (recitation, discussion, role playing), writing (short answers, longer compositions as students acquire the necessary competencies), or other kinds of goal-oriented action.

Professional Skills

4.2.4 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document social studies learning.

4.2.5 PS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.

4.2.6 PS The teacher candidate designs social studies assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

4.2.7 PS The teacher candidate assures that the students self-assess their social studies knowledge and skills.

4.2.8 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students varied social studies learning needs and goals.

4.2.9 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.

4.2.10 PS The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction.

The teacher candidate plans and implements social studies instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

4.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.2 CK The teacher candidate demonstrates a thorough understanding of inquiry-based learning that engage learners in critical thinking, creativity and collaborative problem solving.

4.3.3 CK The teacher candidate demonstrates knowledge of the developmentally appropriate ways of creating experiences to help students understand the social studies standards (sense of self, families, then and now, community, Kansas and regions of the US, a new nation through the 1800s, and ancient world history).

Professional Skills

4.3.4 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

4.3.5 PS The teacher candidate provides developmentally appropriate social science inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.6 PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary social studies.

4.3.7 PS The teacher candidate uses their knowledge of higher levels of learning to plan and implement instruction specific to each student, groups of students, or the whole group, to support their learning goals and objectives, while developing a deep understanding of social studies.

4.3.8 PS The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.

4.3.9 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of social studies.

4.3.10 PS The teacher candidate uses cross-disciplinary connections (literacy, mathematics, science) and social studies interconnections (within the NCSS themes) to make knowledge of varied content areas connected and meaningful.

Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.

Function 1: Foundational Pillars of Literacy Practice

The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening and speaking based on the National Reading Panel's five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Content Knowledge

5.1.1 CK The candidate demonstrates an understanding of the aspects of cognition and behavior that affect reading and writing development.

5.1.2 CK The candidate knows the phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

5.1.3 CK The candidate demonstrates an understanding of how to use text-based discussions as a means of improving reading comprehension and developing academic vocabulary.

5.1.4 CK The candidate demonstrates an understanding of how to apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

5.1.5 CK The candidate demonstrates knowledge of the literature about key elements of reading comprehension (i.e., the reader, the text, and the foundational skills to support comprehension).

5.1.6 CK The candidate can articulate the rationale for the use of multiple texts in various genres and formats, including print, digital, visual, and multimodal.

5.1.7 CK The candidate demonstrates a knowledge of the structure of language and its relationship to literacy development and acquisition.

5.1.8 CK The candidate demonstrates an understanding of how knowledge about literacy acquisition has changed over time and has influenced literacy instruction.

5.1.9 CK The candidate demonstrates an understanding of instructional strategies that promote deep comprehension.

5.1.10 CK The candidate demonstrates an understanding of instructional routines that are appropriate for each major genre: informational text, narrative text, and argumentation.

5.1.11 CK The candidate demonstrates knowledge of the evidence-based instructional approaches that support writing of specific types of text and tasks.

5.1.12 CK The candidate demonstrates an understanding of the major skill domains that contribute to written expression.

5.1.13 CK The candidate demonstrates an understanding of the developmental phases of the writing process.

5.1.14 CK The candidate demonstrates an understanding of the appropriate uses of assistive technology in written expression.

5.1.15 CK The candidate demonstrates an understanding of how to provide opportunities for students to plan, draft, and revise in collaboration with peers and adults (e.g., interactive writing, family journals, observation logs).

5.1.16 CK The candidate demonstrates an understanding of how to invite students to write narrative, informational text, and other genres.
5.1.17 CK The candidate demonstrates an understanding of how to use models of environmental print and writing (signs and labels) to develop students' understanding of writing and the writing process.
5.1.18 CK The candidate demonstrates an understanding of how to use the backgrounds and interests of students to engage them in authentic writing experiences.
5.1.19 CK The candidate demonstrates an understanding of how to encourage learners to demonstrate understanding through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual print).
5.1.20 CK The candidate demonstrates an understanding of how to provide opportunities for writing across the curriculum and in a variety of settings (e.g., centers, free writing, sharing writing with a family member).
5.1.21 CK The candidate demonstrates an understanding of how writing develops (scribbling, strings of letters, invented spelling).
5.1.22 CK The candidate demonstrates an understanding of the use of writing as a means of communicating with a variety of audiences for multiple purposes, and the importance of experiences in communicating writing through a variety of purposes (e.g., pre-K grocery lists, signs, invitations), styles, and genres (e.g., narrative, expository, persuasive).
5.1.23 CK The candidate demonstrates an understanding of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
5.1.24 CK The candidate demonstrates an understanding of how writing is used to facilitate learning (e.g., drawing pictures, note-taking, keeping records, research).
5.1.25 CK The candidate demonstrates understanding of the most intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological) and explains major research findings regarding how linguistic and cognitive factors contribute to the prediction of literacy outcomes.

Professional Skills

5.1.26 PS The candidate provides reading-writing connections as a support for comprehension to guide students through appropriate learning progressions and to promote each student's achievement.
5.1.27 PS The candidate designs and provides English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.
5.1.28 PS The candidate identifies the aspects of cognition and behavior that affect reading and writing development and adapts teaching accordingly.
5.1.29 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.
5.1.30 PS The candidate demonstrates how to apply knowledge of narrative and expository text structure to plan instruction for students.

Function 2: Science of Reading

The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

Content Knowledge

5.2.1CK The candidate recognizes that reading comprehension is a product of both word identification and language comprehension (Simple View of Reading).

5.2.2 CK The candidate demonstrates an understanding of the comprehensive view of literacy learning noted on Scarborough's Reading Rope recognizing that language comprehension and word identification are both integral parts of literacy teaching and learning.

5.2.3 CK The candidate demonstrates understanding of Ehri's Phases of Word Learning.

5.2.4 CK The candidate is able to identify the components of and utilize the four-part language processing model that illustrates how the brain reads words.

5.2.5 CK The candidate demonstrates an understanding of the distinguishing characteristics of dyslexia and other reading and language disabilities, and how symptoms of reading difficulties are likely to change over time.

5.2.6 CK The candidate demonstrates an understanding of the underlying research and literature about the developmental stages of oral language (e.g., babbling, telegraphic stage, beginning oral fluency) and how language development and processes affect overall literacy development.

5.2.7 CK The candidate demonstrates an understanding that oral language is comprised of interrelated components (i.e., phonology, morphology, semantics, syntactics, pragmatics).

5.2.8 CK The candidate demonstrates an understanding of how to take a systematic, explicit, multisensory, recursive approach to spelling development.

5.2.9 CK The candidate demonstrates an understanding of explicit and systematic methods to teach writing to all learners. (Simple View of Writing)

Professional Skills

5.2.10 PS The candidate designs and implements explicit, systematic, cumulative, and multimodal/multisensory instruction at the word-level (phonemic basis for oral language, phonics instruction, syntax, and semantics) and text-level (word meaning, fluency, critical analysis, multiple perspectives).

5.2.11 PS The candidate designs instruction based on student need related to both word identification and language comprehension.

5.2.12 PS The candidate can identify a student's level of word reading based on Ehri's Phases of Word Reading and design instruction that scaffolds future learning.

5.2.13 PS The candidate demonstrates the ability to adapt instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

Function 3: Interdisciplinary Foundation of Literacy

The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

Content Knowledge

5.3.1 CK The candidate demonstrates an understanding of integrating literacy across the curriculum.

5.3.2 CK The candidate demonstrates an understanding of the influences new literacies and digital learning have across the curriculum.

5.3.3 CK The teacher candidate demonstrates an understanding of the skills necessary to access information using digital devices across the curriculum.

5.3.4 CK The candidate demonstrates an understanding of how to use intentional grouping structures (e.g., centers, whole group, small groups, paired reading, individual reading, teacher read alouds) to provide opportunities for reading across the curriculum.

5.3.5 CK The teacher candidate demonstrates an understanding of appropriate (i.e., choral reading, echo reading, whisper reading, silent reading) and inappropriate (i.e., round robin, popcorn) reading strategies within various student grouping structures across the curriculum.

5.3.6 CK The candidate demonstrates an understanding of using strategies to assist students in developing research skills and to motivate students to become critical consumers of different types of texts (e.g., digital, visual, print, multimodal).

5.3.7 CK The candidate demonstrates an understanding of how to teach students to critically evaluate, closely read, and make intra-textual and intertextual connections.

Professional Skills

5.3.8 PS The candidate authentically integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies in lessons.

5.3.9 PS The candidate integrates reading across the discipline and curriculum.

5.3.10 PS The candidate demonstrates disciplinary literacy strategies to enhance learning.

5.3.11 PS The candidate uses knowledge of students' backgrounds and interests to develop reading experiences that enhance student vocabulary, comprehension, and critical thinking.

Function 4: Knowledge of Standards and Curriculum

The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners.

Content Knowledge

5.4.1 CK The teacher candidate demonstrates an understanding that state and local standards have an influence on literacy curriculum and instruction.

5.4.2 CK The teacher candidate demonstrates understanding of evaluating various literacy curricula to determine their alignment with research and the ways in which

they meet the needs of learners, taking into consideration their developmental, social, cultural, linguistic, and academic diversity.

5.4.3 CK The teacher candidate demonstrates an understanding of literacy curricula alignment with local, state, and professional standards.

5.4.4 CK The teacher candidate demonstrates an understanding of evidence-based literacy strategies aligned to district and state standards.

Professional Skills

5.4.5 PS The teacher candidate selects and implements evidence-based literacy strategies aligned to district and state standards.

Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Function 1: Principles of Structured Literacy

The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

Content Knowledge

6.1.1 CK The candidate demonstrates an understanding for the rationale for explicit, systematic, cumulative, multisensory, and multimodal language-learning techniques.

6.1.2 CK The candidate demonstrates an understanding of the language processing requirements of proficient reading: phonological awareness, orthography, phonics, semantics, syntax, and discourse.

6.1.3 CK The candidate demonstrates an understanding of the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge.

6.1.4 CK The candidate demonstrates an understanding of how to accommodate for individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Professional Skills

6.1.5 PS The candidate creates English/language arts lessons using a multisensory/multimodal approach inclusive of appropriate time, materials, technology, and instructional support for pre-K/elementary students' learning.

6.1.6 PS The candidate differentiates instruction (adjusting in terms of intensity, focus, group size, delivery mode, and materials) according to student need.

Function 2: Knowledge of Phonemic Awareness

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

Content Knowledge

6.2.1CK The candidate demonstrates an understanding for how to pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

6.2.2 CK The candidate demonstrates an understanding of phonological sensitivity.

6.2.3 CK The candidate demonstrates an understanding of phonemic awareness difficulties in learners.

6.2.4 CK The candidate demonstrates an understanding of the progression of phonemic awareness skill-development, across age and grade.

6.2.5 CK The candidate demonstrates an understanding for the general and specific goals of phonemic awareness instruction.

6.2.6 CK The candidate demonstrates an understanding of evidence-based principles for teaching letter formation, both manuscript and cursive.

6.2.7 CK The candidate demonstrates an understanding for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, auditory verbal.

Professional Skills

6.2.8 PS The candidate designs instruction to explicitly and systematically teach students to recognize, identify and manipulate the sounds of spoken language.

Function 3: Phonics and Orthography

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

Content Knowledge

6.3.1 CK The candidate demonstrates an understanding of research based, basic foundations of writing (i.e., correct letter formation, spelling, writing, keyboarding, grammar, conventions, word choice).

6.3.2 CK The candidate demonstrates an understanding for the structure of English orthography and patterns and rules that inform teaching of single and multi-syllable regular word reading.

6.3.3 CK The candidate demonstrates an understanding for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

6.3.4 CK The candidate demonstrates an understanding of how to apply, in practice, considerations for the structure of English orthography and the rules that inform the teaching and spelling of single and multi-syllable regular words.

Professional Skills

6.3.5 PS The candidate models and provides accurate feedback on correct letter formation in manuscript and cursive writing

6.3.6 PS The candidate designs word recognition and spelling lessons by following a structured phonics lesson plan.

6.3.7 PS The candidate demonstrates the ability to teach irregular words in small increments using special techniques.

6.3.8 PS The candidate demonstrates how to apply in practice, considerations for systematically, cumulative, and explicitly teaching basic decoding and spelling skills.

Function 4: Fluency

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency.

Content Knowledge

6.4.1 CK The candidate demonstrates an understanding of the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

6.4.2 CK The candidate demonstrates an understanding for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

6.4.3 CK The candidate demonstrates an understanding of text reading fluency as an achievement of reading development that can be advanced through informed instruction and progress-monitoring practices.

6.4.4 CK The candidate demonstrates an understanding for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Professional Skills

6.4.5 PS The candidate demonstrates an understanding of how to apply in practice considerations for varied techniques and methods for building reading fluency.

6.4.6 PS The candidate demonstrates an understanding of how to apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

6.4.7 PS The candidate demonstrates an understanding of how to apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Function 5: Morphology and Vocabulary

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

Content Knowledge

6.5.1 CK The candidate demonstrates an understanding of utilizing morphology to increase student word learning, vocabulary and as an aid in comprehension.

6.5.2 CK The candidate demonstrates an understanding for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

6.5.3 CK The candidate demonstrates an understanding for the sources of wide differences in students' vocabularies.

6.5.4 CK The candidate demonstrates an understanding for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

6.5.5 CK The candidate demonstrates an understanding for the role and characteristics of direct, explicit methods of vocabulary instruction.

Professional Skills

6.5.6 PS The candidate designs and/ or implements instruction utilizing morphology to increase student word learning, vocabulary to aid comprehension.

6.5.7 PS The candidate designs and/or implements lessons that engage students in direct, explicit methods of vocabulary instruction.

Function 6: Listening and Reading Comprehension

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

Content Knowledge

6.6.1 CK The candidate demonstrates an understanding of the role of sentence comprehension in listening and reading comprehension for various levels of text complexity.

6.6.2 CK The candidate demonstrates an understanding of methods for teaching comprehension systematically and explicitly to all learners.

6.6.3 CK The candidate demonstrates an understanding of the teacher's role as an active mediator of the text-comprehension process.

6.6.4 CK The candidate demonstrates an understanding of how metacognition guides students' development of monitoring their own comprehension and analysis of different types of text.

6.6.5 CK The candidate demonstrates an understanding of strategies to guide students' self-selection of appropriate texts to increase motivation and engagement.

6.6.6 CK The candidate demonstrates an understanding of how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.

6.6.7 CK The candidate demonstrates an understanding of how to teach the use of graphic and semantic organizers to support comprehension.

6.6.8 CK The candidate demonstrates an understanding of how to teach literary devices (i.e., figurative language, nuance of words, alliteration).

6.6.9 CK The candidate demonstrates an understanding of the structures and features of texts that support comprehension.

6.6.10 CK The candidate demonstrates an understanding of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Professional Skills

6.6.11 PS The candidate purposefully chooses different types of texts based on the learning objective, to include use of decodable texts for support of beginning readers.

6.6.12 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.

6.6.13 PS The candidate provides explicit instruction related to providing students with necessary skills and strategies to access complex text.

6.6.14 PS The candidate creates read aloud experiences using high-quality texts to develop vocabulary and comprehension, using a variety of high-quality texts and genres to meet individual students' needs and interests.

6.6.15 PS The candidate applies metacognitive teaching strategies to guide students' development of monitoring their own comprehension and analysis of different types of text.

6.6.16 PS The candidate applies teaching strategies that guide students' self-selection of appropriate texts to increase motivation and engagement.

6.6.17 PS The candidate differentiates instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.

6.6.18 PS The candidate applies knowledge of how to use graphic and semantic organizers to support comprehension.

6.6.19 PS The candidate applies knowledge of literary devices (i.e., figurative language, nuance of words, alliteration) to support comprehension.

6.6.20 PS The candidate applies knowledge of the structures and features of texts that support comprehension.

6.6.21 PS The candidate applies knowledge of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Function 7: Principles of Structured Literacy

The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

Content Knowledge

6.7.1 CK The candidate plans and implements instruction that is direct, explicit and clearly focused on specific learning outcomes.

6.7.2 CK The candidate identifies and utilizes data in planning and delivery of lessons.

6.7.3 CK The candidate plans and implements instruction that is intentionally built upon previously learning and is carefully scaffolded through targeted, prompt feedback.

6.7.4 CK The candidate identifies and utilizes instruction that is highly interactive, multimodal and engaging through instructional decisions for texts and tasks.

Professional Skills

6.7.5 PS The candidate designs and implements instruction based on a systematic progression of learning outcomes

6.7.6 PS The candidate uses explicit instruction when teaching to provide clarity and provides timely and accurate feedback to students.

6.7.7 PS The candidate demonstrates how to apply multisensory routines to enhance student engagement and learning.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture,

and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Function 1: Assessment Tools

The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

Content Knowledge

7.1.1 CK The candidate demonstrates an understanding of the reasons for selecting assessments.

7.1.2 CK The teacher candidate demonstrates an understanding of the basic statistics commonly utilized in formative and summative assessments.

7.1.3 CK The teacher candidate demonstrates an understanding of informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

7.1.4 CK The teacher candidate demonstrates an understanding of how to measure students' language development.

7.1.5 CK The teacher candidate demonstrates an understanding of how to measure students' disciplinary literacy including academic vocabulary (e.g., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various disciplinary literacy strategies when reading across the curriculum).

Professional Skills

7.1.6 PS The teacher candidate measures students' language development.

7.1.7 PS The teacher candidate evaluates the strengths and limitations of various assessment instruments.

Function 2: Application of Assessment

The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Content Knowledge

7.2.1 CK The teacher candidate recognizes the types of data sources available for measuring student learning (e.g., standards, assessment frameworks, performance tasks and observation including daily conversation, reading fluency error analysis, and writing samples).

7.2.2 CK The teacher candidate demonstrates an understanding of how to use well-validated screening tests designed to identify students at risk for reading and writing difficulties.

7.2.3 CK The teacher candidate understands how to apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Professional Skills

7.2.4 PS The teacher candidate selects assessments for specific purposes and understands the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

7.2.5 PS The teacher candidate administers and appropriately scores formal and informal literacy assessments at the individual, group, and classroom levels.

7.2.6 PS The teacher candidate uses results of various assessment measures to inform and/or modify instruction.

7.2.7 PS The teacher candidate uses multiple sources of assessment data to inform instruction and intervention at the individual student, class, and grade levels.

7.2.8 PS The teacher candidate uses classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures and can interpret data in various formats.

7.2.9 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document literacy learning.

7.2.10 PS The teacher candidate engages students in multiple ways of demonstrating literacy knowledge and skills as part of the assessment process.

7.2.11 PS The teacher candidate designs literacy assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

7.2.12 PS The teacher candidate assures that the students self-assess their literacy knowledge and skills.

7.2.13 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonological and phonemic awareness including emergent literacy.

7.2.14 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonics and decoding.

7.2.15 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for vocabulary and fluency.

7.2.16 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide and differentiate instruction, monitor student progress, and select teaching strategies that support readers as they construct literal and inferential meaning, including author's use of language.

7.2.17 The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for written expression.

Function 3: Student Progress Monitoring and Reporting

The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

Content Knowledge

7.3.1 CK The teacher candidate understands how to identify student progress markers (e.g., strengths, needs, literacy goals).

7.3.2 CK The teacher candidate summarizes and communicates (orally and in writing) the meaning of assessment data to share with students, parents, and other teachers and engages families in dialogue about how to support their child's literacy development.

7.3.3 CK The teacher candidate values and integrates the cultural and societal contributions of both home and school in the assessment processes and practices (e.g., student writing artifacts).

7.3.4 The teacher candidate collaborates with colleagues (e.g., literacy coaches and specialists, special educators, teacher assistants) to examine assessment trends for young learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of complexity, narrative/informational text differences).

Professional Skills

7.3.5 PS The teacher candidate uses assessment tools to identify students at risk for reading difficulties.

7.3.6 PS The teacher candidate uses assessment data and progress monitoring in a MTSS framework across the tiers.

7.3.7 PS The teacher candidate strives to do no harm and to act in the best interests of culturally, linguistically, and economically diverse students; students with dyslexia, dysgraphia and other literacy disorders; and other struggling readers.

7.3.8 PS The teacher candidate maintains public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.

7.3.9 PS The teacher candidate respects objectivity by reporting assessment and intervention results accurately and truthfully.

7.3.10 PS The teacher candidate respects the confidentiality of students.

Function 4: Diverse Learners

The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.

Content Knowledge

7.4.1 CK The teacher candidate demonstrates an understanding of essential concepts about diversity including, but not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity.

7.4.2 CK The teacher candidate demonstrates an understanding of how cultural practices and norms within and across diverse communities and school settings influence student learning.

7.4.3 CK The teacher candidate demonstrates an understanding of the development and use of first and additional languages.

7.4.4 CK The teacher candidate demonstrates awareness of dialectal differences and their impact on student identity and learning.
7.4.5 CK The teacher candidate demonstrates an understanding of students' multiple ways of communicating, variations in discourse, and language expression.
7.4.6 CK The teacher candidate demonstrates an understanding of various pedagogies related to diversity (e.g., culturally and linguistically relevant pedagogies).
7.4.7 CK The teacher candidate demonstrates an understanding of how to forge family, community, and school relationships to enhance students' literacy learning.
7.4.8 CK The teacher candidate demonstrates an understanding of how to encourage collaborative, reciprocal relationships among family.
7.4.9 CK The teacher candidate demonstrates an understanding of how to encourage and facilitate student, family, and community empowerment.

Professional Skills

7.4.10 PS The teacher candidate identifies the forms of diversity present in schools and communities in which they teach and interact.
7.4.11 PS The teacher candidate interacts with families and communities in both school-based and community-based settings.
7.4.12 PS The teacher candidate sets high expectations for learners and implements instructional practices that are responsive to students' diversity.
7.4.13 PS The teacher candidate leverages students' ways of communicating variations in discourse and language expression to provide optimal instructional practices that support social development and identities of diverse learners.
7.4.14 PS The teacher candidate identifies diversity as a core asset in instructional planning, teaching, and selecting texts and materials.
7.4.15 PS The teacher candidate creates a learning environment that builds on the numerous funds of knowledge that students and their families possess.
7.4.16 PS The teacher candidate engages students as agents of their own learning through art, multimodal experiences, and the use of all their cultural and linguistic resources.
7.4.17 PS The teacher candidate identifies and recognizes stereotypes in literature and responds appropriately.

Standard 8: Creative Experiences

The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

Function 1: Foundations of Fine Arts

The teacher candidate has a foundational knowledge of elements of visual art, music, dance, theater, movement and physical activity and why they are meaningful for students in supporting learning in a variety of content areas.

Content Knowledge

8.1.1 CK The teacher candidate is aware of the traditions and language of the disciplines including the basic styles and thematic influences of artists, designs, traditions, and movements of each.
8.1.2 CK The teacher candidate knows and uses the vocabulary and processes used in each discipline.
8.1.3 CK The teacher candidate integrates developmentally appropriate strategies including artistic expression, play, and physical activity that impact brain development and learning.
8.1.4 CK The teacher candidate practices proper attribution and adheres to copyright regulations.

Professional Skills

8.1.5 PS The teacher candidate uses multiple representations (CRA model) and explanations within the disciplines to guide students through appropriate learning progressions and to promote each student's achievement.
8.1.6 PS The teacher candidate designs and provides creative experiences that encourage students to understand, question, and analyze ideas from diverse perspectives, cultures, and historical periods.
8.1.7 PS The teacher candidate creates lessons integrating all disciplines that include appropriate techniques, materials, technology and instructional support for students' learning, problem solving, and communication.
8.1.8 PS The teacher candidate uses appropriate learning theories related to the disciplines across the curriculum to meet the needs of individuals and groups of students.

Function 2: Assessment

The teacher candidate selects, applies, and evaluates a variety of assessments appropriate to creative experiences.

Content Knowledge

8.2.1 CK The teacher candidate understands how to direct students to analyze, describe, discuss, interpret, and critique their own works and the works of others.
8.2.2 CK The teacher candidate provides direction, guidance, and feedback to ensure that students are actively engaged in lessons, knowing their purpose and objectives.

Professional Skills

8.2.3 PS The teacher candidate engages students in multiple ways of demonstrating knowledge and skill as part of the formative and summative assessment process.
8.2.4 PS The teacher candidate observes, listens, questions, responds, and adjusts instruction to meet the diverse needs of students.
8.2.5 PS The teacher candidate designs and models processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate implements effective instructional strategies that actively engage students in creating, performing, and responding to emphasize interrelationships of the arts and movement with other disciplines.

Content Knowledge

8.3.1 CK The teacher develops lessons that connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving, and communication related to local and global issues.

8.3.2 CK The teacher candidate utilizes the various tools, supplies, and technology used in creative experiences.

8.3.3 CK The teacher candidate implements the methods of introducing students to creative experiences, motivating them to explore, encouraging them to use the language of the disciplines, and developing an appreciation and respect for the disciplines.

Professional Skills

8.3.4 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the integration of creative experiences.

8.3.5 PS The teacher candidate uses student knowledge and skills to facilitate opportunities for children to describe, use, touch, and manipulate materials and supplies.

8.3.6 PS The teacher candidate prepares a safe and supportive environment for creative experiences.

8.3.7 PS The teacher candidate provides developmentally appropriate activities across disciplines that require critical thinking, creativity, collaborative problem solving, and communication.

8.3.8 PS The teacher candidate adjusts instruction to meet the needs of individuals and groups of students.

Glossary

CRA model: CRA (sometimes called CSA or CPA) is a three-phase instructional approach with each phase building on and explicitly connecting to the previous instruction. Concrete is the first phase, often referred to as "the doing stage", when instruction focuses on using manipulatives or concrete objects. Representation (semi-concrete or pictoral) is the second phase, often referred to as "the seeing stage", when instruction connects the concrete manipulatives to drawing, pictures, and other visual representations of concrete objects. Abstract is the third phase, often referred to as "the symbolic stage", when instruction connects the concrete and semi-concrete representations to using only numbers and mathematical symbols or to mentally solving problems. The three phases are flexible and reflective of students' readiness to explain concepts and to fluently apply strategies with different levels of representation. At every level, there should be parallel modeling of each representation with mathematical vocabulary and numbers. https://vctm.org/Concrete-Representational-and-Abstract-Building-Fluency-from-Conceptual-Understanding

Disciplinary literacy practices: Disciplinary literacy focuses on the ways of thinking, the skills, and the tools that are used by experts in a discipline to know and communicate in the different disciplines (Shanahan, 2010; Shanahan & Shanahan, 2015). Students learn to approach material from the various disciplines as an expert would, using different strategies to understand text from various disciplines.

Kansas Early Learning Standards: The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood

Mathematical Content Standards: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

National Core Arts Anchor Standards
The National Coalition for Arts Standards (NCAS) is an alliance of national arts and arts education organizations dedicated to supporting and promoting sequential, standards-based arts education as part of a well-rounded curriculum that ensures artistic literacy for all students. The coalition formed in 2011 for the purpose of creating and supporting national arts standards. https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards

NCTM 8 Effective Mathematics Teaching Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
https://community.ksde.org/LinkClick.aspx?fileticket=vckiPV4hYl0%3d&tabid=5276&mid=15449

National Council for the Social Studies (NCSS) https://www.socialstudies.org/ The National Council for the Social Studies (NCSS) is a professional organization dedicated to the advancement of social studies education in the United States. NCSS plays a pivotal role in shaping the field of social studies by providing support, resources, and advocacy for educators, researchers, and curriculum developers.

Next Generation Science Standards (NGSS) https://www.nextgenscience.org/: The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world and is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Science of Reading Defining Guide, The Reading League 2021)

Structured Literacy: Structured literacy (SL) is an interactive data-driven approach to instruction for all students that emphasizes cumulative, highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds. (KSDE based on definition of International Dyslexia Association)

Tools of Inquiry: Helping students build their knowledge and understanding through research and exploration activities based on existing knowledge. The inquiry method requires higher-order thinking skills and critical thinking to come to conclusions.

Worldview: A worldview is a collection of attitudes, values, stories and expectations about the world around us, which inform our every thought and action. Worldview is expressed in ethics, religion, philosophy, scientific beliefs and so on (Sire, 2004).

Additional resources:
https://improvingliteracy.org/glossary
https://www.literacyworldwide.org/get-resources/literacy-glossary

ELEMENTARY EDUCATION UNIFIED

Kindergarten through Sixth grade

The Kansas State Board of Education adopted Elementary Education Unified preparation program standards on February 14, 2017.

*<u>The Intent of this license</u>: The initial Elementary Education Unified K-6 license will prepare teacher candidates to work with K through 6th grade learners** with and without special needs.*

Learners are defined as children including those with or without disabilities or exceptionalities, those who are gifted, and those who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Characteristics/Legal/Historical/Philosophical Foundations
The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.

<u>Function 1.1</u>: The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundation of general, special, and inclusive education.

<u>Content Knowledge</u>

1.1.1CK Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.

1.1.2 CK Understands the philosophical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.

1.1.3 CK Understands how case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.

<u>Professional Skills</u>

1.1.4PS Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.

1.1.5 PS Articulates a personal philosophy of education that includes current educational evidence-based research related to the instruction of students with different learning needs.

1.1.6 PS Explains how case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.

<u>Function 1.2</u>: The Elementary Education Unified (EEU) K-6 teacher candidate understands the development and characteristics of all learners, including those with special needs.

<u>Content Knowledge</u>

1.2.1 CK Understands the disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.

1.2.2 CK Knows the characteristics, strengths, and challenges of all learners including special, gifted, and English language learners.

1.2.3 CK Based on the characteristics of all learners, understands the aspects of differentiation and intervention strategies and theories.

<u>Professional Skills</u>

1.2.4 PS Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).

1.2.5 PS Explains the characteristics of all learners including those with special needs in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors.

1.2.6 PS Integrates the needs of the learner based on data, to analyze practice and then differentiate instruction accordingly.

Function 1.3: The Elementary Education Unified (EEU) K-6 teacher candidate understands the impacts of individual differences on education.

Content Knowledge

1.3.1 CK Understands the impact of cognitive, pre- academic, academic, social, behavioral, and adaptive behaviors, on the learner's educational progress and social functioning.

1.3.2 CK Understands the impact of learner differences on planning for transitions to subsequent education settings.

1.3.3 CK Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of education services.

1.3.4 CK Recognizes the teacher candidates' own frames of reference and the impact this has on expectations for and relationships with all learners and their families.

1.3.5 Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with special education needs.

Professional Skills

1.3.6 PS Explains the impact of learner characteristics on pre-academic, academic, social, behavioral, and adaptive behaviors on the learner's education progress and social functioning.

1.3.7 PS Plans for transitions that prepare all learners for subsequent education settings.

1.3.8 PS Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during identification, placement and provision of education services.

1.3.9 PS Evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.

1.3.10 PS Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with special education needs.

Function 1.4: The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal parameters appropriate for each learner's educational needs.

Content Knowledge

1.4.1 CK Understands current special education federal and state legislation, and case law, and the impact on educational services.

1.4.2 CK Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.

1.4.3 CK Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.

1.4.4 CK Understands how to apply current federal and state legislation, and case law to the educational program of learners with special education needs.

Professional Skills

1.4.5 PS Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.

1.4.6 PS Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE, including being responsive to culturally or linguistically diverse learners.

1.4.7 PS Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.

1.4.8 PS Applies current federal and state legislation, and case law to the educational program of learners with special education needs

Standard 2: Assessment

The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Function 2.1: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Content Knowledge

2.1.1CK Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses during the eligibility process to conduct child find.

2.1.2 CK Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.

2.1.3 CK Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and weaknesses.

2.1.4 CK Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.

2.1.5 CK Understands the legal and ethical implications of learner assessment, including the influence of learner diversity on the learner's evaluation procedures and assessment results.

2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.

2.1.7 CK Understands the need for effective communication and collaboration with the learner's IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.

Professional Skills

2.1.8PS Analyze data from Part C agencies (for children transitioning to Part B) and general education interventions to base the need for a special education evaluation referral.

2.1.9 PS Effectively explains the nature and purpose of evaluation to the learner's Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.

2.1.10 PS Selects appropriate assessment instruments to address learner academic, behavioral, social, and postsecondary transitional patterns of learner strengths and weaknesses, and need for assistive technology.

2.1.11 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.

2.1.12 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.

2.1.13 PS Uses assessment data from multiple sources, patterns of learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions.

2.1.14 PS Effectively communicates assessment results (verbally and in writing) with the learner's IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.

Function 2.2: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge

2.2.1 CK Understands a variety of procedures to analyze learner academic and behavioral data including patterns of learner strengths and weaknesses.

2.2.2 CK Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.

2.2.3 CK Understands the use of learner assessment data to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and the arts) and transition planning and school outcomes to meet the learner's needs.

2.2.4 CK Understands the implications of learner motivation and test-taking skills on assessment performance.

Professional Skills

2.2.5 PS Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.

2.2.6 PS Uses learner characteristics and current evidence-based educational research to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and the arts) and to select appropriate levels of instructional and behavioral intervention strategies.

2.2.7 PS Uses learner assessment data to differentiate instructional content (i.e., in English language arts, mathematics, science, social studies, and the arts) and teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans (from Part C to Part B, and other school settings); determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.

2.2.8 PS Uses appropriate motivational and instructional strategies to improve learner's persistence and assessment performance.

Function 2.3: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.

Content Knowledge

2.3.1 CK Understands the need for frequent monitoring of learner progress through formal and informal assessments.

2.3.2 CK Understand a variety of methods to use technology to document, organize, and communicate learner progress.

2.3.3 CK Understands the responsibility of teacher candidates to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.

2.3.4 CK Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner's IEP.

Professional Skills

2.3.5 PS Consistently uses progress monitoring data and other performance data (i.e., including teacher-made tests aligned with lesson objectives) to select appropriate instructional activities (i.e., in English language arts, mathematics, science, social studies, and the arts), revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.

2.3.6 PS Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.

2.3.7 PS Includes learners with special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.

2.3.8 PS Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner's IEP.

Function 2.4: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.

Content Knowledge

2.4.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.

2.4.2 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.3 CK Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, school environments, etc.).

Professional Skills

2.4.4 PS Develops and implements learning activities based on the physical, social, and learning environment.

2.4.5 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.6 PS Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to subsequent school settings.

Standard 3: Planning Instruction considering individual learner characteristics

The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.

Function 3.1: The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs) for instructional planning and implementation.

Content Knowledge

3.1.1CK Understands development of the IEP in instructional planning and implementation

3.1.2 CK Understands baselines from the IEP in instructional planning and implementation

3.1.3 CK Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.

3.1.4 CK Understands monitoring and reporting in instructional planning and implementation.

Professional Skills

3.1.5PS Develops an IEP to set the direction for instruction.

3.1.6 PS Uses baselines from the IEP to identify present level of performance.

3.1.7 PS Plans learning activities and supports based on the IEP.

3.1.8 PS Monitors and reports progress of IEP towards meeting annual goals.

Function 3.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.

Content Knowledge

3.2.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.

3.2.2 CK Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

3.2.3 CK Has knowledge of learning environments to provide effective use of instructional time.

3.2.4 CK Has knowledge of evidence-based research for instructional planning and implementation.

3.2.5 CK Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.

Professional Skills

3.2.6 PS Develops and implements learning activities based on the physical, social, and learning environment.

3.2.7 PS Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and engage with learning.

3.2.8 PS Develops and implements learning activities that incorporate effective use of instructional time.

3.2.9 PS Develops and implements learning activities using evidence-based research for instructional planning and implementation.

3.2.10 PS Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.

Function 3.3: The Elementary Education Unified (EEU) K-6 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.

Content Knowledge

3.3.1 CK Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.

3.3.2 CK Understands stages of learner development and the implications for academic progress and social development.

3.3.3 CK Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.
3.3.4 CK Understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.
3.3.5 CK Has knowledge of a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Professional Skills

3.3.6 PS Develops and implements learning activities based on learner strengths, interests and differing learner learning styles and establishes/maintains rapport with learners.
3.3.7 PS Develops and implements learning and social activities based on developmentally and age-appropriate tasks.
3.3.8 PS Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.
3.3.9 PS Plans for and uses learning activities based on learners' academic and social abilities, attitudes, interests and values.
3.3.10 PS Plans for and uses a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Function 3.4: The Elementary Education Unified (EEU) K-6 teacher candidate uses assessment data for effective instructional planning and implementation.

Content Knowledge

3.4.1 CK Understands assessment and evaluation for instructional planning.
3.4.2 CK Understands the role of reflection in instructional practices.
3.4.3 CK Understands the use of formal and informal assessments in planning instruction.
3.4.4 CK Has knowledge of evidence-based research for instructional planning, levels of intervention, and implementation.
3.4.5 CK Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.
3.4.6 CK Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation.
3.4.7 CK Has knowledge of affective and social/emotional skills for instructional planning, levels of intervention, and implementation.
3.4.8 CK Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.
3.4.9 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.
3.4.10 CK Understands problem-solving strategies and critical thinking skills.

Professional Skills

3.4.11 PS Interprets and uses assessment and evaluation data for instructional planning.
3.4.12 PS Reflects regularly and systematically on instructional practices to be more effective.
3.4.13 PS Conducts and uses formal and informal assessment to plan instruction.
3.4.14 PS Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.
3.4.15 PS Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.
3.4.16 PS Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation.
3.4.17 PS Integrates affective and social/emotional skills for instructional planning, levels of intervention, and implementation.
3.4.18 PS Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.
3.4.19 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.
3.4.20 PS Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.

Standard 4: Professional & Family Collaborations

The Elementary Education Unified (EEU) K-6 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

Function 4.1: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates ethical and culturally responsive communication skills to enhance collaboration and consultation among families and school professionals.

Content Knowledge

4.1.1CK Understands various models and strategies of consultation and collaboration.
4.1.2 CK Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts that are culturally responsive.
4.1.3 CK Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.
4.1.4 CK Understands effective collaboration and consultation techniques with school and agency professionals to promote success.

Professional Skills

4.1.5PS Collaborates and consults in culturally responsive ways with family members and school professionals to plan and facilitate meeting the needs of diverse learners.

4.1.6 PS Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.

4.1.7 PS Adheres to ethical practices and legal requirements while discussing learners and learner data, and maintains best practices regarding maintaining records of communication with stakeholders.

4.1.8 PS Works with families, school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.

Function 4.2: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

Content Knowledge

4.2.1 CK Understands the shared roles and responsibilities in planning the learner's individual education program, including the roles and responsibilities of paraeducators and related service personnel.

4.2.2 CK Understands the collaborative and consultative roles of teachers in the integration of learners into the general curriculum and classroom.

Professional Skills

4.2.3 PS Communicates the shared roles and responsibilities of paraeducators and related service personnel.

4.2.4 PS Plans and collaborates with other teachers, school and community personnel as needed and appropriate in integrating learners into the general education curriculum and classrooms and other learning environments.

Function 4.3: The Elementary Education Unified (EEU) K-6 teacher candidate understands the importance of family and community relationships in the special education process.

Content Knowledge

4.3.1 CK Understands the importance of establishing proactive relationships with families through culturally responsive, respectful, open communication (oral and written) using the primary language used in learners' homes.

4.3.2 CK Understands the impact of the families' culture including traditions, customs, and values on educational process for the learner.

4.3.3 CK Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.

Professional Skills

4.3.4 PS Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g., daily

home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner's home.

4.3.5 PS Acknowledges the families' culture and traditions during planning for the education process for the learner.

4.3.6 PS Acknowledges the benefits community resources can provide to the learner's IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.

Function 4.4: The Elementary Education Unified (EEU) K-6 teacher candidate includes and empowers families in general and special education program development and implementation.

Content Knowledge

4.4.1 CK Understands the importance of family engagement regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the learner's IEP team decisions.

4.4.2 CK Understands the importance of the family's ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide assessments, formative and summative evaluations, and learner progress.

4.4.3 CK Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.

Professional Skills

4.4.4 PS Demonstrates how to obtain and apply input from the families regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.

4.4.5 PS Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner's education needs and subsequent outcomes.

4.4.6 PS Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.

Function 4.5: The Elementary Education Unified (EEU) K-6 teacher candidate works to actively engage and empower families as partners in the education of the learner in ways that are culturally responsive.

Content Knowledge

4.5.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.

4.5.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about

family input, etc.) that will enable them to participate in the leaner's education, as well as, be an advocate for the learner.

4.5.3 CK Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner's educational program.

4.5.4 CK Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.

Professional Skills

4.5.5 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.

4.5.6 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.

4.5.7 PS Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.

4.5.8 PS Demonstrates the knowledge to engage and empower parents in culturally responsive ways, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.

Function 4.6: The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.

Content Knowledge

4.6.1 CK Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.

4.6.2 CK Understands the meaning and purpose of parental consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance to state and federal laws.

4.6.3 CK Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

4.6.4 CK Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Professional Skills

4.6.5 PS Recognizes the "person acting as a parent" with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.

4.6.6 PS Explains the meaning and intent of parent consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance with state and federal laws.

4.6.7 PS Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

4.6.8 PS Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Standard 5: Behavior and Classroom Management

The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Function 5.1: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning.

Content Knowledge

5.1.1CK Knows how to effectively organize the physical space including understanding developmentally appropriate practice and its impact on organization.

5.1.2 CK Knows how to create classroom rules and routines.

5.1.3 CK Understands the importance of creating an environment conducive to learning.

5.1.4 CK Understands the importance and role of documentation.

5.1.5 CK Knows that the learning environment should include safety procedures and precautions.

5.1.6 CK Understands the importance and role of documentation.

Professional Skills

5.1.7PS Effectively organizes the physical space including understanding developmentally appropriate practice and its impact on organization.

5.1.8 PS Creates and implements effective classroom rules and routines.

5.1.9 PS Creates an environment conducive to learning.

5.1.10 PS Keeps appropriate and accurate records of behaviors and interventions.
5.1.11 PS Identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills)
5.1.12 PS Keeps appropriate and accurate records of behaviors and interventions.

Function 5.2: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the use of problem solving models, including PBIS, within the MTSS framework.

Content Knowledge

5.2.1 CK Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.
5.2.2 CK Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.
5.2.3 CK Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.
5.2.4 CK Understands evidence-based strategies for crisis prevention and intervention
5.2.5 CK Understands crisis prevention and strategies that support the Kansas Emergence Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as impact of this intervention on the physical, emotional, and social well-being of the learner.

Professional Skills

5.2.6 PS Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.
5.2.7 PS Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.
5.2.8 PS Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.
5.2.9 PS Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.
5.2.10 PS Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions.

Function 5.3: The Elementary Education Unified (EEU) K-6 teacher candidate conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.

Content Knowledge

5.3.1 CK Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.

5.3.2 CK Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.

5.3.3 CK Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response; and complete progress monitoring.

Professional Skills

5.3.4 PS Uses a variety of evidence-based problem- solving models including the use of PBIS within an MTSS framework.

5.3.5 PS Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.

5.3.6 PS Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response, and completes progress monitoring.

Function 5.4: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates cultural sensitivity in the development and use of social skills curricula.

Content Knowledge

5.4.1 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula.

5.4.2 CK Understands a variety of evidence-based social skills curricula and interventions, and promotes social skill generalization across school settings and activities used in PBIS within an MTSS framework.

5.4.3 CK Understands the importance of a culturally sensitive and anti-biased learning environment.

Professional Skills

5.4.4 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula.

5.4.5 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization across school settings and activities used in PBIS within an MTSS framework.

5.4.6 PS Uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).

Function 5.5: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skills to promote the self-determination skills of learners.

Content Knowledge

5.5.1 CK Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.

5.5.2 CK Understands the importance of addressing self-determination skills in the IEP development for all learners, including K-6 transition.

5.5.3 CK Understands the relationship of self- determination curricula to learner motivation, learning, and achievement of K-6 transition goals.

Professional Skills

5.5.4 PS Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self- determination.

5.5.5 PS Develops learner IEPs and K-6 transition that address the learner's current self-determination skills and instructional needs.

5.5.6 PS Uses effective self-determination instructional methods to increase learner motivation, enhance learning, and improve the learner's success in meeting K-6 transition goals.

Standard 6: English Language Arts

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Function 6.1: Content.

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language); understands and can use evidence-based practices; and creates learning experiences that make these aspects of the discipline accessible and meaningful for students taking into account individual differences, EL status, culture, and community context to assure mastery of the content.

Content Knowledge

6.1.1CK Understands the impact of language development and listening comprehension on academic and special needs.

6.1.2 CK Understands and has knowledge of evidence-based practices addressing needs of varied learners (including those with reading disabilities), using the central concepts, tools of inquiry, and structures of the English/language arts including the five essential components of reading i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension.

6.1.3 CK Understands how to plan and facilitate English/language arts learning experiences that promote understanding, questioning, and analysis from diverse perspectives and that are culturally responsive.

6.1.4 CK Understands the variety and ways technology and universal design for learning can support access to literacy experiences and literacy learning.

6.1.5 CK Understands the foundations of evidence-based writing instruction including the basic framework of planning, writing, and revision.

6.1.6 CK Understands the developmental continuum of viewing and sense making of visually represented information in elementary aged children.

6.1.7 CK Understands disciplinary literacy and how it overlaps with foundational literacy skill development while being situated in the development of disciplinary funds of knowledge and ways of knowing.

Professional Skills

6.1.8 PS Identifies and plans how to incorporate communication strategies intentionally and incidentally to extend language and listening development, especially in academic/content learning.

6.1.9 PS Plans developmentally appropriate instruction using evidence-based practices in terms of word-level instructional reading strategies (phonemic basis for oral language, phonics instruction, syntax and semantics), text-level comprehension strategies (word meaning, fluency, critical analysis, multiple perspectives), reading-writing connections as a support for comprehension in order to guide students through appropriate learning progressions and to promote each student's achievement.

6.1.10 PS Designs and plans English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse (e.g., cultural, attitudinal, gender, etc.) perspectives.

6.1.11 PS Creates and plans English/language arts lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.

6.1.12 PS Plans developmentally appropriate instruction in writing taking into account evidence-based practices in planning, writing at the sentence, paragraph, and theme level, and revision strategies.

6.1.13 PS Plans how to provide clarity for elementary students in terms of sense making of visual representations of information and how to view it.

6.1.14 PS Plans how to integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies as the foundation for disciplinary literacy.

Function 6.2: Assessment.

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

6.2.1 CK Demonstrates knowledge of students, student learning, and assessment in English/language arts.

6.2.2 CK Demonstrates understanding of the importance of appropriate English/language arts assessment techniques to support responsible decision-making.

6.2.3 CK Understands that systematic and frequent progress monitoring is needed to ensure effective reading outcomes.

6.2.4 CK Demonstrates knowledge of how to develop assessment methods to align with desired learning objectives.
6.2.5 CK Demonstrates knowledge of the role of self-assessment in self determined literacy learning and more autonomous literacy development.
6.2.6 CK Demonstrates knowledge of the variables that define individual literacy learning profiles and how the variables of importance change depending of ELA learning needs and goals.
6.2.7 CK Demonstrates knowledge of informal and formative assessment strategies for planning literacy instruction.
6.2.8 CK Demonstrates knowledge of metacognition in self-managing complex literacy tasks.

Professional Skills

6.2.9 PS Balances the use of formative and summative assessment as appropriate to support, verify, and document English/language arts learning.
6.2.10 PS Engages students in multiple ways of demonstrating English/language arts knowledge and skill as part of the assessment process.
6.2.11 PS Uses systematic and frequent progress monitoring to ensure effective reading outcomes.
6.2.12 PS Designs reading/language arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
6.2.13 PS Assures that the students self-assess their English/language arts knowledge and skills.
6.2.14 PS Determines student learning profiles in order to proactively plan instruction to address students' varied English/language arts learning needs and goals.
6.2.15 PS Observes, listens, questions, and responds, then adjusts instruction to meet the diverse needs of students.
6.2.16 PS Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 6.3: Instruction.

The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections, and to build skills to apply knowledge in meaningful ways.

Content Knowledge

6.3.1 CK Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6.3.2 CK Acquires knowledge of a variety of instructional strategies appropriate for elementary English/language arts.

6.3.3 CK Acquires knowledge of cross-disciplinary connections between English/language arts and other elementary content areas.

6.3.4 CK Demonstrates knowledge of the variety of instructional strategies appropriate for varied levels of instruction.

Professional Skills

6.3.5 PS Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences

6.3.6 PS Provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6.3.7 PS Able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary English/language arts.

6.3.8 PS Provides appropriate connections of English/language arts activities within the English/language arts domain (reading, writing, speaking, listening, viewing, and visual representation).

6.3.9 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

6.3.10 PS Uses their knowledge of [Bloom's] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of English/language arts.

6.3.11 PS Adjusts English/language arts instruction to meet the needs of individuals and groups of students.

6.3.12 PS Demonstrates an ability to motivate, engage, and support the students in their study of English/language arts.

6.3.13 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

Function 6.4: The Elementary Education Unified (EEU) K-6 teacher candidate personalizes and intensifies instruction by applying the principles of universal design for learning and using technology to personalize and improve access to instruction and learning for all learners.

Content Knowledge

6.4.1 CK Has knowledge of UDL principles/practices and appropriate technologies to accomplish ELA instructional objectives.

6.4.2 CK Has understanding of characteristics of learners to determine appropriate UDL applications and appropriate technologies to improve access to ELA curriculum and learning.

6.4.3 CK Has knowledge of the role of assistive technology, devices, and services in facilitating learners' access to the general ELA curriculum and/or active participation in educational activities and routines.

Professional Skills

6.4.4 PS Selects and uses UDL and appropriate technologies for planning, for differing levels of intervention, and implementation of the ELA curriculum.

6.4.5 PS Selects and uses appropriate technologies, including assistive technology, based on learner needs in accessing ELA curriculum.

6.4.6 PS Selects practices that embody UDL principles based on learner ELA learning needs.

6.4.7 PS Collects and uses data about the learner's environment and curriculum to determine and monitor assistive technology needs to allow for access the general ELA curriculum and/or active participation in ELA educational activities and routines.

Standard 7: Mathematics

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Function 7.1: Content.

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

7.1.1 CK Knows and identifies the K-6 student mathematical content standards in the following: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability and learning progressions as appropriate.

7.1.2 CK Understands the basic strands of mathematics developmentally appropriate for K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

7.1.3 CK Knows the academic language of the mathematical discipline and how to make it accessible to all elementary students.

Professional Skills

7.1.4 PS Uses multiple representations and explanations within the mathematical domains to guide students through appropriate learning progressions and to promote each student's achievement.

7.1.5 PS Designs and provides mathematical learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.

7.1.6 PS Creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.

7.1.7 PS Within mathematics lessons, provides time, materials, and instructional support for elementary students to use English/language arts skills in the mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.

7.1.8 PS Integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

Function 7.2: Assessment.

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of assessment areas, appropriate to the field of mathematics counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.

Content Knowledge

7.2.1 CK Knows how to design and use formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.

7.2.2 CK Knows when and how to evaluate and report learner progress against standards.

7.2.3 CK Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

7.2.4 CK Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

7.2.5 CK Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

7.2.6 CK Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

Professional Skills

7.2.7 PS Balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.

7.2.8 PS Engages students in multiple ways of demonstrating mathematical knowledge and skill as part of the assessment process.

7.2.9 PS Designs mathematical assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

7.2.10 PS Assures that the students self-assess their mathematical knowledge and skills.

7.2.11 PS Determines student-learning profiles in order to proactively plan instruction to address students' varied mathematical learning needs and goals.

7.2.12 PS Observes, listens, questions, and responds, while adjusting instruction to meet the diverse needs of students. Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 7.3: Instruction.

The Elementary Education Unified (EEU) K-6 teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of mathematical content areas counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

7.3.1 CK Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.

7.3.2 CK Knows the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).

7.3.3 CK Identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as and iPhone, iPad and other apps related to mathematics.

7.3.4 CK Has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.

Professional Skills

7.3.5 PS Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.

7.3.6 PS Provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

7.3.7 PS Able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary mathematics.

7.3.8 PS Demonstrates and monitors appropriate use of the mathematical tools by the students.

7.3.9 PS Matches the mathematical problems to be solved to the appropriate tools that are required.

7.3.10 PS Uses their knowledge of [Bloom's] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of mathematics.

7.3.11 PS Adjusts mathematics instruction to meet the needs of individuals and groups of students.

7.3.12 PS Demonstrates an ability to motivate, engage, and support the students in their study of mathematics.

7.3.13 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

Function 7.4: The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning.

Content Knowledge

7.4.1 CK Understands the need for personalized learning needs

7.4.2 CK Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

Professional Skills

7.4.3 PS Demonstrates the use of personalized learning

7.4.4 PS Develops and implements mathematical learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner

Function 7.5: The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

Content Knowledge

7.5.1 CK Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of mathematics.

Professional Skills

7.5.2 PS Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of mathematics.

Function 7.6: The Elementary Education Unified (EEU) K-6 teacher candidate implements intensive interventions as individually appropriate.

Content Knowledge

7.6.1 CK Knows, and understands the use of, intensive interventions.

Professional Skills

7.6.2 PS Applies intensive interventions as individually appropriate.

Standard 8: Science

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving taking into

account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Function 8.1: Content. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

8.1.1 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).

8.1.2 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity).

8.1.3 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).

8.1.4 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).

8.1.5 CK Demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).

8.1.6 CK Demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information).

8.1.7 CK Demonstrates understanding that the nature of scientific inquiry is based on deep curiosity and conceptual understandings of phenomena that have become more sophisticated over time based on increasing sources of evidence and explanatory reasoning.

Professional Skills

8.1.8 PS Generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.

8.1.9 PS Designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions from diverse perspectives.

8.1.10 PS Designs and provides learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information inclusive of appropriate time, materials, technology and instructional support for students' learning.

8.1.11 PS Plans and conducts lessons that actively engage elementary learners in accessible and meaningful learning experiences in physical sciences, life sciences, earth and space sciences, and that guide learners through developmentally appropriate learning progressions.

8.1.12 PS Plans and conducts lessons that focus on identifying elementary concepts that cut across all science and engineering disciplines (cross-cutting concepts).

8.1.13 PS Integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.

Function 8.2: Assessment. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

8.2.1 CK Demonstrates knowledge of the uses of formative and summative assessments, and informal and formal assessments, to address science learning goals and individual learner differences.

8.2.2 CK Demonstrates an understanding of how to evaluate learner progress against standards.

8.2.3 CK Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

8.2.4 CK Understands how to communicate assessment findings to relevant stakeholders.

8.2.5 CK Understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.

8.2.6 CK Understands common sources of bias in assessing science learning and the impacts such biases have on learners.

Professional Skills

8.2.7 PS Balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.

8.2.8 PS Designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in elementary science.

8.2.9 PS Designs performance-based assessments that document conceptual and skill development while learners engage in science practices.
8.2.10 PS Designs science assessments that align with the science and engineering practices, the disciplinary core ideas, and the cross-cutting concepts integrated within each science standard.
8.2.11 PS Provides constructive and descriptive feedback to learners in ways that support concept and skill development.
8.2.12 PS Observes, listens, questions, and responds. Adjusts instruction to meet the diverse needs of learners.
8.2.13 PS Assures that learners self-assess their science conceptual learning and skill development.

Function 8.3: Instruction. The Elementary Education Unified (EEU) K-6 teacher candidate plans and implements instruction using a variety of instructional strategies that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

Content Knowledge

8.3.1 CK Demonstrates knowledge of science and engineering practices and how they relate to elementary learners.
8.3.2 CK Demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in elementary science learning.
8.3.3 CK Understands how to connect prior concepts with new challenges that stimulate science learning.
8.3.4 CK Demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication, and constructivist learning theory in relation to science learning.
8.3.5 CK Demonstrates knowledge of the importance of aligning instruction with learning cycles.
8.3.6 CK Demonstrates knowledge of developing inquiry-based science and engineering lessons.
8.3.7 CK Demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.
8.3.8 CK Demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.
8.3.9 CK Demonstrates an understanding of safety considerations in relation to elementary science instruction.

Professional Skills

8.3.10 PS Stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to elementary science and engineering concepts.

8.3.11 PS Provides developmentally appropriate authentic phenomena that foster curiosity and creativity, and guides learners in evidence gathering and sense-making to develop deeper understandings.

8.3.12 PS Provides developmentally appropriate science activities that engage elementary learners in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.

84.3.13 PS Guides activities (e.g., discussion, writing, drawing, modeling, and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.

84.3.14 PS Incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.

8.3.15 PS Demonstrates an ability to motivate, engage, and support learners by providing science activities that align with a learning cycle, such as the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).

8.3.16 PS Adjusts science instruction to meet the needs of diverse individuals and groups of learners, including those of traditionally under-represented groups in science and engineering.

8.3.17 PS Incorporates an understanding of [Bloom's] levels of learning to engage learners in individual, small group, and large group configurations to support deep understanding of science.

8.3.18 PS Incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.

8.3.19 PS Incorporates best practices to ensure the safety of all learners, maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.

Function 8.4: The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning.

Content Knowledge

8.4.1 CK Understands the need for personalized learning needs.

8.4.2 CK Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

Professional Skills

8.4.3 PS Demonstrates the use of personalized learning.

8.4.4 PS Develops and implements scientific learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner.

Function 8.5: The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

Content Knowledge

8.5.1 CK Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of science.

Professional Skills

8.5.2 PS Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of science.

Function 8.6: The Elementary Education Unified (EEU) K-6 teacher candidate implements intensive interventions as individually appropriate.

Content Knowledge

8.6.1 CK Knows, and understands the use of, intensive interventions.

Professional Skills

8.6.2 PS Applies intensive interventions as individually appropriate.

Standard 9: Social Studies

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Function 9.1: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies.

Content Knowledge

9.1.1 CK The teacher candidate knows and identifies the Kansas social studies content standards for students:

- choices have consequences;
- individuals have rights and responsibilities;
- societies are shaped by beliefs, ideas, and diversity;
- societies experience continuity and change over time; and
- relationships among people, places, ideas, and environments are dynamic.

9.1.2 CK The teacher candidate has a substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.

9.1.3 CK The teacher candidate has a firm foundational knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.

Professional Skills

9.1.4 PS The teacher candidate uses multiple representations and explanations within knowledge and methodology from the social studies discipline to guide students

through appropriate learning progressions and to promote each student's achievement.

9.1.5 PS The teacher candidate demonstrates substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.

9.1.6 PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

Function 9.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands individual performance data to plan, implement, and assess learning experiences.

Content Knowledge

9.2.1 CK The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.

Professional Skills

9.2.2 PS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.

9.2.3 PS The teacher candidate assures that the students self assess their social studies knowledge and skills.

9.2.4 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied social studies learning needs and goals.

Function 9.3: The Elementary Education Unified (EEU) K-6 teacher candidate utilizes a multi-tiered integrated approach in content, behavior, instruction and assessment.

Content Knowledge

9.3.1 CK The candidate understands how to connect concepts and use differing perspectives through tiered instruction and supports to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

9.3.2 CK The candidate understands how to connect concepts and use differing perspectives through tiered instruction and supports to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

9.3.3 CK The candidate understands how to utilize various strategies related to MTSS, for planning, instruction and assessment addressing learner individual needs.

Professional Skills

9.3.4 PS Using the tiered instruction model, the teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

9.3.5 PS Using the tiered instruction model, the teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

9.3.6 PS The teacher candidate accesses resources and incorporates a multi-tiered system of supports and strategies for planning, instruction, and assessment to provide services for addressing varying learning differences or needs (i.e., English language learners, exceptionalities, disabilities and gifted learners).

Function 9.4: The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning.

Content Knowledge

9.4.1 CK Understands the need for personalized learning needs.

9.4.2 CK Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

Professional Skills

9.4.3 PS Demonstrates the use of personalized learning.

9.4.4 PS Develops and implements scientific learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner.

Function 9.5: The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

Content Knowledge

9.5.1 CK Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of social studies.

Professional Skills

9.5.2 PS Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of social studies.

Function 9.6: The Elementary Education Unified (EEU) K-6 teacher candidate uses intensive intervention as individually appropriate.

Content Knowledge

9.6.1 CK Understands monitoring and reporting in instructional planning and implementation.

9.6.2 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.

9.6.3 CK Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.

Professional Skills

9.6.4 PS Develops and implements learning activities based on the physical, social, and learning environment.

9.6.5 PS Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.

9.6.6 PS Develops and implements learning activities based on individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.

Standard 10: Creative Expression in Art, Music, and Physical Education
The Elementary Education Unified (EEU) K-6 teacher candidates understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and/or theatre), physical education, and wellness to plan, implement, and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity, and collaborative problem-solving.

Function 10.1: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of the arts (music, visual arts, dance, and theatre) to plan, implement and assess (with adaptations as needed) artistic learning experiences.

Content Knowledge

10.1.1 CK Understands the traditions and language of creative expression (music, visual arts, dance, and theatre).

10.1.2 CK Understands the basic styles and thematic influences or artists, designs, traditions, and movements on one another.

10.1.3 CK Designs and provides creative learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.

10.1.4 CK Analyzes creative experiences, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.

10.1.5 CK Understands the key components of being a critic to allow students to analyze, describe, discuss, interpret, and critique their own creative works and the creative works of others.

10.1.6 CK Knows evidence-based adaptations necessary for the fine arts (accommodations and/or modifications).

Professional Skills

10.1.7 PS Can identify works from various historical periods and cultures.

10.1.8 PS Knows and uses the vocabulary and processes used in the arts.

10.1.9 PS Uses multiple representations (Universal Design for Learning) and explanations within the arts to guide students through appropriate learning progressions and to promote each student's achievement.

10.1.10 PS Creates integrated lessons using the aspects of the arts inclusive of appropriate time, materials, technology, instructional support, and adaptations (as appropriate) for students' learning.

10.1.11 PS Assures that the students self-assess their fine arts knowledge and skills.

10.1.12 PS Identifies the general steps, styles, and techniques associated with the various creative expressions (music, visual arts, dance, and theatre).

Function 10.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of health, wellness and physical education to plan, implement and assess appropriate learning experiences.

Content Knowledge

10.2.1 CK Must be well versed in the essential content knowledge in physical education (e.g., gross motor play, movement, self-regulation, exercise, safety, prevention).

10.2.2 CK Must be well versed in the essential content knowledge in mental and physical health, and wellness (e.g., nutrition, safety, hand washing, self-regulation, prevention).

10.2.3 CK Possesses the knowledge and skills needed to promote learners' physical and psychological health, safety, and sense of security.

10.2.4 CK Analyzes physical movements, health and wellness activities, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.

Professional Skills

10.2.5 PS Can integrate physical education concepts throughout the curriculum.

10.2.6 PS Can integrate health and wellness throughout the curriculum

10.2.7 PS Can apply the knowledge and skills needed to promote young learners' physical and psychological health, safety, and sense of security.

10.2.8 PS Creates integrated lessons using the aspects of physical education, wellness and health inclusive of appropriate time, materials, technology, instructional support, and adaptations (as appropriate) for students' learning.

Standard 11: Professional and Ethical Practice

The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

Function 1: The Elementary Education Unified (EEU) K-6 teacher candidate engages continuous learning and reflective practice to inform instruction; analyze and evaluate the implications of current trends and issues within the field of elementary education.

Content Knowledge

11.1.1 CK Understands the importance of engaging in continuous learning.

11.1.2 CK Understands that the field education is continuously developing and changing.

11.1.3 CK Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

11.1.4 CK Recognizes the role of reflective practice for improvement of curriculum and instruction.

11.1.5 CK Understands the importance of integrating the knowledge, reflective, and critical perspectives on education.

Professional Skills

11.1.6 PS Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

11.1.7 PS Can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.

11.1.8 PS Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.

11.1.9 PS Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.

11.1.10 PS Applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.

Function 2: The Elementary Education Unified (EEU) K-6 teacher candidate knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession.

Content Knowledge

11.2.1 CK Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

11.2.2 CK Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).

11.2.3 CK Knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.

Professional Skills

11.2.4 PS Can access, assess and manage information and data in an appropriate, professional and ethical manner.

11.2.5 PS Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.

11.2.6 PS Adheres to laws, regulations, and policies that regulate the field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Function 3: The Elementary Education Unified (EEU) K-6 teacher candidate is a continuous, collaborative learner.

Content Knowledge

11.3.1 CK Recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).

11.3.2 CK Understands the importance and role of research-driven practice.

11.3.3 CK Is aware of all appropriate professional organizations.

Professional Skills

11.3.4 PS Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

11.3.5 PS Takes responsibility for contributing to and advancing the profession.

11.3.6 PS Can access professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.

MIDDLE LEVEL CONTENT AREAS

ENGLISH LANGUAGE ARTS

Late Childhood through Early Adolescence
Grades 5-8

The Kansas State Board of Education adopted new English Language Arts Grades 5-8 preparation program standards on December 8, 2015.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Function 1: The teacher of English language arts 5-8 demonstrates knowledge of literature and multimedia texts.

Content Knowledge (CK)

1.1.1 CK The teacher demonstrators knowledge of texts--print and non-print texts, media texts, classic texts and contemporary texts, including young adult--that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes.

Professional Skills (PS)

1.1.2 PS The teacher uses literary theories to interpret and critique a range of texts.

Function 2: The teacher of English language arts 5-8 demonstrates knowledge of adolescents as readers.

Content Knowledge (CK)

1.2.1 CK The teacher possesses knowledge of how adolescents read texts and make meaning through interaction with media environments.

Professional Skills (PS)

1.2.2 The teacher designs instruction that helps adolescents read texts and make meaning through interaction with media environments.

Standard 2: The teachers of English language arts 5-8 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Function 1: The teacher of English language arts 5-8 demonstrates knowledge of English language.

Content Knowledge (CK)

2.1.1 CK The teacher has knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); principles of language acquisition; the influence of English language history on ELA content; and the impact of language on society.

Professional Skills (PS)

2.1.2 PS The teacher uses the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics).

Function 2: The teacher of English language arts 5-8 demonstrates knowledge of writing skills.

Content Knowledge (CK)

2.2.1 CK The teacher shows knowledge of writing as a recursive process.

2.2.2 CK The teacher has knowledge of contemporary technologies and/or digital media as tools for composition.

Professional Skills (PS)

2.2.3 PS The teacher composes a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose.

2.2.4 PS The teacher uses contemporary technologies and/or digital media to compose multimodal discourse.

Function 3: The teacher of English language arts 5-8 demonstrates knowledge of adolescents as language users.

Content Knowledge (CK)

2.3.1 CK The teacher possesses knowledge of how adolescents compose texts and make meaning through interaction with media environments.

Professional Skills (PS)

2.3.2 PS The teacher designs instruction that helps adolescents compose texts and make meaning through interaction with media environments.

Standard 3: The teachers of English language arts 5-8 plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Function 1: The teacher of English language arts 5-8 plans instruction for reading and the study of literature that promotes learning for all students.

Content Knowledge (CK)

3.1.1 CK The teacher has knowledge of theory, research, and practice in English Language Arts.

3.1.2 CK The teacher has knowledge of standards-based, coherent, and relevant learning experiences in reading.

3.1.3 CK The teacher has knowledge of language -- structure, history, and conventions.

3.1.4 CK The teacher has knowledge of curriculum integration and interdisciplinary teaching methods and materials.

Professional Skills (PS)

3.1.5 PS The teacher plans standards-based, coherent and relevant learning experiences utilizing a range of different texts--across genres, periods, forms, authors, cultures, and various forms of media--and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

3.1.6 PS The teacher plans standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies.

3.1.7 PS The teacher plans instruction that incorporates knowledge of language--structure, history, and conventions--to facilitate students' comprehension and interpretation of print and non-print texts.

3.1.8 PS The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Function 2: The teacher of English language arts 5-8 designs assessments for reading and the study of literature that promotes learning for all students.

Content Knowledge (CK)

3.2.1 CK The teacher has knowledge of a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature.

3.2.2 CK The teacher has knowledge of appropriate reading assessments.

Professional Skills (PS)

3.2.3 PS The teacher designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

3.2.4 PS The teacher designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Standard 4: The teachers of English language arts 5-8 plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.

Function 1: The teacher of English language arts 5-8 plans instruction for composing texts that promotes learning for all students.

Content Knowledge (CK)

4.1.1 CK The teacher has knowledge of theory, research, and practice in English Language Arts.

4.1.2 CK The teacher has knowledge of language conventions (grammar, usage, and mechanics).

4.1.3 CK The teacher has knowledge of how audience and purpose influence rhetorical situations and how to integrate students' home and community languages into instruction.

Professional Skills (PS)

4.1.4 PS The teacher plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4.1.5 PS The teacher designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

4.1.6 PS The teacher designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Function 2: The teacher of English language arts 5-8 designs assessments for composing texts that promotes learning for all students.

Content Knowledge (CK)

4.2.1 CK The teacher has knowledge of current research and theory related to a range of assessments.

4.2.2 CK The teacher has knowledge of writing response theory.

Professional Skills (PS)

4.2.3 PS The teacher designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.

4.2.4 PS The teacher responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Standard 5: The teachers of English language arts 5-8 plan, implement, assess, and reflect on research-based instruction that responds to students' diverse context-based needs.

Function 1: The teacher of English language arts 5-8 plans and implements research-based instruction that is responsive to students' diverse context-based needs.

Content Knowledge (CK)

5.1.1 CK The teacher has knowledge of instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

5.1.2 CK The teacher has knowledge of a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.

Professional Skills (PS)

5.1.3 PS The teacher plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

5.1.4 PS The teacher selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Function 2: The teacher of English language arts assesses and reflects on research-based instruction that is responsive to students' diverse context-based needs.

Content Knowledge (CK)

5.2.1 CK The teacher has knowledge of how to communicate with students about their performance in ways that actively involve them in their own learning.

5.2.2 CK The teacher has knowledge of how to use data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

5.2.3 CK The teacher has knowledge of how to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.

Professional Skills (PS)

5.2.4 PS The teacher communicates with students about their performance in ways that actively involve them in their own learning.

5.2.5 PS The teacher uses data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

5.2.6 PS The teacher differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.

Standard 6: The teachers of English language arts 5-8 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English Language Arts.

Function 1: The teacher of English language arts 5-8 shows knowledge of theories and research about social justice, diversity, equity, and student identities.

Content Knowledge (CK)

6.1.1 CK The teacher has knowledge of instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Professional Skills (PS)

6.1.2 PS The teacher plans and implement instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Function 2: The teacher of English language arts demonstrates 5-8 knowledge of how theories and research about social justice, diversity, equity, and student identities enhance students' opportunities to learn in English Language Arts.

Content Knowledge (CK)

6.2.1 CK The teacher has knowledge of instruction that is responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn in ELA.

Professional Skills (PS)

6.2.2 PS The teacher plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn in ELA.

Standard 7: The teachers of English language arts 5-8 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.

Function 1: The teacher of English language arts 5-8 is prepared to interact and collaborate knowledgeably with students, families, and colleagues.

Content Knowledge (CK)

7.1.1 CK The teacher has knowledge of best practices to take on roles as collaborators and contributors to professional learning (E2).

7.1.2 CK The teacher has knowledge of best practices for communicating with students and families.

Professional Skills (PS)

7.1.3 PS The teacher engages in and reflects on a variety of experiences related to ELA collaboration and ongoing professional learning.

7.1.4 PS The teacher engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for community engagement.

Function 2: The teacher of English language arts 5-8 actively develops as a professional educator.

Content Knowledge (CK)

7.2.1 CK The teacher has knowledge of literate and ethical practices in ELA teaching.

Professional Skills (PS)

7.2.2 PS The teacher engages in and reflects on a variety of experiences related to ELA.

HISTORY, GOVERNMENT, AND SOCIAL STUDIES

Late Childhood through Early Adolescence
Grades 5-8

Standard #1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.
2. The teacher understands the major beliefs of many of the world's major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.
3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.
4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.
5. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
6. The teacher understands past events have affected contemporary and current historical issues and events.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in world history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
7. The teacher is able to create learning experiences around contemporary and current historical issues and events.

Standard #2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands pre-Columbian cultures in the Americas.
2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.
5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
7. The teacher understands the significant events of the Civil War and Reconstruction.
8. The teacher understands the evolution of nativism and the growth of immigration.
9. The teacher understands the closing of the frontier and the rise of industrialism and labor.
10. The teacher understands past events have affected contemporary and current historical issues and events.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.

2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in U.S. history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in U.S. history that are developmentally appropriate for students.

Standard #3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge

1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.
6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in Brown v. Board of Education.
9. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
10. The teacher understands the significance of well-known Kansans on the national scene.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in Kansas history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in Kansas history that are developmentally appropriate for students.

Standard #4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge

1. The teacher knows and understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
2. The teacher knows and understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
3. The teacher has a working knowledge of the Kansas curricular standards.
4. The teacher knows and understands various purposes and types of local, state, and national repositories of primary source collections.
5. The teacher knows and understands the current debates in the teaching of history.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments which require students to use and evaluate primary sources.
4. The teacher is able to use art, literature, folklore, and music in designing lessons.
5. The teacher is able to design lessons which take into consideration the gender, racial, class, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum which are developmentally appropriate for the students.

Standard #5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge

1. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
2. The teacher understands the tension between the dual roles of government as protector of rights and provider of order.
3. The teacher understands the importance of major Supreme Court cases in American history.
4. The teacher understands how the American concept and practice of civil liberties has evolved over time.
5. The teacher understands various political and economic systems.
6. The teacher understands the function and the distribution of powers among the legislative, executive, and judicial branches at the state and national levels.
7. The teacher understands the methods by which we elect government officials and issues regarding civic responsibilities of citizens in the American constitutional government.

Performance

1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.

Standard #6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge

1. The teacher knows and understands the effect of scarcity on prices, production, consumption, and distribution of goods or services.
2. The teacher knows and understands the types of economic institutions found in market economies.

3. The teacher knows and understands the role of money and the Federal Reserve system in the national economy.
4. The teacher knows and understands how trade agreements affect international trade and economic and social conditions.
5. The teacher knows how the demand and supply of labor is influenced by productivity, education, skills, and retraining.

Performance

1. The teacher is able to use the concepts of supply and demand to make a decision.
2. The teacher is able to give examples of absolute and comparative advantage between nations.

Standard #7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.

Knowledge

1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth's surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.
6. The teacher understands the primary geographic causes for world trade and economic interdependence.

Performance

1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher uses geographic tools and technology to interpret and justify spatial organization.
3. The teacher is able to use regions to analyze past and present geographic issues to answer geographic questions.

Standard #8 The teacher of comprehensive history has knowledge and understanding of social systems and interactions.

Knowledge

1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references.
4. The teacher knows and understands cultural unity and diversity within and across groups.
5. The teacher understands the various forms institutions take, and explains how they develop and change over time.
6. The teacher understands how societies establish and maintain order.

Performance

1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to analyze the interactions of ethnic, material or cultural influences in specific institutions or events.

4. The teacher is able to demonstrate how cultural differences can affect communication, discussion, decision-making and problem solving.
5. The teacher is able to use the principles of sociology to interpret the past and present and to plan for the future.

MATHEMATICS

Late Childhood through Early Adolescence
Grades 5-8

The Kansas State Board of Education adopted new Mathematics Grades 5-8 preparation program standards on September 8, 2015, and edited for clarity on March 03, 2017.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Mathematical Connections to the Learner and Learning

Effective teachers of middle level mathematics exhibit in-depth knowledge of pre-adolescent and adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (NCTM Standard 4)

Function 1: Preservice teacher candidates exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

Content Knowledge

1.1.1 CK Know how students construct knowledge, acquire skills, and develop disciplined thinking processes including understanding learning progressions at grade level and K-5.

Professional Skills

1.1.2 PS Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior.

1.1.3 PS Demonstrate a positive disposition toward mathematical processes and learning.

Function 2: Preservice teacher candidates plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

Content Knowledge

1.2.1 CK Create a sequence of developmentally appropriate and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge.

1.2.2 CK Create a developmentally appropriate and challenging sequence of instruction for all students that shows a progression of learning over time toward proficiency and understanding. The sequence should build on K-5 understanding and include the appropriate pacing of instruction transitioning from the concrete use of manipulatives to an abstract understanding and use of appropriate algorithms.

1.2.3 CK Building on K5 understanding, the sequence includes appropriate pacing of instruction beginning with the concrete use of manipulatives to learn the concept which leads to an abstract understanding and an appropriate algorithm.

Professional Skills

1.2.4 PS Plan and create sequential learning opportunities in which students connect new learning to prior knowledge and experiences.

Function 3: Preservice teacher candidates incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

Content Knowledge

[none]

Professional Skills

1.3.1 PS Incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms to motivate and engage students.

1.3.2 PS Include culturally relevant perspectives as a means to motivate and engage students.

1.3.3 PS Access information about and incorporate resources related to cultural, ethnic, linguistic, gender, and learning differences in their teaching.

Function 4: Preservice teacher candidates demonstrate equitable and ethical treatment of and high expectations for all students.

Content Knowledge

[none]

Professional Skills

1.4.1 PS Demonstrate equitable and ethical treatment of all students.

1.4.2 PS Have high expectations for all students and persist in helping each student reach his/her full potential.

1.4.3 PS Demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the classroom.

Function 5: Preservice teacher candidates apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible

limitations of such tools. Allow students to use multiple representations appropriate to the concept to show understanding.

Content Knowledge

1.5.1 CK Apply mathematical content and pedagogical knowledge from the state adopted standards, learning progressions, and relevant research on how students learn mathematics in order to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies. Some examples may include but not limited to: tape diagrams, number lines, double number lines, ratio tables, and tables of values.

1.5.2 CK Make sound decisions about when instructional tools enhance teaching and learning and recognize both the insights to be gained and possible limitations of such tools.

1.5.3 CK Participate in learning opportunities that address current and emerging technologies in support of mathematics learning and teaching.

Professional Skills

[none]

Standard 2: Impact on Student Learning

Effective teachers of middle level mathematics provide evidence demonstrating that as a result of their instruction, middle level students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. (NCTM Standard 5)

Function 1: Preservice teacher candidates will verify that middle level students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

Content Knowledge

2.1.1 CK Verify that middle level students demonstrate conceptual understanding and procedural fluency.

2.1.2 CK Verify that middle level students demonstrate the ability to formulate, represent, and solve problems. Verify that students demonstrate understanding of concepts through multiple representations.

2.1.3 CK Verify that middle level student's reason logically and reflect on their reasoning.

2.1.4 CK Verify that middle level students apply the mathematics they learn in a variety of contexts within major mathematical domains.

Professional Skills

2.1.5 PS Verify that middle level students demonstrate a productive disposition toward mathematics.

2.1.6 PS Demonstrate sustained and meaningful use of data to inform practice.

Function 2: Preservice teacher candidates will engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

Content Knowledge

2.2.1 CK Engage students in developmentally appropriate mathematical activities and investigations that include mathematics-specific technology in building new knowledge.

Professional Skills

2.2.2 PS Engage students in developmentally appropriate mathematical activities and investigations that require active engagement in building new knowledge.

2.2.3 PS Facilitate students' ability to develop future inquiries based on current analyses.

Function 3: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge

2.3.1 CK Determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Professional Skills

2.3.2 PS Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

2.3.3 PS Use assessment results as a basis for designing and modifying their instruction as a means to meet group and individual needs and increase student performance.

Standard 3: Content Knowledge

Effective teachers of middle level mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry and trigonometry, statistics and probability, basic concepts of calculus, and discrete mathematics. (NCTM Standard 1)

Function 1: Number and Quantity

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.1.1 CK Fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite

numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.

3.1.2 CK Understand how number theory is related to: structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and the real number system (whole, integer, rational, and irrational) using multiple strategies including number lines, concrete manipulatives (i.e. algebra tiles, Cuisenaire rods, fraction strips), area model, and pictorial representations.

3.1.3 CK Understand how fractions are built from unit fractions and represented on a number line; know the relationships between fractions and their operations through manipulatives and visual models, understand and explain the link between concepts and standard algorithms.

3.1.4 CK Understand quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. These may be modeled using unit rate reasoning, ratio tables, double number lines, and tape diagrams.

3.1.5 CK Historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.

Professional Skills

3.1.6 PS Understand and extend the learning of concepts from K-5 and how to appropriately utilize those multiple strategies (i.e. number lines, concrete manipulatives, algebra tiles, Cuisenaire rods, fraction strips, area model, and pictorial representations) to support student learning of secondary concepts.

Function 2: Algebra

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

3.2.1 CK Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, justifying relationships and operations, understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.

3.2.2 CK Interpret the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using

algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.

3.2.3 CK Function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.

3.2.4 CK Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.

3.2.5 CK Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.

3.2.6 CK Historical development and perspectives of algebra including contributions of significant figures and diverse cultures.

Professional Skills

3.2.7 PS Understand the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and it's relation to middle level curriculum. Understand the research in the field supporting each and the impact on organization of student learning.

Function 3: Geometry and Trigonometry

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

3.3.1 CK Core concepts and principles of Euclidean geometry in two and three dimensions.

3.3.2 CK Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.

3.3.3 CK Congruence, similarity and scaling, and their development and expression in terms of transformations.

3.3.4 CK Right triangles and trigonometry.

3.3.5 CK Application of periodic phenomena and trigonometric identities.

3.3.6 CK Identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from

the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.

3.3.7 CK Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison.

3.3.8 CK Geometric constructions, inductive and deductive reasoning, axiomatic reasoning, and proof.

3.3.9 CK Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

3.3.10 CK Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.

Professional Skills

[none]

Function 4: Statistics and Probability

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.4.1 CK Statistical variability and its sources and the role of randomness in statistical inference.

3.4.2 CK Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.

3.4.3 CK Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.

3.4.4 CK Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.

3.4.5 CK Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

3.4.6 CK Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.

Professional Skills

[none]

Function 5: Calculus

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.5.1 CK Limits, continuity, rates of change, and the meanings of differentiation and integration.

3.5.2 CK Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.

Professional Skill

[none]

Function 6: Discrete Mathematics

To be prepared to develop student mathematical proficiency, all secondary middle level mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.6.1 CK Discrete structures including sets, relations, functions, tables, and graphs, trees, and networks.

3.6.2 CK Enumeration including permutations, combinations, iteration, recursion, and finite differences.

3.6.3 CK Propositional and predicate logic.

3.6.4 CK Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.

3.6.5 CK Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.

Professional Skills

[none]

Standard 4: Mathematical Practices

Effective teachers of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (NCTM Standard 2)

Function 1: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge

4.1.1 CK Use problem solving to develop conceptual understanding and to formulate and test generalizations.
4.1.2 CK Make sense of a wide variety or problems and persevere in solving them.
4.1.3 CK Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.
4.1.4 CK Formulate and test conjectures in order to frame generalizations.
4.1.5 CK Monitor and reflect on the process of mathematical problem solving.

Professional Skills

[none]

Function 2: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge

4.2.1 CK Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.
4.2.2 CK Represent and model generalizations using mathematics.
4.2.3 CK Recognize structure and express regularity in patterns of mathematical reasoning.
4.2.4 CK Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.
4.2.5 CK Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills

4.2.6 PS Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.
4.2.7 PS Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 3: Preservice teacher candidates will formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Content Knowledge

4.3.1 CK Formulate, represent, analyze, interpret, and validate mathematical models derived from real-world contexts or mathematical problems.
4.3.2 CK Demonstrate flexibility in mathematical modeling when confronted with different purposes or contexts.

Professional Skills

[none]

Function 4: Preservice teacher candidates will organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

Content Knowledge

4.4.1 CK Organize mathematical thinking.

4.4.2 CK Use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences including peers, teachers, students, school professionals, and/or other stakeholders.

Professional Skills

[none]

Function 5: Preservice teacher candidates will demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

Content Knowledge

4.5.1 CK Demonstrate the interconnectedness of mathematical ideas and how they build on one another.

4.5.2 CK Recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

4.5.3 CK Seek opportunities to promote linkages of mathematical ideas in their teaching.

Professional Skills

[none]

Function 6: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge

4.6.1 CK Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, and representing.

4.6.2 CK Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.

Professional Skills

[none]

Standard 5: Content Pedagogy

Effective teachers of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and

real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (NCTM Standard 3)

Function 1: Apply knowledge of curriculum standards for middle level mathematics and their relationship to student learning within and across mathematical domains.

Content Knowledge

5.1.1 CK Apply knowledge of mathematics curriculum standards for middle level in their teaching within and across mathematical domains.

5.1.2 CK Relate mathematical curriculum standards to student learning.

Professional Skills

5.1.3 PS Demonstrate how mathematics curriculum standards and learning progressions impact the teaching of middle level students at different developmental levels.

Function 2: Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

Content Knowledge

5.2.1 CK Incorporate research-based methods when leading students in rich mathematical learning experiences.

Professional Skills

5.2.2 PS Analyze and consider research in planning for mathematics instruction.

5.2.3 PS Extend their repertoire of research-based instructional methods that address students' diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.

Function 3: Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

5.3.1 CK Include mathematics-specific and instructional technologies in planned lessons and units.

5.3.2 CK Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

5.3.3 PS Plan lessons and units that incorporate a variety of strategies.

5.3.4 PS Plan lessons and units addressing student differences and diverse populations and how these differences influence student learning of mathematics.

5.3.5 PS Build all students' conceptual understanding and procedural proficiency in planned lesson and units.

Function 4: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.4.1 CK Design and implement activities and investigations that require communication about mathematics.

5.4.2 CK Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

5.4.3 PS Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 5: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

5.5.1 CK Implement techniques for actively engaging students in learning and doing mathematics.

5.5.2 CK Provide instruction that incorporates high quality tasks and a range of questioning strategies.

5.5.3 CK Engage students in communicating about mathematics.

Professional Skills

5.5.4 PS Guide productive mathematical discussion in classrooms centered on key mathematical ideas.

5.5.5 PS Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning.

Function 6: Plan, select, implement, interpret, and use formative and summative assessments to monitor student progress and inform instruction by reflecting on mathematical proficiencies essential for all students.

Content Knowledge

5.6.1 CK Interpret and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

5.6.2 CK Monitor students' progress using a variety of assessment tools that gauge advancement toward stated learning goals.

Professional Skills

5.6.3 PS Plan, select, and implement formative and summative assessments.

5.6.4 PS Use assessment results for subsequent instructional planning.

Standard 6: Professional Knowledge and Skills

Effective teachers of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. (NCTM Standard 6)

Function 1: Take an active role in their professional growth by utilizing resources from professional mathematics education organizations and participating in professional development experiences that directly relate to the learning and teaching of mathematics.

Content Knowledge

6.1.1 CK Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.

6.1.2 CK Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

6.1.3 PS Participate in professional development experiences that directly relate to the learning and teaching of mathematics.

6.1.4 PS Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

Function 2: Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

Content Knowledge

6.2.1 CK Enhance all students' knowledge of mathematics.

Professional Skills

6.2.2 PS Engage in continuous and collaborative learning as a means of enhancing students' learning opportunities in mathematics.

6.2.3 PS Involve colleagues, other school professionals, families, and various stakeholders in the educational process.

6.2.4 PS Continue their development as a reflective practitioner.

Standard 7: Middle level Mathematics Field Experiences and Clinical Practice

Effective teachers of middle level mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors in middle school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in middle level mathematics with supervision by university or college faculty with middle-level teaching experience and mathematics content knowledge base. (NCTM Standard 7)

Function 1: Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.

Content Knowledge

7.1.1 CK Demonstrate mathematics knowledge and skills at both middle and high school settings.

Professional Skills

7.1.2 PS Engage in a planned sequence of pre- student teaching/internship field experiences in middle level mathematics that involve placements at middle school level.

7.1.3 PS Are supervised during pre-student teaching/internship field experiences by experienced and highly qualified mathematics teachers.

7.1.4 PS Participate in field experiences that occur in varied settings and reflect cultural, ethnic, linguistic, gender, and learning differences.

7.1.5 PS Gain an in-depth understanding of the mathematical developmental of students across the middle grades spectrum.

7.1.6 PS Work with a diverse range of students individually, in small groups, and in large class settings.

Function 2: Experience full-time student teaching/internship in middle level mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with middle level mathematics teaching experience or equivalent knowledge base.

Content Knowledge

[none]

Professional Skills

7.2.1 PS Experience full-time student teaching/internship with an experienced and highly qualified mathematics teacher in middle level mathematics.

7.2.2 PS Are supervised during the full-time student teaching/internship in middle level mathematics by a university or college supervisor with middle level mathematics teaching experience or equivalent knowledge base.

7.2.3 PS Demonstrate professional behaviors in middle and school settings.

7.2.4 PS Use student performance data to inform instructional planning and delivery over time.

SCIENCE

Late Childhood through Early Adolescence
Grades 5-8

The Kansas State Board of Education adopted new Science preparation program standards on November 09, 2016.

"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Pedagogy:
Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

Function 1: Teacher plans multiple lessons that use a variety of inquiry approaches incorporating science and engineering practices.

Content Knowledge

1.1.1 CK Knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.

Professional Skills

1.1.2 PS Supports student learning through appropriate curricular and instructional experiences linked to the standards.

1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

Function 2: Teacher demonstrates knowledge and understanding of how diverse students learn science.

Content Knowledge

1.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family.

1.2.2 CK Understands developmentally and chronologically age-appropriate needs and practices of students.

1.2.3 CK Understands diverse learning styles.

Professional Skills

1.2.4 PS Gains and values information about the family's culture and environment and uses it to understand individual development and learning.

1.2.5 PS Promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.

Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Content Knowledge

1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.3.2 CK The teacher understands formative and summative assessment and how they are used.

Professional Skills

1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.

1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these.

Standard 2: Learning Environments:

Teachers work with students and others to create and manage environments that support learning.

Function 1: The teacher supports individual and group learning.

Content Knowledge

2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.

2.1.2 CK The teacher understands how teacher feedback influences student learning.

Professional Skills

2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.

2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.

2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.

Function 2: The teacher encourages positive social interaction.

Content Knowledge

2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

Professional Skill

2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.

2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.

2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.

2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Function 3: The teacher promotes active engagement in learning and self-motivation.

Content Knowledge

2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.

Professional Skill

2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.

2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.

2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.

2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.

Standard 3: Safety:

Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).

Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.

Content Knowledge

3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.

3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.

Professional Skill

3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.

3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizing clutter so as to reduce the potential for accidents.

Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.

Content Knowledge

3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment.

Professional Skill

3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association.

3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students.

Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms.

Content Knowledge

3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms.

3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment.

Professional Skill

3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 4: Impact on Student Learning:

Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.

Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

Content Knowledge

4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions.

Professional Skills

4.1.2 PS The teacher utilizes knowledge of appropriate developmental levels within the classroom environment.

4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately.

Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

Content Knowledge

4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two.

4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor.

4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims.

Professional Skills

4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two.

4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor.

4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims.

Standard 5: Professional Knowledge and Skills:

Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

Content Knowledge

5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations.

Professional Skills

5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media.

Standard 6: Engineering, Technology, and the Applications of Science:
The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.

Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

Content Knowledge

6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.

6.1.2 CK The teacher can develop possible solutions for a defined problem.

6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution.

Professional Skills

6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.

Function 2: The teacher makes authentic connections among engineering, technology, science, and society.

Content Knowledge

6.2.1 CK The teacher understands the interdependence of science, engineering, and technology.

6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment.

Professional Skills

6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space.

6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world.

Standard 7: Middle Level Physical Science:

The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.

Function 1: Physical Concepts and Practices

Content Knowledge

7.1.1 CK The teacher can explain what occurs at atomic and molecular levels relating to the different states of matter and changes between the states of matter.

7.1.2 CK The teacher can use models to represent what occurs during chemical reactions, including concepts of conservation of mass, formation of new molecules from existing atoms, and energy transformation.

7.1. 3 CK The teacher can describe how thermal energy affects particles and the relationship of kinetic and potential energy to the total energy of a system.

7.1.4 CK Teachers can explain motion and stability of objects using Newton's First, Second and Third Laws of Motion.

7.1.5 CK Teachers can demonstrate that some materials are attracted to each other while others are not using concepts of gravity, electrical, and magnetic forces.

7.1.6 CK Teachers will explain how energy can be transferred from one object or system to another using concepts of energy conservation and transfer.

7.1.7 CK Teachers can describe properties of waves and how they can be used, reflected, absorbed, or transmitted through various materials.

Professional Skills

7.1.8 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of Physical Science by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

7.1.9 PS The teacher is able to identify common student misconceptions and naïve understandings of physical science.

Standard 8: Middle Level Life Science:

The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.

Function 1: Life Sciences Concepts and Practices

Content Knowledge

8.1.1 CK The teacher can apply knowledge that all living things are made of one or more cells, that cells have specific structures and functions, that they are the basis of organismal subsystems, and that they communicate with each other.

8.1.2 CK The teacher can apply knowledge that animal and plant structures are related to their functions in performing life processes: cycling of matter, flow of energy, growth, response to change, reproduction, etc.

8.1.3 CK The teacher can apply knowledge of the interactions of matter and energy between living and non-living components in populations and ecosystems.

8.1.4 CK The teacher can apply knowledge of how changes in biotic and abiotic components in an ecosystem affect populations and the ability to maintain biodiversity and ecosystem services.

8.1.5 CK The teacher can apply knowledge of sexual and asexual reproduction and the effect of genetic mutations on the structure and function of organisms.

8.1.6 CK The teacher can construct scientific explanations for similarities and differences among organisms based on fossil, anatomical, and embryological evidence.

8.1.7 CK The teacher can construct scientific explanations for how populations change over time based on natural and/or artificial selection.

Professional Skills

8.1.8 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of Life Science by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

8.1.9 PS The teacher is able to identify common student misconceptions and naïve understandings of life science.

Standard 9: Middle Level Earth and Space Science:

The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth's geologic history and processes, Earth's structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth's systems.

Function 1: Earth and Space Science Content and Practices

Content Knowledge

9.1.1 CK The teacher can apply knowledge of the universe and solar system to explain phenomena that include but are not limited to Earth's place in the universe, motions and scale of celestial objects, forces such as gravitational pull, and seasons.

9.1.2 CK The teacher can interpret evidence from Earth's rock strata and fossil record to explain geologic history and processes.

9.1.3 CK The teacher can apply knowledge of plate tectonics, and energy and material cycles to explain and model Earth's structures and dynamic processes.

9.1.4 CK The teacher can apply knowledge of the water cycle and the variety of ways it affects characteristics of the atmosphere, the oceans, and the terrestrial environments.

9.1.5 CK The teacher can apply knowledge of how sunlight, oceans, atmosphere, ice, landforms, living things, and position on earth influence weather and climate.

9.1.6 CK The teacher can apply knowledge of renewable and nonrenewable natural resources that are distributed unevenly across Earth.

9.1.7 CK The teacher can apply knowledge of the changing influences of human populations on Earth's natural resources, environments, and systems.

9.1.8 CK The teacher can apply knowledge of how data can be used to forecast and mitigate natural hazards and catastrophes.

Professional Skills

9.1.9 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of Earth and Space Science by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

9.1.10 PS The teacher is able to identify common student misconceptions and naïve understandings of earth and space science.

Standard 10: Middle Level Unifying Concepts/Interdisciplinary Perspectives:
The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.

Function 1: Unifying Concepts and Interdisciplinary Perspectives

Content Knowledge

10.1.1 CK The teacher identifies patterns across the life and physical sciences that are clues to natural or man-made organization as opposed to random phenomena. For example, crystalline structures of snowflakes and NaCl suggest that the shape of a molecule determines a pattern of organization in a snowflake or halite.

10.1.2 CK The teacher provides examples of cause and effect across the life and physical sciences, and can explain the concept of correlation versus cause. For example, the Black Plague had biological causes but was correlated with certain social conditions (that did not cause the disease).

10.1.3 CK The teacher provides examples of scale, proportion and quantity across the life and physical sciences using models to study systems that are too large or too small. For example, a paper model of the solar system can be described using simple distance measurements as well as ratios and proportions.

10.1.4 CK The teacher provides examples of system models across the life and physical sciences. Examples include (1) mathematical evidence that supports the claim that gravitational attraction depends on the masses of interacting objects, and (2) an ecosystem model in which a great many other systems are nested (populations, nutrient cycles, etc.).

10.1.5 CK The teacher provides examples of ways that different forms of energy drive the motion and/or cycling of matter across the life and physical sciences. For example, the cycling of water through Earth's systems is driven by energy from the sun and the force of gravity.

10.1.6 CK The teacher provides examples of and/or model the relationship of structure and function across the life and physical sciences. For example, illustrate the way that surface area for chemical reactions is gained in the chloroplast, fish gills, and clay particles.

10.1.7 CK The teacher provides examples of stability and change across the life and physical sciences. For example, the process of succession in an ecosystem involves changes in both the living community and the physical environment (soil, landscape, microclimate) until a state of equilibrium is reached (theoretically). Many disturbances can disrupt ecosystem stability. Homeostasis in living organisms is another example.

Professional Skills

10.1.8 PS The teacher is able to develop lessons for students that demonstrate knowledge of the unifying concepts by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

10.1.9 PS The teacher is able to identify common student misconceptions and naïve understandings regarding unifying concepts.

SECONDARY CONTENT AREAS

AGRICULTURE

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Agriculture preparation program standards on January 13, 2015.

"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Learner Difference.

The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.

Function 1: The teacher provides experiential learning through FFA.

Content Knowledge (CK)

1.1.1 CK The teacher understands the advisor's function and responsibilities to maintain an FFA Chapter.

1.1.2 CK The teacher knows the structure of the National FFA Organization.

1.1.3 CK The teacher knows the opportunities and benefits of the National FFA Organization to students.

Professional Skills (PS)

1.1.4 PS The teacher advises and manages an FFA Chapter.

Function 2: The teacher provides experiential learning through SAE.

Content Knowledge (CK)

1.2.1 CK The teacher knows SAE opportunities for students.

1.2.2 CK The teacher understands the procedure for assisting students in developing an SAE.

1.2.3 CK The teacher understands financial record keeping for SAE.

Professional Skills (PS)

1.2.4 PS The teacher supervises Student SAE's.

1.2.5 PS The teacher assist students in identifying their personal career goals.

Standard 2: Content Knowledge.

The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.

Function 1: The teacher possesses a knowledge of animal systems.

Content Knowledge (CK)

2.1.1 CK The teacher knows career opportunities in animal systems.

2.1.2 CK The teacher understands current practices in animal systems.

2.1.3 CK The teacher is aware of current issues in animal systems.

2.1.4 CK The teacher understands relevance of animal systems to the consumer.

Professional Skills (PS)

2.1.5 PS The teacher integrates knowledge of animal systems into instructional planning, delivery, and assessment.

Function 2: The teacher possesses a knowledge of plant systems.

Content Knowledge (CK)

2.2.1 CK The teacher knows career opportunities in plant systems.

2.2.2 CK The teacher understands current practices in plant systems.

2.2.3 CK The teacher is aware of current issues in plant systems.

2.2.4 CK The teacher understands relevance of plant systems to the consumer.

Professional Skills (PS)

2.2.5 PS The teacher integrates knowledge of plant systems into instructional planning, delivery, and assessment.

Function 3: The teacher possesses a knowledge of power, structural and technical systems.

Content Knowledge (CK)

2.3.1 CK The teacher knows career opportunities in power, structural and technical systems.

2.3.2 CK The teacher understands current practices in power, structural, and technical systems.

2.3.3 CK The teacher is aware of current issues in power, structural, and technical systems.

2.3.4 CK The teacher understands relevance of power, structural and technical systems to the consumer.

Professional Skills (PS)

2.3.5 PS The teacher integrates knowledge of power, structural and technical systems into instructional planning, delivery, and assessment.

Function 4: The teacher possesses a knowledge of agribusiness systems.

Content Knowledge (CK)

2.4.1 CK The teacher knows career opportunities in agribusiness systems.

2.4.2 CK The teacher understands current practices in agribusiness systems.

2.4.3 CK The teacher is aware of current issues in agribusiness systems.

2.4.4 CK The teacher understands relevance of agribusiness systems to the consumer.

Professional Skills (PS)

2.4.5 PS The teacher integrates knowledge of agribusiness systems into instructional planning, delivery, and assessment.

Function 5: The teacher possesses a knowledge of environmental service and natural resource systems.

Content Knowledge (CK)

2.5.1 CK The teacher knows career opportunities in environmental services and natural resource systems.

2.5.2 CK The teacher understands current practices in environmental service and natural resource systems.

2.5.3 CK The teacher is aware of current issues in environmental service and natural resource systems.

2.5.4 CK The teacher understands relevance of environmental service and natural resource systems to the consumer.

Professional Skills (PS)

2.5.5 PS The teacher integrates knowledge of environmental service and natural resource systems into instructional planning, delivery, and assessment.

Function 6: The teach possesses a knowledge of biotechnology systems.

Content Knowledge (CK)

2.6.1 CK The teacher knows career opportunities in biotechnology systems.

2.6.2 CK The teacher understands current practices in biotechnology systems.

2.6.3 CK The teacher is aware of current issues in biotechnology systems.

2.6.4 CK The teacher understands relevance of biotechnology systems to the consumer.

Professional Skills (PS)

2.6.5 PS The teacher integrate knowledge of biotechnology systems into instructional planning, delivery, and assessment.

Function 7: The teacher possesses a knowledge of food products and processing systems.

Content Knowledge (CK)

2.7.1 CK The teacher knows career opportunities in food products and processing systems.

2.7.2 CK The teacher understands current practices in food products and processing systems.

2.7.3 CK The teacher is aware of current issues in food products and processing systems.

2.7.4 CK The teacher understands relevance of food products and processing systems to the consumer.

Professional Skills (PS)

2.7.5 PS The teacher integrate knowledge of food products and processing systems into instructional planning, delivery, and assessment.

Standard 3: Content Knowledge.

Knowledgeable teachers of agriculture are able to integrate reading, writing, mathematics, and science content into instruction in agriculture.

Function 1: The teacher integrates reading content into agricultural content and instruction.

Content Knowledge (CK)

3.1.1 CK The teacher identifies reading strategies appropriate for agricultural content.

Professional Skills (PS)

3.1.2 PS The teacher incorporates reading strategies into instruction in agriculture.

Function 2: The teacher integrates writing content into agricultural content and instruction.

Content Knowledge (CK)

3.2.1 CK The teacher identifies writing strategies appropriate for agricultural content.

Professional Skills (PS)

3.2.2 PS The teacher incorporates writing strategies into instruction in agriculture.

Function 3: The teacher integrates mathematics content into agricultural content and instruction.

Content Knowledge (CK)

3.3.1 CK The teacher identifies math principles appropriate for agricultural content.

3.3.2 CK The teacher utilizes correct math terminology in agricultural content.

Professional Skills (PS)

3.3.3 PS The teacher incorporates math principles into instruction in agriculture.

Function 4: The teacher integrates science content into agricultural content and instruction.

Content Knowledge (CK)

3.4.1 CK The teacher identifies science principles appropriate for agricultural content.

3.4.2 CK The teacher utilizes correct science terminology in agricultural content.

Professional Skills (PS)

3.4.3 PS The teacher incorporates science principles into instruction in agriculture.

Standard 4: Content Knowledge.

Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.

Function 1: The teacher applies life and career skills to assure learner mastery of agricultural content.

Content Knowledge (CK)

4.1.1 CK The teacher defines the role of Supervised Agricultural Experiences in life and career skill development.

Professional Skills (PS)

4.1.2 PS The teacher utilizes Supervised Agricultural Experiences to reinforce student development of life and career skills.

Function 2: The teacher applies critical thinking and communication skills to assure learner mastery of agricultural content.

Content Knowledge (CK)

4.2.1 CK The teacher solves problems using critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams.

4.2.2 CK The teacher uses oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

Professional Skills (PS)

4.2.3 PS The teacher utilizes meaningful FFA and SAE student engagement activities to promote critical thinking and communication.

4.2.4 PS The teacher utilizes various laboratory experiences to develop student critical thinking and communication skills.

Function 3: The teacher applies information, media and technology skills to assure learner mastery of agricultural content.

Content Knowledge (CK)

4.3.1 CK The teacher identifies appropriate information technology tools and strategies for delivery of agricultural content.

Professional Skills (PS)

4.3.2 PS The teacher utilizes information, media and technology in classroom and laboratory instruction.

Standard 5: Instructional Practice.

Effective instructional practice requires that teachers of agriculture are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Function 1: The teacher develops assessments for use in classroom and laboratory learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)

5.1.1 CK The teacher identifies and practices creation of multiple forms of traditional and authentic assessments appropriate to the content area and level of cognition.

Professional Skills (PS)

5.1.2 PS The teacher constructs and implements multiple forms of valid and reliable assessments appropriate to the content area and level of cognition.

Function 2: The teacher plans for classroom and laboratory learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)

5.2.1 CK The teacher has knowledge of how to integrate Kansas College and Career Ready Standards into agricultural curriculum.

5.2.2 CK The teacher has knowledge of Kansas agriculture competencies.

5.2.3 CK The teacher has knowledge of instructional strategies and tools appropriate to agriculture in classroom and laboratory settings.

Professional Skills (PS)

5.2.4 PS The teacher develops instructional plans.

5.2.5 PS The teacher implements and maintains approved career pathways.

5.2.6 PS The teacher plans course curriculum units and sequence for a comprehensive agriculture education program.

Function 3: The teacher provides classroom instructional opportunities for student learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)

5.3.1 CK The teacher identifies teaching strategies appropriate to agricultural content.

Professional Skills (PS)

5.3.2 PS The teacher uses teaching strategies appropriate to agricultural content.

Function 4: The teacher provides laboratory instruction opportunities for student learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

Content Knowledge (CK)

5.4.1 CK The teacher identifies specific safety issues in various agricultural laboratory settings.

5.4.2 CK The teacher has knowledge of agricultural equipment, materials, and practices.

Professional Skills (PS)

5.4.3 PS The teacher utilizes best agricultural management practices in laboratory settings.

5.4.4 PS The teacher safely operates and maintains agricultural equipment.

Standard 6: Professional Responsibility.

Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.

Function 1: The teacher participates in Professional Organizations.

Content Knowledge (CK)

6.1.1 CK The teacher identifies the benefits to joining the different professional organizations available in agricultural education.

Professional Skills (PS)

6.1.2 PS The teacher attends local, district, and state professional meetings.

Function 2: The teacher regularly examines practice through self-reflection.

Content Knowledge (CK)

6.2.1 CK The teacher follows self-reflection guidelines.

Professional Skills (PS)

6.2.2 PS The teacher modifies practice based on self-reflection.

Function 3: The teacher regularly examines practice through collaborator feedback.

Content Knowledge (CK)

6.3.1 CK The teacher seeks out collaborator feedback.

Professional Skills (PS)

6.3.2 PS The teacher modifies practice based on collaborator feedback.

BIOLOGY

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Biology preparation program standards on November 09, 2016.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Pedagogy:

Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

Function 1: Teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices.

Content Knowledge

1.1.1 CK Knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.

Professional Skills

1.1.2 PS Supports student learning through appropriate curricular and instructional experiences linked to the standards.

1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

Function 2: Teacher demonstrates knowledge and understanding of how diverse students learn science.

Content Knowledge

1.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family.

1.2.2 CK Understands developmentally and chronologically age-appropriate needs and practices of students.

1.2.3 CK Understands diverse learning styles.

Professional Skills

1.2.4 PS Gains and values information about the family's culture and environment and uses it to understand individual development and learning.

1.2.5 PS Promotes developmentally and chronologically age- appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.

Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Content Knowledge

1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.3.2 CK The teacher understands formative and summative assessment and how they are used.

Professional Skills

1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.

1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these.

Standard 2: Learning Environments:

Teachers work with students and others to create and manage environments that support learning.

Function 1: The teacher supports individual and group learning.

Content Knowledge

2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.

2.1.2 CK The teacher understands how teacher feedback influences student learning.

Professional Skills

2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.

2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.

2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.

Function 2: The teacher encourages positive social interaction.

Content Knowledge

2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

Professional Skills

2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.

2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.

2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.

2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Function 3: The teacher promotes active engagement in learning and self-motivation.

Content Knowledge

2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self direction and ownership of learning.

2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.

Professional Skills

2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate

teaching and learning activities, including laboratory or field settings and applicable instruments and technology.

2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.

2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.

2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.

Standard 3: Safety:

Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).

Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.

Content Knowledge

3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.

3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.

Professional Skills

3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.

3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizing clutter so as to reduce the potential for accidents.

Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.

Content Knowledge

3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment.

Professional Skills

3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association.

3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students.

Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms.

Content Knowledge

3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms.

3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment.

Professional Skills

3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 4: Impact on Student Learning:

Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.

Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

Content Knowledge

4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions.

Professional Skills

4.1.2 PS The teacher utilizes knowledge of appropriate developmental levels within the classroom environment.

4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately.

Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

Content Knowledge

4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two.

4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor.

4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims.

Professional Skills

4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two.

4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor.

4.2.6 PS The teacher demonstrates that students are able to use mathematics to engage in argumentation and critically analyze the quality of evidence supporting scientific claims.

Standard 5: Professional Knowledge and Skills:

Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

Content Knowledge

5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations.

Professional Skills

5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media.

Standard 6: Engineering, Technology, and the Applications of Science:

The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.

Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

Content Knowledge

6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.

6.1.2 CK The teacher can develop possible solutions for a defined problem.

6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution.

Professional Skills

6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.

Function2: The teacher makes authentic connections among engineering, technology, science, and society.

Content Knowledge

6.2.1 CK The teacher understands the interdependence of science, engineering, and technology.

6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment.

Professional Skills

6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space.

6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world.

Standard 7: From molecules to organisms: Structures and processes:

Effective biology teachers demonstrate an understanding of how organisms live and grow.

Function 1: Life processes in living systems including organization of matter and energy.

Content Knowledge

7.1.1 CK Teacher candidate understands and is able to explain the methods and mechanisms by which energy enters and moves through living systems.

7.1.2 CK Teacher candidate demonstrates understanding of biogeochemical cycles, biomolecules, and their relation to energy in systems.

Professional Skills

7.1.3 PS Teacher candidate models movement of energy and conservation of matter in biological systems.

7.14 PS Teacher candidate uses models to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are

broken and the bonds in new compounds are formed resulting in a net transfer of energy.

Function 2: Similarities and differences among animals, plants, fungi, microorganisms, and viruses.

Content Knowledge

7.2.1 CK Teacher candidate demonstrates knowledge of characteristic structures and functions used for classification of animals, plants, fungi, microorganisms, and viruses.

7.2.2 CK Teacher candidate demonstrates understanding of organ systems, organs, and cellular structures and their functions within plants, animals, fungi, microorganisms, and viruses.

7.2.3 CK Teacher candidate demonstrates understanding of growth and development in multicellular organisms.

Professional Skills

7.2.4 PS Teacher candidate can identify structures and explain their functions to learners.

7.2.5 PS Teacher candidate can develop and use a model to illustrate the hierarchical organization of interacting systems of structures that provide specific functions within cellular and multicellular organisms.

7.2.6 PS Teacher candidate can model and explain growth and development of multicellular organisms.

Standard 8: Ecosystems: Interactions, energy, and dynamics: Effective biology teachers demonstrate an understanding of how and why do organisms interact with their environment, and what are the effects of these interactions.

Function 1: Ecological systems including the interrelationships and dependencies of organisms with each other and their environments.

Content Knowledge

8.1.1 CK Teacher demonstrates understanding levels and interactions within ecological organization.

8.1.2 CK Teacher demonstrates understanding of energy flow and feeding relationships.

8.1.3 CK Teacher demonstrates understanding of the interrelationships among ecosystems.

Professional Skills

8.1.4 PS Teacher classifies biomes according to their biotic and abiotic components.

8.1.5 PS Teacher creates a trophic pyramid with organisms placed at an appropriate trophic level.

8.1.6 PS Teacher analyzes the impact of one ecosystem's biotic and abiotic components on another ecosystem.

Function 2: Population dynamics and the impact of population on its environment.

Content Knowledge

8.2.1 CK Teacher demonstrates understanding of the factors that affect population size and growth rate.

8.2.2 CK Teacher demonstrates understanding of different growth population growth rates (zero, exponential, logistic).

8.2.3 CK Teacher demonstrates understanding of population density and its impact on the environment.

Professional Skills

8.2.4 PS Teacher investigates the impact of biotic and abiotic factors on the population size of a featured species.

8.2.5 PS Teacher collects and analyzes data of a species' population growth with graphical representation and models.

8.2.6 PS Teacher evaluates the development of life history patterns of a species and the impact on reproduction and survival.

Function 3: Behavior of organisms and their relationships to social systems.

Content Knowledge

8.3.1 CK Teacher demonstrates understanding of interspecific relationships.

8.3.2 CK Teacher demonstrates understanding of human impact on ecological systems.

8.3.3 CK Teacher demonstrates understanding of the adaptive value of social behavior.

Professional Skills

8.3.4 PS Teacher categorizes relationships between various species (predation, parasitism, commensalism, mutualism).

8.3.5 PS Teacher investigates and proposes alternative human activities to decrease greenhouse gas production, ozone layer depletion, and deforestation.

8.3.6 PS Teacher analyzes advantages and disadvantages of sociality on species populations.

Standard 9: Genetics and Heredity: Effective biology teachers demonstrate an understanding of how characteristics of one generation passed to the next and how individuals of the same species and even siblings have different characteristics.

Function 1: General Concepts of inheritance and variation of traits.

Content Knowledge

9.1.1 CK Teacher demonstrates knowledge of Mendelian genetics and the chromosomal basis of inheritance.

9.1.2 CK Teacher demonstrate understanding of complex patterns of inheritance and how environment can affect expression.

Professional Skills

9.1.3 PS Teacher can ask questions, make and defend a claim, and use concepts of probability to explain the genetic variation in a population.

9.1.4 PS Teacher can demonstrate understanding of why individuals of the same species vary in how they look, function, and behave.

Function 2: Molecular genetics and heredity and mechanisms of genetic modification.

Content Knowledge

9.2.1 CK Teacher understands molecular mechanisms of genetic inheritance.

9.2.2 CK Teacher describes the environmental and genetic causes of gene mutation and the alteration of gene expression.

Professional Skills

9.2.3 PS Teacher asks questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

9.2.4 PS Teacher can make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis and sexual reproduction, (2) viable errors occurring during replications, and/or (3) mutations caused by environmental factors.

Standard 10: Biological Evolution: Unity and diversity: Effective biology teachers demonstrate an understanding of evolution and evidence shows that different species are related.

Function 1: Molecular basis for evolutionary theory and classification.

Content Knowledge

10.1.1 CK Teacher demonstrates an understanding of the idea of common ancestry and biological evolution.

10.1.2 CK Teacher demonstrates knowledge of the factors which influence evolution & evolution rates (environment, genetics, competition, etc.).

10.1.3 CK Teacher demonstrates understanding of connections between genetics & the evolutionary process.

Professional Skills

10.1.4 PS Teacher can construct an explanation based on evidence for how natural selection leads to adaptation and genetic change in populations.

10.1.5 PS Teacher can explain the effect of various factors (such as availability of resources) on population survival and competition.

10.1.6 PS Teacher can utilize evidence, statistics and probability to support explanations for advantageous traits spreading through populations.

BUSINESS

Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of business demonstrates content knowledge of and skills in the use of computers.

Knowledge

1. The teacher understands the standard features and operation of typical business, information processing, and productivity software.
2. The teacher is familiar with computer-based multimedia tools.
3. The teacher knows of resources available through telecommunications and the processes for accessing those resources.
4. The teacher is familiar with current computer platforms and the operating systems commonly used.
5. The teacher understands the principles of computer networks.
6. The teacher has a functional knowledge of internal computer organization and architecture, and a computer programming language.

Performance

1. The teacher demonstrates proper use of typical business, information processing, and productivity software to solve application problems.
2. The teacher uses software to create multimedia presentations.
3. The teacher accesses information from a variety of sources.
4. The teacher uses current computer platforms and operating systems.
5. The teacher can outline the components of computer networks.
6. The teacher explains the internal computer operation.
7. The teacher evaluates, selects, and uses computers, software, and related technology to support the instructional and learning process.
8. The teacher uses a computer programming language.

Standard #2 The teacher of business uses instructional strategies that encourage development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving) with regard to business and technological issues and problems.

Knowledge

1. The teacher understands the principles of problem-solving and critical thinking.

Performance

1. The teacher models appropriate problem-analysis and problem-solving techniques.
2. The teacher uses technology to solve problems, collect data, manage information, and make decisions.

Standard #3 The teacher of business demonstrates knowledge of current curricula, curricular issues, and trends related to computer and business education.

Knowledge

1. The teacher understands the curriculum development, funding, and program approval processes.
2. The teacher understands emerging technologies.
3. The teacher is familiar with journals and other resources for keeping current.
4. The teacher is aware of professional organizations in business and computer fields.
5. The teacher understands curricular issues and trends related to business and computer education.

Performance

1. The teacher identifies and implements a model curriculum.
2. The teacher describes the impact of emerging issues and trends in computer and business education.
3. The teacher keeps informed of current knowledge by using relevant professional literature, identifying professional organizations and participating in educational opportunities.

Standard #4 The teacher of business demonstrates knowledge of future educational opportunities and careers in business and computer fields based on exploratory or working experiences in business.

Knowledge

1. The teacher maintains current knowledge in trends about career opportunities in the field of business and computers.
2. The teacher is familiar with skills and knowledge needed for transition from school to work.

Performance

1. The teacher presents career information as an integral part of the instructional process.
2. The teacher models and teaches skills and attitudes desired in the world of work.
3. The teacher experiences workplace environments.

Standard #5 The teacher of business demonstrates an understanding of general business operations, marketing functions, and international business environments.

Knowledge

1. The teacher understands business principles and various forms of business ownership.

2. The teacher understands economic issues and the impact of the United States economic system of capitalism and other economic systems in the world.
3. The teacher candidate understands the functions of marketing and marketing techniques used in the United States and globally.

Performance

1. The teacher describes changes in business and economic trends.
2. The teacher identifies and analyzes various management principles and types of business ownership.
3. The teacher develops a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.
4. The teacher demonstrates the ability to teach the seven marketing principles and entrepreneurial concepts.

Standard #6 The teacher of business understands the role of accounting in the workforce.

Knowledge

1. The teacher understands basic business and accounting concepts, theories, and terminology.

Performance

1. The teacher uses mathematics to analyze and solve financial problems.
2. The teacher uses manual and computerized accounting methods.

Standard #7 The teacher of business understands the role of leadership, teamwork, and communication in the workforce.

Knowledge

1. The teacher understands effective business and computer communication skills including writing, reading, speaking, and listening.
2. The teacher understands the importance of leadership and teamwork skills in the field of business.

Performance

1. The teacher uses effective business communications skills (including writing, reading, speaking, and listening) and applies the principles of communication to the employability process.
2. The teacher demonstrates leadership and teamwork skills.

Standard #8 The teacher of business understands business law, ethics, and financial planning.

Knowledge

1. The teacher is aware of the purpose, characteristics, and classifications of business, labor, and consumer laws.
2. The teacher understands ethics in society.
3. The teacher understands financial planning for individuals.

Performance

1. The teacher describes labor, consumer, and business law.
2. The teacher identifies ethical business practices.
3. The teacher describes consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance, tax forms, and retirement planning.

CHEMISTRY

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Chemistry preparation program standards on March 14, 2017.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

Function 1: The teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices.

Content Knowledge

1.1.1 CK The teacher knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.

Professional Skills

1.1.2 PS The teacher supports student learning through appropriate curricular and instructional experiences linked to the standards

1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

Function 2: The teacher demonstrates knowledge and understanding of how diverse students learn science.

Content Knowledge

1.2.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.2.2 CK The teacher understands developmentally and chronologically age-appropriate needs and practices of students.

1.2.3 CK The teacher understands diverse learning styles.

Professional Skills

1.2.4 PS The teacher gains and values information about the family's culture and environment and uses it to understand individual development and learning.

1.2.5 PS The teacher promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.

Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Content Knowledge

1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.3.2 CK The teacher understands formative and summative assessment and how they are used.

Professional Skills

1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.

1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these.

Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.

Function 1: The teacher supports individual and group learning.

Content Knowledge

2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.

2.1.2 CK The teacher understands how teacher feedback influences student learning.

Professional Skills

2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.

2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.

2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.

Function 2: The teacher encourages positive social interaction.

Content Knowledge

2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

Professional Skill

2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.

2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.

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2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.

2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Function 3: The teacher promotes active engagement in learning and self-motivation.

Content Knowledge

2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.

Professional Skill

2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.

2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.

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Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.

Content Knowledge

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Professional Skill

3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.

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Content Knowledge

3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment.

Professional Skill

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Content Knowledge

3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms.

3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment.

Professional Skill

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Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

Content Knowledge

4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions.

Professional Skills

4.1.2 PS The teachers utilize knowledge of appropriate developmental levels within the classroom environment.

4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately.

Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

Content Knowledge

4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two.

4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor.

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Professional Skills

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4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims.

Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: The teacher engages in professional development opportunities in his/her content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

Content Knowledge

5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations.

Professional Skills

5.1.2 PS The teacher engages in professional development opportunities such as conferences, research opportunities, projects within the community, and/or social media.

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Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

Content Knowledge

6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.

6.1.2 CK The teacher can develop possible solutions for a defined problem.

6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution.

Professional Skills

6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.

Function 2: The teacher makes authentic connections among engineering, technology, science, and society.

Content Knowledge

6.2.1 CK The teacher understands the interdependence of science, engineering, and technology.

6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment.

Professional Skills

6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space.

6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world.

Standard 7: Structure and Properties of Matter: Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.

Function 1: Atoms: The teacher designs and models investigations of the concept that matter consists of atoms having internal structures that dictate their chemical and physical behavior.

Content Knowledge

7.1.1 CK The teacher understands the historical development of atomic theory and changes in the model of the atom including the experimental data supporting those changes.

7.1.2 CK The teacher knows core principles and concepts associated with electronic structure of atoms including electronic configurations.

7.1.3 CK The teacher understands periodic law, the organization of the periodic table, and how similarities and differences in atomic structure of the elements underlie chemical trends in the periodic table.

Professional Skills

7.1.4 PS The teacher develops and implements lessons to demonstrate atomic theory and the organization of the periodic table, specifically periodic trends in reactivity.

Function 2: The teacher understands that matter absorbs and emits energy

Content Knowledge

7.2.1 CK The teacher can describe the relationships between energy, wavelength, and frequency and relate them to regions of the electromagnetic spectrum. The teacher knows the types and uses of spectroscopic methods used to deduce atomic and molecular structure.

7.2.2 CK The teacher knows how matter responds to different types of electromagnetic radiation.

Professional Skills

7.2.3 PS The teacher engages students in investigating the structure of matter through spectroscopic methods.

Function 3: The teacher understands and can model the concept that compounds have geometric structures that influence their chemical and physical behaviors.

Content Knowledge

7.3.1 CK The teacher understands various models describing the electronic and geometric structure of molecules such as VSEPR and Lewis Dot structures.

Professional Skills

7.3.2 PS The teacher engages students in constructing and describing models using VSEPR theory.

Function 4: The teacher designs investigations into the concept that matter consists of pure substances or mixtures.

Content Knowledge

7.4.1 CK The teacher knows the principles and concepts of chemical separations and how the components in complex mixtures can be separated.

7.4.2 CK The teacher knows the nomenclature, nature, structure, and characteristics of atoms, molecules, and ions.

Professional Skills

7.4.3 PS The teacher engages students in performing experiments to separate the components of mixtures.

Standard 8: Matter and Its Interactions: Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.

Function 1: The teacher understands that matter interacts with energy and undergoes physical and/or chemical changes.

Content Knowledge

8.1.1 CK The teacher knows that atoms interact via electrostatic forces to form chemical bonds.

8.1.2 CK The teacher understands kinetic molecular theory and its application to states and properties of matter.

8.1.3 CK The teacher understands intermolecular forces and their influence of on the physical properties and chemical behavior of substances.

8.1.4 CK The teacher understands the nature and properties of solutions, with particular emphasis on aqueous solutions and colligative properties.

Professional Skills

8.1.5 PS The teacher engages students in investigating colligative properties and applying kinetic theory in laboratory situations.

Function 2: The teacher engages students in investigations involving the changes of matter and that these changes form products that have new chemical and/or physical properties.

Content Knowledge

8.2.1 CK The teacher understands the concepts and principles of stoichiometry involving the study of quantitative relationships among reactants and products in chemical reactions.

8.2.2 CK The teacher knows that enthalpy and entropy are the driving forces of chemical reactions in molecular-scale systems as well as macroscopic systems.

8.2.3 CK The teacher understands that all chemical changes are, in principle, reversible. Teachers can apply Le Chatelier's principle and equilibrium constants to describe a dynamic equilibrium

8.2.4 CK The teacher understands the core theories, laws, and concepts of chemical kinetics and their applications to the rates, mechanisms, and catalysis of chemical reactions.

Professional Skills

8.2.5 PS The teacher engages students in identifying different types of chemical reactions based on experimentation, including acid-base, combustion, precipitation, and oxidation-reduction reactions.

8.2.6 PS The teacher engages students in writing balanced molecular, ionic and net ionic reaction equations.

EARTH AND SPACE SCIENCE

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Earth and Space Science preparation program standards on November 09, 2016.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

Function 1: Teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices.

Content Knowledge

1.1.1 CK Knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.

Professional Skills

1.1.2 PS Supports student learning through appropriate curricular and instructional experiences linked to the standards.

1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes,

relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

Function 2: Teacher demonstrates knowledge and understanding of how diverse students learn science.

Content Knowledge

1.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family.

1.2.2 CK Understands developmentally and chronologically age-appropriate needs and practices of students.

1.2.3 CK Understands diverse learning styles.

Professional Skills

1.2.4 PS Gains and values information about the family's culture and environment and uses it to understand individual development and learning.

1.2.5 PS Promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.

Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Content Knowledge

1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.3.2 CK The teacher understands formative and summative assessment and how they are used.

Professional Skills

1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.

1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these.

Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.

Function 1: The teacher supports individual and group learning.

Content Knowledge

2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.

2.1.2 CK The teacher understands how teacher feedback influences student learning.

Professional Skills

2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.

2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.

2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.

Function 2: The teacher encourages positive social interaction.

Content Knowledge

2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

Professional Skill

2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.

2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.

2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.

2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Function 3: The teacher promotes active engagement in learning and self-motivation.

Content Knowledge

2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.

Professional Skill

2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.

2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.

2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.

2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.

Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).

Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.

Content Knowledge

3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.

3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.

Professional Skill

3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.

3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizes clutter so as to reduce the potential for accidents.

Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.

Content Knowledge

3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment.

Professional Skill

3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association.

3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students.

Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms.

Content Knowledge

3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms.

3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment.

Professional Skill

3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.

Function 1: Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

Content Knowledge

4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions.

Professional Skills

4.1.2 PS The teachers utilize knowledge of appropriate developmental levels within the classroom environment.

4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately.

Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

Content Knowledge

4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two.

4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor.

4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims.

Professional Skills

4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two.

4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor.

4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims.

Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

Content Knowledge

5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations.

Professional Skills

5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media.

Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.

Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

Content Knowledge

6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.

6.1.2 CK The teacher can develop possible solutions for a defined problem.

6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution.

Professional Skills

6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.

Function 2: The teacher makes authentic connections among engineering, technology, science, and society.

Content Knowledge

6.2.1 CK The teacher understands the interdependence of science, engineering, and technology.

6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment.

Professional Skills

6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space.

6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world.

Standard 7: Earth's Place in the Universe: Origin, evolution and properties of the Universe. Effective science teachers demonstrate an understanding of the properties of the Universe, the Earth's place within the Universe, and origin and evolution of the Universe.

Function 1: Properties of the Universe: The teacher understands and can convey to grades 6-12 students the laws of motion, lifecycles of stars and the Universe, Earth-Sun-Moon relationships, and physical properties of the Universe.

Content Knowledge

7.1.1 CK Teacher demonstrates an understanding of the Sun and its lifecycle.

7.1.2 CK Teacher demonstrates knowledge of Nuclear fusion, light spectra and compositional elements.

7.1.3 CK Teacher demonstrates an understanding of the movement of galaxies, composition of stars, non-stellar gasses, and background radiation.

7.1.4 CK Teacher demonstrates an understanding of Star Processes - processes for forming the elements.

Professional Skills

7.1.5 PS Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

7.1.6 PS Teacher can communicate scientific ideas about the way stars, over their life cycle, produce elements.

7.1.7 PS Communicate scientific ideas about the way stars, over their life cycle, produce elements.

Function 2: The teacher understands and can convey to grades 6-12 students the Earth's Place within the Universe.

Content Knowledge

7.2.1 CK Teacher demonstrates an understanding of Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

7.2.2 CK Teacher demonstrates an understanding of Laws of motions and orbiting objects.

Professional Skills

7.2.3 PS Teacher can develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

7.2.4 PS The teacher can use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

Function 3: The teacher understands and can convey to grades 6-12 students the Origin and Evolution of the Universe.

Content Knowledge

7.3.1 CK The teacher understands the Big Bang Theory.

7.3.2 CK The teacher understands supporting evidence for the formation of the Earth and our solar system.

Professional Skills

7.3.3 PS Teacher can construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

7.3.4 PS Teacher can apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Standard 8: Earth's Materials and Systems: The teacher of earth and space science demonstrates an understanding of the energy sources, processes and cycles within the Earth System.

Function 1: The teacher understands and can convey to grades 6-12 students the cyclic nature of earth processes.

Content Knowledge

8.1.1 CK Teacher demonstrates an understanding of the rock cycle.

8.1.2 CK Teacher demonstrates an understanding of the carbon cycle.

8.1.3 CK Teacher demonstrates an understanding of the hydrologic cycle.

8.1.4 CK Teacher demonstrates an understanding of the Geological Time Scale.

Professional Skills

8.1.5 PS The teacher can describe the processes involved in the formation of rocks that included sedimentary, igneous and metamorphic rocks.

8.1.6 PS The teacher can describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

8.1.7 PS The teacher can explain the cyclic nature of water in the Earth-system, that includes the properties of water and its effects on Earth materials and surface processes.

8.1.8 PS The teacher can convey a scientific explanation based on evidence from rock strata for how the geologic timescale is used to organize Earth's 4.6-billion-year-old history.

Function 2: The teacher understands and can convey to grades 6-12 students the source of energy driving Earth processes.

Content Knowledge

8.2.1 CK Teacher demonstrates an understanding of the Internal and External earth energy.

Professional Skills

8.2.2 PS Teacher can illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Function 3: The teacher understands and can convey to grades 6-12 students the transfer of energy between systems.

Content Knowledge

8.3.1 CK Teacher demonstrates an understanding of the Conduction, Convection / Advection and Radiation.

Professional Skills

8.3.2 PS Teacher can develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Function 4: The teacher understands and can convey to grades 6-12 students Plate Tectonics and Large-Scale System Interactions.

Content Knowledge

8.4.1 CK The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.

Professional Skills

8.4.2 PS Teacher can illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

Standard 9: Earth and human activity: The teacher of Earth and Space sciences demonstrates an understanding of society's interactions with the planet. How Earth's processes affect humans and human culture, and how humans affect Earth's systems.

Function 1: The teacher understands and can convey to grades 6-12 students the concepts of Natural hazards and disasters.

Content Knowledge

9.1.1 CK Teacher demonstrates an understanding of the causes of disasters; how to identify and mitigate the impact of disasters such as volcanoes, earthquakes, mass-wasting, hurricanes, floods, tornadoes.

9.1.2 CK Teacher demonstrates an understanding of hazards that impact human society.

Professional Skills

9.1.3 PS Teacher can construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

9.1.4 PS Teacher can construct an explanation based on evidence for how natural hazards have influenced human activity.

Function 2: The teacher understands and can convey to grades 6-12 students the concepts of Atmospheric & Climate Changes.

Content Knowledge

9.2.1 CK Teacher demonstrates an understanding of weather and climate effects on humans, global climate change, and oceanic effects on hydrologic/atmospheric systems.

Professional Skills

9.2.2 PS Teacher can construct an explanation based on evidence for how changes in climate have influenced human activity.

9.2.3 PS Teacher can incorporate into instruction geoscience data and results from global climate models to make evidence-based forecasts of the current rate of global or regional climate change and associated future impacts to Earth's system.

Function 3: The teacher understands and can convey to grades 6-12 students the concept of Natural Resources.

Content Knowledge

9.3.1 CK Teacher demonstrates an understanding of Water, fossil fuels, ores, industrial uses, solar, wind.

9.3.2 CK The teacher demonstrated an understanding of the impacts of human activity on natural systems.

Professional Skills

9.3.3 PS Teacher can construct an explanation based on evidence for how the availability of natural resources have influenced human activity.

9.3.4 PS Teacher can explain design solutions for developing, managing, and utilizing energy and mineral resources.

9.3.5 PS Teacher can illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.

ENGLISH LANGUAGE ARTS

Early Adolescence Through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new English Language Arts Grades 6-12 preparation program standards on December 8, 2015. Standards updated to include alignment with International Dyslexia Association Knowledge and Practice Standards, 06/26/2020.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teachers of English language arts 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Function 1: The teacher of English language arts 6-12 demonstrates knowledge of literature and multimedia texts.

Content Knowledge (CK)

1.1.1 CK The teacher demonstrates knowledge of texts--print and non-print texts, media texts (including digital texts), classic texts and contemporary texts, including young adult--that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes.

Professional Skills (PS)

1.1.2 PS The teacher uses literary theories to interpret and critique a range of texts.

Function 2: The teacher of English language arts 6-12 demonstrates knowledge of adolescents as readers.

Content Knowledge (CK)

1.2.1CK The teacher possesses knowledge of how adolescents read texts, understanding the reciprocal relationships among phonemic awareness, decoding, word recognition, and how adolescents make meaning through interaction with media environments.

Professional Skills (PS)

1.2.2 The teacher designs instruction that helps adolescents read texts and make meaning through interaction with media environments.

Standard 2: The teachers of English language arts 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Function 1: The teacher of English language arts 6-12 demonstrates knowledge of English language.

Content Knowledge (CK)

2.1.1 CK The teacher has knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); principles of language acquisition; the influence of English language history on ELA content; and the impact of language on society.

Professional Skills (PS)

2.1.2 PS The teacher uses the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics).

Function 2: The teacher of English language arts 6-12 demonstrates knowledge of writing skills.

Content Knowledge (CK)

2.2.1 CK The teacher shows knowledge of writing as a recursive process.

2.2.2 CK The teacher has knowledge of contemporary technologies and/or digital media as tools for composition.

Professional Skills (PS)

2.2.3 PS The teacher composes a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose.

2.2.4 PS The teacher uses contemporary technologies and/or digital media to compose multimodal discourse.

Function 3: The teacher of English language arts 6-12 demonstrates knowledge of adolescents as language users.

Content Knowledge (CK)

2.3.1 CK The teacher possesses knowledge of how adolescents compose texts and make meaning through interaction with media environments.

Professional Skills (PS)

2.3.2 PS The teacher designs instruction that helps adolescents compose texts and make meaning through interaction with media environments.

Standard 3: The teachers of English language arts 6-12 plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Function 1: The teacher of English language arts 6-12 plans instruction for reading and the study of literature that promotes learning for all students.

Content Knowledge (CK)

3.1.1 CK The teacher has knowledge of theory, research, and practice in English Language Arts.

3.1.2 CK The teacher has knowledge of standards-based, coherent, and relevant learning experiences in reading.

3.1.3 CK The teacher has knowledge of language -- structure, history, and conventions.

3.1.4 CK The teacher has knowledge of curriculum integration and interdisciplinary teaching methods and materials.

Professional Skills (PS)

3.1.5 PS The teacher plans standards-based, coherent and relevant learning experiences utilizing a range of different texts--across genres, periods, forms,

authors, cultures, and various forms of media--and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

3.1.6 PS The teacher plans standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies.

3.1.7 PS The teacher plans instruction that incorporates knowledge of language--structure, history, and conventions--to facilitate students' comprehension and interpretation of print and non-print texts.

3.1.8 PS The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Function 2: The teacher of English language arts 6-12 designs assessments for reading and the study of literature that promotes learning for all students.

Content Knowledge (CK)

3.2.1 CK The teacher has knowledge of a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature.

3.2.2 CK The teacher has knowledge of appropriate reading assessments.

Professional Skills (PS)

3.2.3 PS The teacher designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

3.2.4 PS The teacher designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Standard 4: The teachers of English language arts 6-12 plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.

Function 1: The teacher of English language arts 6-12 plans instruction for composing texts that promotes learning for all students.

Content Knowledge (CK)

4.1.1 CK The teacher has knowledge of theory, research, and practice in English Language Arts.

4.1.2 CK The teacher has knowledge of language conventions (grammar, usage, and mechanics).

4.1.3 CK The teacher has knowledge of how audience and purpose influence rhetorical situations and how to integrate students' home and community languages into instruction.

Professional Skills (PS)

4.1.4 PS The teacher plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4.1.5 PS The teacher designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

4.1.6 PS The teacher designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Function 2: The teacher of English language arts 6-12 designs assessments for composing texts that promotes learning for all students.

Content Knowledge (CK)

4.2.1 CK The teacher has knowledge of current research and theory related to a range of assessments.

4.2.2 CK The teacher has knowledge of writing response theory.

Professional Skills (PS)

4.2.3 PS The teacher designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.

4.2.4 PS The teacher responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Standard 5: The teachers of English language arts 6-12 plan, implement, assess, and reflect on research-based instruction that responds to students' diverse context-based needs.

Function 1: The teacher of English language arts 6-12 plans and implements research-based instruction that is responsive to students' diverse context-based needs.

Content Knowledge (CK)

5.1.1 CK The teacher has knowledge of instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

5.1.2 CK The teacher has knowledge of a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.

Professional Skills (PS)

5.1.3 PS The teacher plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

5.1.4 PS The teacher selects, creates, and uses a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Function 2: The teacher of English language arts assesses and reflects on research-based instruction that is responsive to students' diverse context-based needs.

Content Knowledge (CK)

5.2.1 CK The teacher has knowledge of how to communicate with students about their performance in ways that actively involve them in their own learning.

5.2.2 CK The teacher has knowledge of how to use data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

5.2.3 CK The teacher has knowledge of how to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.

Professional Skills (PS)

5.2.4 PS The teacher communicates with students about their performance in ways that actively involve them in their own learning.

5.2.5 PS The teacher uses data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

5.2.6 PS The teacher differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts.

Standard 6: The teachers of English language arts 6-12 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English Language Arts.

Function 1: The teacher of English language arts 6-12 shows knowledge of theories and research about social justice, diversity, equity, and student identities.

Content Knowledge (CK)

6.1.1 CK The teacher has knowledge of instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Professional Skills (PS)

6.1.2 PS The teacher plans and implement instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Function 2: The teacher of English language arts demonstrates 6-12 knowledge of how theories and research about social justice, diversity, equity, and student identities enhance students' opportunities to learn in English Language Arts.

Content Knowledge (CK)

6.2.1 CK The teacher has knowledge of instruction that is responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability (physical, social/emotional, academic), spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn in ELA.

Professional Skills (PS)

6.2.2 PS The teacher plans instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability (physical, social/emotional, academic), spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn in ELA.

Standard 7: The teachers of English language arts 6-12 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.

Function 1: The teacher of English language arts 6-12 is prepared to interact and collaborate knowledgeably with students, families, and colleagues.

Content Knowledge (CK)

7.1.1 CK The teacher has knowledge of best practices to take on roles as collaborators and contributors to professional learning (E2).

7.1.2 CK The teacher has knowledge of best practices for communicating with students and families.

Professional Skills (PS)

7.1.3 PS The teacher engages in and reflects on a variety of experiences related to ELA collaboration and ongoing professional learning.

7.1.4 PS The teacher engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for community engagement.

Function 2: The teacher of English language arts 6-12 actively develops as a professional educator.

Content Knowledge (CK)

7.2.1 CK The teacher has knowledge of literate and ethical practices in ELA teaching.

Professional Skills (PS)

7.2.2 PS The teacher engages in and reflects on a variety of experiences related to ELA.

FAMILY AND CONSUMER SCIENCES

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Family and Consumer Sciences Grades 6-12 preparation program standards on February 8, 2018.

"Learner" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teacher of family and consumer sciences (FCS) understands how social, cultural, cognitive, economic, emotional, and physical factors of the individual impacts families, communities, and the workplace.

Function 1: The teacher understands the development and use of personal, social and material resources to meet the needs of individuals, families, communities, and the workplace.

Content Knowledge

1.1.1 CK The teacher understands emerging, persistent, and perennial concerns of individuals and families.

1.1.2 CK The teacher understands advocacy on behalf of individuals, families, consumers, and communities.

Professional Skills

1.1.3 PS The teacher uses and models analytical, empirical, interpretive, and critical science modes of inquiry.

Function 2: The teacher explores the interrelatedness of family, community, and the workplace.

Content Knowledge

1.2.1 CK The teacher understands the multifaceted demands on the individual.

1.2.2 CK The teacher understands family strengths lead to community vitality.

1.2.3 CK The teacher understands how decision making impacts quality of life.

1.2.4 CK The teacher understands the importance of becoming productive members of society.

1.2.5 CK The teacher understands management of life balance (time, education investment, skill development valued, goal setting/achievement).

Professional Skills

1.2.6 PS The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals and families.

Standard 2: The teacher of family and consumer sciences (FCS) understands and develops programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.

Function 1: The teacher understands the knowledge, skills, and practices in careers of family and consumer sciences including FCS education.

Content Knowledge

2.1.1 CK The teacher understands the importance of career and life planning.

2.1.2 CK The teacher understands the careers aligned to the field of FCS.

2.1.3 CK The teacher understands how to prepare students for the role of leadership and service in FCS and workplace settings.

Professional Skills

2.1.4 PS The teacher assists students in identifying personal career goals.

2.1.5 PS The teacher assists students in exploring careers in FCS.

2.1.6 PS The teacher will instruct students regarding career development initiatives including Career Clusters and Pathways related to FCS:

Human Services,
Hospitality & Tourism,
Visual Arts,
Education and Training.

Function 2: The teacher understands how to integrate the Family, Career and Community Leaders of America (FCCLA) student organization into the FCS Program.

Content Knowledge

2.2.1 CK The teacher understands the adviser's function and responsibilities to maintain a FCCLA Chapter.

2.2.2 CK The teacher understands the mission, goals, and organization of Family, Career and Community Leaders of America (FCCLA).

2.2.3 CK The teacher understands how to prepare students for leadership and service roles in family, community and workplace.

Professional Skills

2.2.4 PS The teacher advises and manages an FCCLA chapter.

Standard 3: The teacher of family and consumer sciences (FCS) demonstrates an understanding of the central concepts, theoretical views, and structures of family and consumer sciences and the relationship to the well-being of individuals, families, and communities.

Function 1: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in:
personal and family development,
life span human growth and development,
parenting and child development,
interpersonal skills,
human sexuality,
personal and family resources management.

Content Knowledge

3.1.1 CK The teacher understands the factors affecting evolving interpersonal, family, community, and professional relationships throughout the life cycle.

3.1.2 CK The teacher understands the functions of relationships and uses strategies and resources for communication and strengthening interpersonal and family relationships and dealing with change, conflict and crisis.

3.1.3 CK The teacher understands parenting styles and their impact on family relationships across the lifespan.

3.1.4 CK The teacher communicates parenting skills and their impact.

3.1.5 CK The teacher understands the historical significance of the family as a basic unit of society and is familiar with public policies and social/cultural and economic factors that affect families.

3.1.6 CK The teacher understands human sexuality and its impact on interpersonal relationships.

3.1.7 CK The teacher understands the stages, characteristics and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle.

3.1.8 CK The teacher understands strategies for observation and assessment of human development throughout the life cycle.

3.1.9 CK The teacher understands how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences.

3.1.10 CK The teacher is aware of resources, regulations, and ethical standards related to caregiving throughout the life cycle.

3.1.11 CK The teacher understands and communicates essential financial literacy concepts and their impact on factors that affect individual and family resources (food, clothing, shelter, health care, insurance, recreation, time, human capital) and financial management throughout the life cycle.

3.1.12 CK The teacher understands and communicates the decision making, problem solving, and critical thinking skills necessary in managing finances.

3.1.13 CK The teacher interprets the effects of technology on individual and family resources.

3.1.14 CK The teacher understands the significance of parenting skills and the impact on the family.

3.1.15 CK The teacher understands consumer rights and responsibilities and governmental laws and policies related to consumerism.

3.1.16 CK The teacher understands roles, responsibilities, and resource management skills necessary in family, work, and community settings.

3.1.17 CK The teacher is familiar with local, state, and federal resources/policies that assist/hinder the family, community, and workplace.

Professional Skills

3.1.18 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of personal and family development including relationships, cultural influences, the integration of multiple life roles and responsibilities in family, career and community settings, life span human growth and development, parenting and child development, human sexuality, and resource management.

3.1.19 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals, families, and communities.

3.1.20 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, creativity, and communication across the curriculum.

Function 2: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in nutrition, food, and wellness.

Content Knowledge

3.2.1 CK The teacher understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle.

3.2.2 CK The teacher understands the factors that influence food consumption, nutrition, and behavior and promotes healthy living through wellness initiatives.
3.2.3 CK the teacher understands the interrelationship of mental, social, emotional, and physical health throughout the life cycle.
3.2.4 CK The teacher is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition from farm to table.
3.2.5 CK The teacher understands the sources of food contamination, and safety and sanitation procedures, along with the role of local, state, and federal agencies in monitoring food safety.
3.2.6 CK The teacher knows the general concepts of food science.
3.2.7 CK The teacher understands the impact of environmental factors on food preparation and production.
3.2.8 CK The teacher demonstrates an understanding of food preparation and meal planning.
3.2.9 CK The teacher understands the decision making, problem solving, and critical thinking skills necessary for economic choices related to nutrition, food, and wellness.

Professional Skills

3.2.10 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of nutrition, food, and wellness.
3.2.11 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
3.2.12 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, and communication throughout the curriculum.

Function 3: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in living environments, and apparel and textiles.

Content Knowledge

3.3.1 CK The teacher understands the elements and principles of design as it applies to housing and interiors.
3.3.2 CK The teacher understands the sustainability and environmental impact of housing materials and design.
3.3.3 CK The teacher understands the various factors that affect housing choices.
3.3.4 CK The teacher is familiar with regulations, safety standards, and ethical issues related to living environments, textiles, and apparel production.
3.3.5 CK The teacher is familiar with the basic types and characteristics of textiles.
3.3.6 CK The teacher is familiar with basic construction techniques of textile products.
3.3.7 CK The teacher understands the social, cultural, economic, and psychological factors that affect apparel choices and living environment choices.

3.3.8 CK The teacher understands the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning.

3.3.9 CK The teacher knows methods for maintenance of apparel as well as living environments.

3.3.10 CK The teacher understands the decision making, problem solving, and critical thinking skills necessary for economic choices related to living environments and apparel and textiles.

Professional Skills

3.3.11 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of living environments and apparel and textiles.

3.3.12 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.

3.3.13 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, creativity, and communication across the curriculum.

Standard 4: The teacher of family and consumer sciences (FCS) plans for classroom and laboratory learning, creates valid and reliable assessments, and utilizes multiple instructional strategies in classroom and laboratory settings in:

personal and family development,
life span human growth and development,
parenting and child development,
education and training across the lifespan,
interpersonal skills,
human sexuality,
personal and family resources management,
life and career planning,
nutrition, food, and wellness,
living environments and apparel and textiles.

Function 1: Planning. The teacher plans instruction that supports all students to meet rigorous learning goals by drawing upon content knowledge and pedagogy, technology, curriculum, and integration across content area.

Content Knowledge

4.1.1 CK The teacher utilizes local, state, and national family and consumer sciences standards for planning.

4.1.2 CK The teacher understands that family and consumer sciences programs are built upon the application of sciences, arts, and humanities.

Professional Skills

4.1.3 PS The teacher integrates current academic and employability and workplace standards into family and consumer sciences curriculum.

4.1.4 PS The teacher plans instruction based on an understanding of individuals, families, and the community in which they are teaching.

4.1.5 PS The teacher plans, develops, implements and evaluates programs that prepare students for individual, family, community roles, and for careers in family and consumer sciences.

4.1.6 PS The teacher implements and maintains approved career pathways.

4.1.7 PS The teacher develops instructional plans sensitive to the diversity, culture, and age of the learners.

4.1.8 PS The teacher plans course curriculum units and sequence for an approved family and consumer sciences program.

Function 2: Teaching Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content and their connections, and to apply knowledge in relevant ways:

personal and family development,
life span human growth and development,
parenting and child development,
education and training across the lifespan,
interpersonal skills,
human sexuality,
personal and family resources management,
life and career planning,
nutrition, food, and wellness,
living environments and apparel and textiles.

Content Knowledge

4.2.1 CK The teacher understands and uses a variety of appropriate instructional strategies and resources.

4.2.2 CK The teacher understands that family and consumer sciences empowers students to maximize their potential through instructional strategies that promote problem-solving, critical thinking, ethical reasoning, leadership and citizenship, and communication skills.

4.2.3 CK The teacher knows the techniques for creating student centered learning and laboratory experiences related to family, careers, and community.

4.2.4 CK The teacher understands how academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student success.

Professional Skills

4.2.5 PS The teacher uses teaching strategies that are appropriate to the family and consumer sciences content and learner.

4.2.6 PS The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals, families, and communities.

4.2.7 PS The teacher addresses emerging, persistent, and perennial concerns of individuals, families, and communities, and plans instruction to meet these needs.

Function 3: Safety. The teacher establishes and models appropriate health and safety practices in the family and consumer sciences learning environment.

Content Knowledge

4.3.1 CK The teacher understands safe laboratory experiences.

4.3.2 CK The teacher understands the importance of a safe physical environment.

4.3.3 CK The teacher understands the importance of establishing a safe emotional climate.

Professional Skills

4.3.4 PS The teacher models safe laboratory practices.

4.3.5 PS The teacher continually monitors the emotional climate in the classroom to build a respectful classroom.

Function 4: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage students in self-assessment, and to use data to make curricular decisions about:

Personal and family development,
Lifespan human growth and development,
Parenting and child development,
Education and training across the lifespan,
Interpersonal skills,
Human sexuality,
Personal and family resources management,
Life and career planning,
Nutrition, food, and wellness,
Living environments and apparel and textiles.

Content Knowledge

4.4.1 CK The teacher understands multiple forms of traditional and authentic assessments appropriate to the content and the needs of the individual learner.

4.4.2 CK The teacher understands how to engage students in assessing themselves.

4.4.3 CK The teacher understands how data can be used to make informed curricular decisions.

4.4.4 CK The teacher understands how technology assists in managing student assessment.

Professional Skills

4.4.5 PS The teacher constructs and implements multiple forms of valid and reliable assessments appropriate to family and consumer sciences content and the learner.

Standard 5: The teacher of family and consumer sciences (FCS) understands the need to engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

Function 1: The teacher understands the resources for professional development and continuing education, including local, state, and national family and consumer sciences organizations.

Content Knowledge

5.1.1 CK The teacher understands the need for ongoing professional development.
5.1.2 CK The teacher understands how to access and utilize credible professional development.

Professional Skills

5.1.3 PS The teacher attends local, district, state, and national family and consumer sciences organization professional development opportunities.
5.1.4 PS The teacher collaborates and networks to enhance understanding of the FCS content/program and profession.
5.1.5 PS The teacher identifies and utilizes resources which are research-based and considered best practice.
5.1.6 PS The teacher identifies and addresses contemporary issues and trends in family and consumer sciences education.

Function 2: The teacher understands ethical professional practice based upon history and philosophy of family and consumer sciences and career and technical education.

Content Knowledge

5.2.1 CK The teacher understands the profession evolves over time.
5.2.2 CK The teacher understands the broad field of FCS and has a holistic vision for the profession.
5.2.3 CK The teacher understands the value of civic engagement and advocacy for the profession.
5.2.4 CK The teacher understands the actions required for ethical professional practice both individually and collectively.

Professional Skills

5.2.5 PS The teacher demonstrates ethical professional practice.

HISTORY, GOVERNMENT, AND SOCIAL STUDIES

Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.

Knowledge

1. The teacher understands that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
2. The teacher understands the key concepts from the study of history such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.

3. The teacher understands how to investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment.
4. The teacher understands significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic and political revolutions.

Performance

1. The teacher is able to construct learning experiences so that students can apply key concepts from the study of history such as time, chronology, causality, change conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.
2. The teacher guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weight evidence for claims and searching for causality.
3. The teacher creates experiences so that learners are able to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Standard #2 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.
2. The teacher understands the major beliefs of many of the world's major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.
3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.
4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.
5. The teacher understands the basic elements of life in Feudal Japan including the Shogunate and the Meiji Restoration.
6. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
7. The teacher understands the major events, movements, and individuals of the Age of Absolutism and the Enlightenment.
8. The teacher understands the interaction and mutual impact among Europe, Africa, Asia, and the Americas during the Age of Exploration and Imperialism.
9. The teacher understands the Age of Revolutions and their impact from 1763 through 1848 including the American Revolution, French Revolution, and the Revolutions of 1820, 1830, and 1848.
10. The teacher understands the important individuals and movements of the nineteenth century in the fields of economics and science.
11. The teacher understands the rise of nationalism in the world community.
12. The teacher understands the origins, course, and consequences of World War I, World War II, and the Cold War and the consequences of the post-Cold War era and the struggle for human rights.
13. The teacher understands comparative history, including but not limited to the formation, development, and evolution of civilizations, and their interaction with each other.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.

2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #3 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning experiences for students related to the history of the United States.

Knowledge

1. The teacher understands chronological thinking that assists in distinguishing the past, present and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization.
2. The teacher understands historical analysis and interpretation; understands the difference between historical facts and interpretations.
3. The teacher understands how to conduct historical research.
4. The teacher understands the historical content in United States history as it relates to the development of the continent of North America.
5. The teacher understands the relationship of social, political, economic and cultural history and the history of science and technology in the United States.

Performance

1. The teacher creates experiences to enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary or musical sources.
2. The teacher creates experiences to assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America.

Standard #4 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands pre-Columbian cultures in the Americas.
2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.

5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
7. The teacher understands the significant events of the Civil War and Reconstruction.
8. The teacher understands the evolution of nativism and the growth of immigration.
9. The teacher understands the ongoing struggle for the United States to realize its identity through its diversity.
10. The teacher understands the closing of the frontier and the rise of industrialism and labor.
11. The teacher understands the major reform movements in late-nineteenth-century America until World War I, including Populism, Progressivism, Suffrage, and Prohibition.
12. The teacher understands the origins and growth of American internationalism and imperialism including the Spanish-American War, Philippine Insurrection, World War I, and World War II.
13. The teacher understands the social, cultural, and economic developments within the United States between the Wars.
14. The teacher understands the social revolution unfolding in the United States during the late 1950s through the early 1970s and the conservative movement in the late twentieth century.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in U.S. history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #5 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individual, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge

1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher knows and understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.

6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the environmental and economic problems in Kansas during the 1920s and 1930s and their long-term impact.
9. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in *Brown v. Board of Education*.
10. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
11. The teacher understands the significance of well-known Kansans on the national scene.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in Kansas history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #6 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge

1. The teacher understands the organization and functions of a democratic government and the rights, privileges, and responsibilities of citizens on which democracy is based.
2. The teacher understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
3. The teacher understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
4. The teacher has a working knowledge of the Kansas curricular standards.
5. The teacher understands various purposes and types of local, state, and national repositories of primary source collections.
6. The teacher understands the current debates in the teaching of history.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.

3. The teacher is able to construct assignments that require students to use and evaluate primary and secondary sources.
4. The teacher is able to integrate the theories and practices of history with other disciplines such as civics and government, geography, economics and sociology.
5. The teacher is able to use art, literature, folklore, and music in designing lessons.
6. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
7. The teacher is able to select readings and curriculum that are developmentally appropriate for the students.
8. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
9. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #7 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge

1. The teacher understands the origins of governmental authority, recognizes the need for government, and identifies the crucial functions of government, including laws and rules.
2. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
3. The teacher understands the differences between limited and unlimited government and the importance of limitations on governmental power.
4. The teacher understands the America idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to America life and government.
5. The teacher understands the importance of major Supreme Court cases in American history.
6. The teacher understands how the American concept and practice of civil liberties has evolved over time.
7. The teacher understands how the government of the United States operates under the Constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system.
8. The teacher understands various political and economic systems.
9. The teacher understands citizenship, its rights and responsibilities, and the importance of participating effectively in civic life.
10. The teacher understands the purpose of international relations on both regional and world-wide levels.
11. The teacher understands how ideas, theories and modes of historical inquiry can be used to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy.

Performance

1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.
2. The teacher is able to develop lesson plans which encourage participatory citizenship.

3. The teacher is able to evaluate, take, and defend differing positions on issues regarding the proper relationships among local, state, and national governments.
4. The teacher is able to research and analyze policies, actions, and issues regarding the rights of individuals.
5. The teacher demonstrates political science skills that exemplify the major subjects of study in political science including but not limited to constitutional interpretation, issue analysis and public policy, the rule of law, and the role of the individual.

Standard #8 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge

1. The teacher understands how the market system works in the United States.
2. The teacher knows characteristics of traditional command, market and mixed economies.
3. The teacher understands in the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output and prices.
4. The teacher understands how trade agreements affect international trade and economic and social conditions.
5. The teacher understands the importance of economic growth to an economy and how the gross national product is used to measure it.
6. The teacher understands that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.

Performance

1. The teacher is able to present and explain the economic principles and concepts in the context of past and current local, regional, national and international issues.
2. The teacher is able to give examples of how unlimited wants and limited resources led to choices that have involved opportunity costs in an historical setting.
3. The teacher is able to analyze and explain how economic choices made by business or governments have intended and unintended consequences.
4. The teacher uses graphs, tables and economic data to acquire, process and report information from an economics perspective.
5. The teacher presents opportunities for students to analyze the characteristics, distribution and migration of human populations on the earth's surface.

Standard #9 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of the spatial organizations of the Earth's surface and the relationships among people, places, and physical and human environments.

Knowledge

1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth's surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.
6. The teacher understands the primary geographic causes for world trade and economic interdependence.

7. The teacher understands the forces of cooperation and conflict among people in pursuit of scarce resources or other spatial anomalies and how those forces influence the division and control of the earth's surface.
8. The teacher understands the distribution patterns of econosystems and ecosystems with hemispheres and the challenges faced by both systems.

Performance

1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher is able to describe and analyze the characteristics, structure, and patterns of different populations through the use of demographic concepts.
3. The teacher is able to use the appropriate vocabulary, methodologies and technical tools of geography to explain and analyze problems of regions and human environment interaction.

Standard #10 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.

Knowledge

1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands the various forms institutions take, and explains how they develop and change over time.
4. The teacher understands how societies establish and maintain order.
5. The teacher understands the concepts of role, status and social class.
6. The teacher understands the principles and theories of sociology as they are affected by past and current local, regional, national and international issues.

Performance

1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to access opportunities within and outside the community to increase cultural awareness.

JOURNALISM

Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of journalism demonstrates knowledge of the history of American journalism.

Knowledge

1. The teacher understands the historical influence of journalism on American culture.
2. The teacher knows the impact that societal and technological changes have had on American journalism.
3. The teacher knows the role and responsibilities of a free press in a democratic society.

Performance

1. The teacher explains the historical influence of journalism on American culture.

2. The teacher describes how technology and social forces have changed the nature of American journalism.
3. The teacher guides the students in understanding the responsibilities of a free press.

Standard #2 The teacher of journalism demonstrates knowledge of how language and images shape thinking and behavior.

Knowledge

1. The teacher understands the rhetorical attributes of language and images.
2. The teacher knows how media messages are crafted to elicit specific behaviors.

Performance

1. The teacher guides students to be informed about media manipulative techniques.
2. The teacher guides students to be critical consumers of media.

Standard #3 The teacher of journalism demonstrates knowledge of legal and ethical issues pertaining to scholastic journalism.

Knowledge

1. The teacher knows the legal rights and ethical responsibilities of student journalists, faculty advisers, and school administrators.
2. The teacher understands legal terms applicable to scholastic journalism.
3. The teacher knows state law pertaining to scholastic journalism.
4. The teacher knows court cases that impact scholastic journalism.
5. The teacher is aware of professional resources that provide legal advice and assistance to scholastic journalism programs.

Performance

1. The teacher practices ethical decision-making as applied to scholastic journalism.
2. The teacher guides student journalists in ethical decision-making.
3. The teacher instructs students in legal terms, state law, and court cases affecting scholastic journalism.
4. The teacher adheres to laws governing scholastic journalism.

Standard #4 The teacher of journalism demonstrates proficiency in various types of journalistic writing, reporting, scriptreading, and copyediting.

Knowledge

1. The teacher defines and differentiates journalistic genres, such as news, sports, feature, and opinion articles.
2. The teacher understands the writing of journalistic devices, such as headlines and cutlines.
3. The teacher knows the basics of reporting, including interviewing, researching, assessing newsworthiness, and selecting sources.
4. The teacher knows the basic techniques used for presenting stories for both radio and television.
5. The teacher knows Associated Press style and the journalistic standards governing punctuation, spelling, and English usage.

Performance

1. The teacher prepares student reporters to gather adequate and newsworthy information.
2. The teacher guides the student writing of effective journalistic genres and devices for both print and broadcast media.
3. The teacher trains students to edit copy for style, conventions, and space.

Standard #5 The teacher of journalism demonstrates proficiency with the organizational and technical aspects of scholastic journalism.

Knowledge

1. The teacher understands publication management, including finances, marketing, and circulation.
2. The teacher understands design and layout principles.

3. The teacher knows contemporary technology appropriate to scholastic journalism and broadcast media.
4. The teacher knows the basic elements of photojournalism for both print and broadcast media.
5. The teacher knows the basic elements of broadcast journalism.

Performance

1. The teacher supervises the students in devising and executing a plan to finance publications.
2. The teacher guides the staff in devising and executing a plan to maximize circulation and readership of publications.
3. The teacher instructs students in effective design and layout of school publications.
4. The teacher directs the students in the use of contemporary technology appropriate to the technical printing procedures used in the production of newspapers and the technical procedures used in both radio and television broadcasting.

Standard #6 The teacher of journalism demonstrates effective methods of teaching scholastic journalism.

Knowledge

1. The teacher knows current and proven methods of teaching scholastic journalism.
2. The teacher knows how to organize and manage school publications.
3. The teacher knows techniques for evaluating student journalistic products and performances.
4. The teacher knows how to organize and manage broadcast media.

Performance

1. The teacher applies appropriate journalism teaching methods in the classroom.
2. The teacher efficiently supervises school publications and broadcast productions.
3. The teacher establishes and applies standards for evaluating student products and performances in both print and broadcast media.

Standard #7 The teacher of journalism understands the role of media products to communicate with a variety of audiences, purposes, occasions and contexts.

Knowledge

1. The teacher is knowledgeable about various methods that can be used to create aural and visual products.
2. The teacher knows how to analyze characteristics of various methods to create media.

Performance

1. The teacher can demonstrate how to create media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.
2. The teacher can demonstrate how to create media products, such as computer applications, video and audio tapes, recordings, live presentations and props.
3. The teacher can demonstrate advanced techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.

MATHEMATICS

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Mathematics Grades 6-12 preparation program standards on September 8, 2015. They were edited for clarity on March 3, 2017.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Mathematical Connections to the Learner and Learning
Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (NCTM Standard 4)

Function 1: Preservice teacher candidates exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

Content Knowledge

1.1.1 CK Know how students construct knowledge, acquire skills, and develop disciplined thinking processes including understanding learning progressions at grade level and K-8.

Professional Skills

1.1.2 PS Exhibit knowledge of adolescent learning, development, and behavior.

1.1.3 PS Demonstrate a positive disposition toward mathematical processes and learning.

Function 2: Preservice teacher candidates plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

Content Knowledge

1.2.1 CK Create a sequence of developmentally appropriate and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge.

1.2.2 CK Create a developmentally appropriate and challenging sequence of instruction for all students that shows a progression of learning over time toward proficiency and understanding. The sequence should build on K-8 understanding and include the appropriate pacing of instruction transitioning from the concrete use of manipulatives to an abstract understanding and use of appropriate algorithms.

Professional Skills

1.2.3 PS Plan and create sequential learning opportunities in which students connect new learning to prior knowledge and experiences.

Function 3: Preservice teacher candidates incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

Content Knowledge

[none]

Professional Skills

1.3.1 PS Incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms to motivate and engage students.

1.3.2 PS Include culturally relevant perspectives as a means to motivate and engage students.

1.3.3 PS Access information about and incorporate resources related to cultural, ethnic, linguistic, gender, and learning differences in their teaching.

Function 4: Preservice teacher candidates demonstrate equitable and ethical treatment of and high expectations for all students.

Content Knowledge

[none]

Professional Skills

1.4.1 PS Demonstrate equitable and ethical treatment of all students.

1.4.2 PS Have high expectations for all students and persist in helping each student reach his/her full potential.

1.4.3 PS Demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the classroom.

Function 5: Preservice teacher candidates apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. Allow students to use multiple representations appropriate to the concept to show understanding.

Content Knowledge

1.5.1 CK Apply mathematical content and pedagogical knowledge from the state adopted standards, learning progressions, and relevant research on how students learn mathematics in order to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies.

1.5.2 CK Make sound decisions about when instructional tools enhance teaching and learning and recognize both the insights to be gained and possible limitations of such tools.

1.5.3 CK Participate in learning opportunities that address current and emerging technologies in support of mathematics learning and teaching.

Professional Skills

[none]

Standard 2: Impact on Student Learning

Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. (NCTM Standard 5)

Function 1: Preservice teacher candidates will verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

Content Knowledge

2.1.1 CK Verify that secondary students demonstrate conceptual understanding and procedural fluency.

2.1.2 CK Verify that secondary students demonstrate the ability to formulate, represent, and solve problems. Verify that students demonstrate understanding of concepts through multiple representations.

2.1.3 CK Verify that secondary students reason logically and reflect on their reasoning.

2.1.4 CK Verify that secondary students apply the mathematics they learn in a variety of contexts within major mathematical domains.

Professional Skills

2.1.5 PS Verify that secondary students demonstrate a productive disposition toward mathematics.

2.1.6 PS Demonstrate sustained and meaningful use of data to inform practice.

Function 2: Preservice teacher candidates will engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

Content Knowledge

2.2.1 CK Engage students in developmentally appropriate mathematical activities and investigations that include mathematics-specific technology in building new knowledge.

Professional Skills

2.2.2 PS Engage students in developmentally appropriate mathematical activities and investigations that require active engagement in building new knowledge.

2.2.3 PS Facilitate students' ability to develop future inquiries based on current analyses.

Function 3: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Content Knowledge

2.3.1 CK Determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Professional Skills

2.3.2 PS Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.

2.3.3 PS Use assessment results as a basis for designing and modifying their instruction as a means to meet group and individual needs and increase student performance.

Standard 3: Content Knowledge

Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics. (Adapted from NCTM Standard 1)

Function 1: Number and Quantity

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

3.1.1 CK Fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.

3.1.2 CK Understand how number theory is related to structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers using multiple strategies including number lines, concrete manipulatives (i.e. algebra tiles, Cuisenaire rods, fraction strips), area models, and pictorial representations.

3.1.3 CK Quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams , understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

3.1.4 CK Vector and matrix operations, modeling, and applications.

3.1.5 CK Historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and diverse cultures.

Professional Skills

3.1.6 PS Understand and extend the learning of concepts from K-8 and how to appropriately utilize those multiple strategies (i.e. number lines, concrete manipulatives, algebra tiles, Cuisenaire rods, fraction strips, area models, and pictorial representations) to support student learning of secondary concepts.

Function 2: ALGEBRA and FUNCTIONS

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

3.2.1 CK Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.

3.2.2 CK Interpret the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.

3.2.3 CK Function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.

3.2.4 CK Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.

3.2.5 CK Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.

3.2.6 CK Linear algebra including vectors, matrices, and transformations.

3.2.7 CK Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.

3.2.8 CK Historical development and perspectives of algebra including contributions of significant individuals and diverse cultures.

Professional Skills

3.2.9 PS Understand the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and it's relation to K-8 curriculum. Understand the research in the field supporting each and the impact on organization of student learning.

Function 3: GEOMETRY AND TRIGONOMETRY

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

3.3.1 CK Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.

3.3.2 CK Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.

3.3.3 CK Congruence, similarity and scaling, and their development and expression in terms of transformations.

3.3.4 CK Right triangles and trigonometry.

3.3.5 CK Application of periodic phenomena and trigonometric identities.

3.3.6 CK Identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.

3.3.7 CK Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.

3.3.8 CK Geometric constructions, inductive and deductive reasoning, axiomatic reasoning, and proof.

3.3.9 CK Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

3.3.10 CK Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.

Professional Skills

[none]

Function 4: Statistics and Probability

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.4.1 CK Statistical variability and its sources and the role of randomness in statistical inference.

3.4.2 CK Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.

3.4.3 CK Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.

3.4.4 CK Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.

3.4.5 CK Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

3.4.6 CK Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.

Professional Skills

[none]

Function 5: Calculus

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.5.1 CK Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.

3.5.2 CK Parametric, polar, and vector functions.

3.5.3 CK Sequences and series.

3.5.4 CK Multivariate functions.

3.5.5 CK Applications of function, geometry, and trigonometry concepts to solve problems involving calculus.

3.5.6 CK Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.

Professional Skill

[none]

Function 6: Discrete Mathematics

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

3.6.1 CK Discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.

3.6.2 CK Enumeration including permutations, combinations, iteration, recursion, and finite differences.

3.6.3 CK Propositional and predicate logic.

3.6.4 CK Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.

3.6.5 CK Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.

Professional Skills

[none]

Standard 4: Mathematical Practices

Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (NCTM Standard 2)

Function 1: Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

Content Knowledge

4.1.1 CK Use problem solving to develop conceptual understanding and to formulate and test generalizations.

4.1.2 CK Make sense of a wide variety or problems and persevere in solving them.

4.1.3 CK Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.

4.1.4 CK Formulate and test conjectures in order to frame generalizations.

4.1.5 CK Monitor and reflect on the process of mathematical problem solving.

Professional Skills

[none]

Function 2: Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

Content Knowledge

4.2.1 CK Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.

4.2.2 CK Represent and model generalizations using mathematics.

4.2.3 CK Recognize structure and express regularity in patterns of mathematical reasoning.

4.2.4 CK Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

4.2.5 CK Demonstrate an appreciation for mathematical rigor and inquiry.

Professional Skills

4.2.6 PS Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.

4.2.7 PS Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.

Function 3: Preservice teacher candidates will formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

Content Knowledge

4.3.1 CK Formulate, represent, analyze, interpret, and validate mathematical models derived from real-world contexts or mathematical problems.

4.3.2 CK Demonstrate flexibility in mathematical modeling when confronted with different purposes or contexts.

Professional Skills

[none]

Function 4: Preservice teacher candidates will organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

Content Knowledge

4.4.1 CK Organize mathematical thinking.

4.4.2 CK Use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences including peers, teachers, students, school professionals, and/or other stakeholders.

Professional Skills

[none]

Function 5: Preservice teacher candidates will demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

Content Knowledge

4.5.1 CK Demonstrate the interconnectedness of mathematical ideas and how they build on one another.

4.5.2 CK Recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

4.5.3 CK Seek opportunities to promote linkages of mathematical ideas in their teaching.

Professional Skills

[none]

Function 6: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

Content Knowledge

4.6.1 CK Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, and representing.

4.6.2 CK Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.

Professional Skills

[none]

Standard 5: Content Pedagogy

Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (NCTM Standard 3)

Function 1: Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

Content Knowledge

5.1.1 CK Apply knowledge of mathematics curriculum standards for secondary in their teaching within and across mathematical domains.

5.1.2 CK Relate mathematical curriculum standards to student learning.

Professional Skills

5.1.3 PS Demonstrate how mathematics curriculum standards and learning progressions impact the teaching of secondary students at different developmental levels.

5.1.4 PS Examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.

Function 2: Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

Content Knowledge

5.2.1 CK Incorporate research-based methods when leading students in rich mathematical learning experiences.

Professional Skills

5.2.2 PS Analyze and consider research in planning for mathematics instruction.

5.2.3 PS Extend their repertoire of research-based instructional methods that address students' diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.

Function 3: Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

5.3.1 CK Include mathematics-specific and instructional technologies in planned lessons and units.

5.3.2 CK Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

5.3.3 PS Plan lessons and units that incorporate a variety of strategies.

5.3.4 PS Plan lessons and units addressing student differences and diverse populations and how these differences influence student learning of mathematics.

5.3.5 PS Build all students' conceptual understanding and procedural proficiency in planned lesson and units.

Function 4: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

5.4.1 CK Design and implement activities and investigations that require communication about mathematics.

5.4.2 CK Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

5.4.3 PS Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 5: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

5.5.1 CK Implement techniques for actively engaging students in learning and doing mathematics.

5.5.2 CK Provide instruction that incorporates high quality tasks and a range of questioning strategies.

5.5.3 CK Engage students in communicating about mathematics.

Professional Skills

5.5.4 PS Guide productive mathematical discussion in classrooms centered on key mathematical ideas.

5.5.5 PS Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning.

Function 6: Plan, select, implement, interpret, and use formative and summative assessments to monitor student progress and inform instruction by reflecting on mathematical proficiencies essential for all students.

Content Knowledge

5.6.1 CK Interpret and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

5.6.2 CK Monitor students' progress using a variety of assessment tools that gauge advancement toward stated learning goals.

Professional Skills

5.6.3 PS Plan, select, and implement formative and summative assessments.

5.6.4 PS Use assessment results for subsequent instructional planning.

Standard 6: Professional Knowledge and Skills

Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. (NCTM Standard 6)

Function 1: Take an active role in their professional growth by utilizing resources from professional mathematics education organizations and participating in professional development experiences that directly relate to the learning and teaching of mathematics.

Content Knowledge

6.1.1 CK Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.

6.1.2 CK Use research-based resources from professional mathematics education organizations that target positively impacting student learning.

Professional Skills

6.1.3 PS Participate in professional development experiences that directly relate to the learning and teaching of mathematics.

6.1.4 PS Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.

Function 2: Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

Content Knowledge

6.2.1 CK Enhance all students' knowledge of mathematics.

Professional Skills

6.2.2 PS Engage in continuous and collaborative learning as a means of enhancing students' learning opportunities in mathematics.

6.2.3 PS Involve colleagues, other school professionals, families, and various stakeholders in the educational process.

6.2.4 PS Continue their development as a reflective practitioner.

Standard 7: Secondary Mathematics Field Experiences and Clinical Practice

Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics with supervision by university or college faculty with secondary teaching experience and mathematics content knowledge base. (NCTM Standard 7)

Function 1: Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.

Content Knowledge

7.1.1 CK Demonstrate mathematics knowledge and skills at both middle and high school settings.

Professional Skills

7.1.2 PS Engage in a planned sequence of pre- student teaching/internship field experiences in secondary mathematics that involve placements at both middle school and high school levels

7.1.3 PS Are supervised during pre-student teaching/internship field experiences by experienced and highly qualified mathematics teachers.

7.1.4 PS Participate in field experiences that occur in varied settings and reflect cultural, ethnic, linguistic, gender, and learning differences.

7.1.5 PS Gain an in-depth understanding of the mathematical developmental of students across the middle grades and high school spectrum.

7.1.6 PS Work with a diverse range of students individually, in small groups, and in large class settings.

Function 2: Experience full-time student teaching/internship in secondary mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base.

Content Knowledge

[none]

Professional Skills

7.2.1 PS Experience full-time student teaching/internship with an experienced and highly qualified mathematics teacher in secondary mathematics.

7.2.2 PS Are supervised during the full-time student teaching/internship in secondary mathematics by a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base.

7.2.3 PS Demonstrate professional behaviors at both middle and high school settings.

7.2.4 PS Use student performance data to inform instructional planning and delivery over time.

PHYSICS

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Physics preparation program standards on March 14, 2017.

"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

Function 1: The teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices.

Content Knowledge

1.1.1 CK The teacher knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.

Professional Skills

1.1.2 PS The teacher supports student learning through appropriate curricular and instructional experiences linked to the standards.

1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.

1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.

Function 2: The teacher demonstrates knowledge and understanding of how diverse students learn science.

Content Knowledge

1.2.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.2.2 CK The teacher understands developmentally and chronologically age-appropriate needs and practices of students.

1.2.3 CK The teacher understands diverse learning styles.

Professional Skills

1.2.4 PS The teacher gains and values information about the family's culture and environment and uses it to understand individual development and learning.

1.2.5 PS The teacher promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.

Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Content Knowledge

1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.

1.3.2 CK The teacher understands formative and summative assessment and how they are used.

Professional Skills

1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.

1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these.

Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.

Function 1: The teacher supports individual and group learning.

Content Knowledge

2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.

2.1.2 CK The teacher understands how teacher feedback influences student learning.

Professional Skills

2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.

2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.

2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.

Function 2: The teacher encourages positive social interaction.

Content Knowledge

2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

Professional Skill

2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.

2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.

2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.

2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Function 3: The teacher promotes active engagement in learning and self-motivation.

Content Knowledge

2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.

Professional Skill

2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.

2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.

2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.

2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.

Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).

Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.

Content Knowledge

3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.

3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.

Professional Skill

3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.

3.1.4 PS The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizing clutter so as to reduce the potential for accidents.

Function 2: The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.

Content Knowledge

3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment.

Professional Skill

3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association.

3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students.

Function 3: The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms.

Content Knowledge

3.3.1 CK The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms.

3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment.

Professional Skill

3.3.4 PS The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom.

3.3.5 PS The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms.

Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.

Function 1: Teachers collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

Content Knowledge

4.1.1 CK The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions.

Professional Skills

4.1.2 PS The teachers utilize knowledge of appropriate developmental levels within the classroom environment.

4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately.

Function 2: The teacher provides data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

Content Knowledge

4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two.

4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor.

4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims.

Professional Skills

4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two.

4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor.

4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims.

Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

Content Knowledge

5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations.

Professional Skills

5.1.2 PS Teachers engage in professional development opportunities such as conferences, research opportunities, projects within their community, and/or social media.

Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.

Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

Content Knowledge

6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.

6.1.2 CK The teacher can develop possible solutions for a defined problem.

6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution.

Professional Skills

6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.

Function 2: The teacher makes authentic connections among engineering, technology, science, and society.

Content Knowledge

6.2.1 CK The teacher understands the interdependence of science, engineering, and technology.

6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment.

Professional Skills

6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space.

6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world.

Standard 7: Motion, Forces, Energy, & Heat: The physics teacher demonstrates a solid grasp of the classical mechanics of particles and fluids and thermal physics.

Function 1: The teacher of physics understands and can apply the classical mechanics of particles and fluids.

Content Knowledge

7.1.1 CK The teacher understands Translational Kinematics in one and two dimensions.

7.1.2a CK The teacher understands Dynamics.

7.1.2b CK The teacher understands Newton's Laws.

7.1.2c CK The teacher understands Conservation of Momentum.

7.1.2d CK The teacher understands Universal Gravitation.

7.1.2e CK The teacher understands Conservation of Energy.
7.1.3a CK The teacher understands Periodic Motion.
7.1.3b CK The teacher understands Rotational Motion.
7.1.3c CK The teacher understands Simple Harmonic Motion.
7.1.4a CK The teacher understands Fluid Mechanics.
7.1.4b CK The teacher understands Fluid Statics.
7.1.4c CK The teacher understands Fluid Dynamics.
7.1.4d CK The teacher understands Wave Motion.
7.1.4e CK The teacher understands Acoustics.

Professional Skills

7.1.5a PS The teacher will have a working knowledge of vector algebra and be able to utilize both polar and rectangular (component) notation.
7.1.5b PS The teacher will understand and utilize the concepts of displacement, velocity, and acceleration.
7.1.5c PS The teacher will be able to derive and employ the three major kinematic equations.
7.1.5d PS The teacher will be able to read a kinematic graph, interpret it in terms of slope and area under the curve, and produce a written/verbal description of the motion depicted.
7.1.6a PS The teacher will know Newton's three laws of motion and use them to explain a number of natural events.
7.1.6b PS The teacher will be able to apply Newton's 2nd law to a variety of one and two-dimensional static and dynamic situations, including those involving several forces, weight, friction, and tension.
7.1.6c PS The teacher will be able to state and apply the law of conservation of momentum (as per Newton's 3rd law) to a variety of one and two-dimensional situations involving both open and isolated systems.
7.1.6d PS The teacher will understand and be able to apply Kepler's laws of planetary motion in simple situations.
7.1.6e PS The teacher will be able to state Newton's law of gravitation, express it mathematically, and apply it to a variety of simple near earth and orbital situations.
7.1.6f PS The teacher will understand the concept of work, in the scientific sense, and be able to calculate the work involved in a variety of simple situations.
7.1.6g PS The teacher will relate work to energy using the work-energy theorem and apply it to a variety of simple mechanical situations.
7.1.6h PS The teacher will understand the nature of potential energy, kinetic energy, and internal energy, be able to derive the formulas for translational kinetic energy and gravitational potential energy and apply them to simple cases.
7.1.6i PS The teacher will be able to state the law of conservation of energy, express it mathematically ($\Delta E=Q+w$), and apply it to a variety of simple situations.
7.1.6j PS The teacher will understand and be able to apply the principles underlying the operation of simple machines.

7.1.7a PS The teacher will understand the concepts of centripetal acceleration and centripetal force, be able to derive formulas for calculating them and apply them to simple cases such as objects moving in uniform circular motion and vehicles rounding highway curves.
7.1.7b PS The teacher will understand and be able to apply the concepts of angular displacement, angular velocity, and angular acceleration in simple cases.
7.1.7c PS The teacher will be able to derive the three major kinematic equations for rotational motion and apply them in simple situations.
7.1.7d PS The teacher will understand the concepts of torque and rotational inertia and be able to calculate them for simple cases.
7.1.7e PS The teacher will understand and be able to apply Newton's 2nd law for rotation in simple situations.
7.1.7f PS The teacher will be able to derive the formula for rotational kinetic energy and apply it in simple situations.
7.1.7g PS The teacher will understand the law of conservation of angular momentum and be able to apply it to simple cases.
7.1.7h PS The teacher will understand the nature of pseudoforces, such as centrifugal force and the Coriolis force, and explain why an observer traveling in a rotating coordinate system needs to invent them.
7.1.7i PS The teacher will know what simple harmonic motion (SHM) is and be able to identify common cases of objects in approximate SHM.
7.1.7j PS The teacher will understand what is meant by the frequency, period, and amplitude of an oscillator moving in SHM (an SHO) and measure these characteristics for real world SHO's.
7.1.7k PS The teacher will understand Hooke's law of elasticity and be able to apply it to simple situations, including the derivation of a formula for calculating the elastic potential energy of a stretched or compressed spring.
7.1.7l PS The teacher will be able to apply the law of conservation of energy to SHO's.
7.1.7m PS The teacher will be able to use a reference circle to develop formulas for calculating the speed and period for a SHO and apply them to a simple pendulum.
7.1.7n PS The teacher will be able to use a reference circle to justify the graphs and equations for the displacement, velocity, and acceleration of a SHO.
7.1.7o PS The teacher will be able to differentiate between natural and forced vibrations and between free and damped vibrations in real world systems.
7.1.7p PS The teacher will grasp the concept of resonance on a qualitative level and recognize real world examples.
7.1.8a PS The teacher will understand what a fluid is, both macroscopically and microscopically, and be able to recognize common real world fluids.
7.1.8b PS The teacher will understand the concepts of density and specific gravity and be able to apply them to situations involving fluids.

7.1.8c PS The teacher will understand the meaning of pressure and the role of pressure in fluid systems, and be able to operate instruments used to measure pressure in real world situations.

7.1.8d PS The teacher will understand Pascal's principle, Archimedes' principle, and Boyle's law and be able to apply them to simple situations.

7.1.8e PS The teacher will understand and be able to apply the continuity equation and Bernoulli's principle to simple situations.

7.1.8f PS The teacher will understand the principles of sedimentation, Drag, surface tension, and fluid flow in tubes and channels, and apply them in simple situations.

7.1.8g PS The teacher will know what a wave is, be able to describe it in terms of its frequency, period, wavelength, and amplitude, and realize that a wave is the only way to transfer energy without it being carried by a particle.

7.1.8h PS The teacher will know and be able to utilize the fundamental wave formula ($v=f\lambda$).

7.1.8i PS The teacher will differentiate between transverse and longitudinal waves.

7.1.8j PS The teacher will be able to demonstrate the characteristic behaviors of waves; reflection, refraction, interference, diffraction, and polarization (transverse waves only).

7.1.8k PS The teacher will be able to calculate the energy content, power, and intensity of a simple wave at a given point and its amplitude and intensity at a remote point.

7.1.8l PS The teacher will be able to apply the law of reflection and derive and utilize Snell's law of refraction.

7.1.8m PS The teacher will be able to differentiate between constructive and destructive interference using the law of superposition.

7.1.8n PS The teacher will be able to demonstrate the nature and anatomy of a standing wave, natural vibrating frequencies, and resonance.

7.1.8o PS The teacher will understand the nature and characteristics of sound and be able to compare and contrast quality sound and noise on a technical level.

7.1.8p PS The teacher will understand how the intensity of sound is measured and expressed and be able to apply that knowledge to simple situations.

7.1.8q PS The teacher will understand how sound is produced with emphasis on vibrating strings, membranes, air columns, and woodwind and brass musical instruments.

7.1.8r PS The teacher will understand the Doppler effect, both qualitatively and quantitatively, and be able to apply it to simple situations.

7.1.8s PS The teacher will demonstrate a qualitative knowledge of the nature of shock waves and sonic booms and technologies based upon sound such as ultrasound and medical imaging.

Function 2: The teacher of physics understands and can apply the basic principles of thermal physics.

Content Knowledge

7.2.1 CK The teacher understands the Laws of Thermodynamics.

7.2.2 CK The teacher understands Temperature and the Kinetic Theory of Matter.
7.2.3 CK The teacher understands Heat Exchange and Transfer.

Professional Skills

7.2.4a PS The teacher will understand that heat is a specific form of energy transfer and compare and contrast it with other forms of energy transfer.
7.2.4b PS The teacher will understand the 1st law of thermodynamics and be able to apply it to simple cases.
7.2.4c PS The teacher will be able to render a statement of and understand the need for the 2nd law of thermo-dynamics.
7.2.4d PS The teacher will understand the basic principles upon which heat engines and refrigerators operate and apply these principles to real world machines.
7.2.4e PS The teacher will be familiar with the property of entropy, on both a phenomenological and statistical level, and be able to apply it to simple cases.
7.2.5a PS The teacher will be familiar with and be able to utilize the phenomenological definition of temperature.
7.2.5b PS The teacher will be able to develop the mathematical relationships governing thermal expansion and be able to apply them to simple cases involving linear and volume expansion.
7.2.5c PS The teacher will understand Charles', Gay Lussac's, and the ideal gas laws and be able to apply them to simple situations.
7.2.5d PS The teacher will be able to use Charles' and Gay Lussac's laws to demonstrate the existence of an absolute zero temperature and construct the Kelvin and Rankine temperature scales accordingly.
7.2.5e PS The teacher will utilize the postulates of the kinetic theory of gases to develop the ideal gas law.
7.2.5f PS The teacher will understand that a group of molecules exhibits a range of kinetic energy values at any given temperature, that this range is statistically described by the Maxwell-Boltzmann distribution, and relate their absolute temperature to their average kinetic energy.
7.2.6a PS The teacher will demonstrate that the gain or loss of heat on the part of a system results in a temperature change and/or change(s) in state.
7.2.6b PS The teacher will understand the nature of heat capacities and latent heats and be able to use them to carry out simple heat exchange calculations, such as those related to calorimeter measurements.
7.2.6c PS The teacher will understand the nature of heat transfer by conduction and be able to calculate the rate of heat transfer through a material using its thermal conductivity.
7.2.6d PS The teacher will understand the nature of heat transfer by convection and differentiate between natural and forced convection.
7.2.6e PS The teacher will understand the nature of heat transfer by radiation and be able to calculate the rate of heat transfer from an object at a specific absolute temperature and the net rate at which it exchanges heat with its surroundings at a

different absolute temperature using its emissivity and the Stefan-Boltzmann constant.

Standard 8: Electricity and Magnetism: The physics teacher demonstrates a solid grasp of electricity and magnetism.

Function 1: The teacher of physics understands and can apply knowledge of Fields.

Content Knowledge

8.1.1 CK The teacher understands Electric Charge.
8.1.2 CK The teacher understands Electric Forces.
8.1.3 CK The teacher understands Electric Fields.
8.1.4 CK The teacher understands Magnetic Fields.
8.1.5 CK The teacher understands EM Radiation.

Professional Skills

8.1.6 PS The teacher should understand that there are two signs of charge, and that charge is conserved.
8.1.7a PS The teacher should be able to find the force on a point charge due to several other point charges using Coulomb's law.
8.1.7b PS The teacher should know the force on a charge in an electric field
8.1.8a PS The teacher should be able to find the electric field at a point in space due to several point charges by adding the electric fields from the point charges at the point in space.
8.1.8b PS The teacher should be able to use find the electric field at a point in space due to simple charge distributions by summing up the electric field at the point in space from each element of the charge distribution.
8.1.8c PS The teacher should be able to use Gauss law to find the electric field due to a cylindrically symmetric charge distribution, due to a spherically symmetric charge distribution, and due to a plane of charge.
8.1.8d PS The teacher should understand the relation between electric field and electric potential, and given a simple electric field, should be able to find the electric potential difference between two points in space.
8.1.8e PS The teacher should understand the relation between electric field, electric potential, and the potential energy of a charge in an electric field.
8.1.8f PS The teacher should understand how a changing magnetic field induces an electric field (Faraday's law). In particular, given a changing magnetic field through a loop, the teacher should be able to find the induced electric field around the loop.
8.1.9a PS The teacher should understand that magnetic field lines form loops, and that there are no magnetic monopoles.
8.1.9b PS The teacher should understand the direction and magnitude of the force on a moving charge in a static magnetic field.
8.1.9c PS The teacher should be able to calculate the force on a current carrying wire in a static magnetic field. The teacher should be able to use Ampere's law to calculate the magnetic field due to a current carrying wire, in a current carrying solenoid, and in a toroid.

8.1.9d PS The teacher should be able to calculate the force between parallel current-carrying wires.
8.1.9e PS The teacher should understand how a changing magnetic flux through a loop induces an EMF around the loop (Faraday's law).
8.1.10a PS The teacher should understand that a changing electric field induces a magnetic field.
8.1.10b PS The teacher should have a qualitative understanding of how a changing magnetic field inducing an electric field, and changing electric field inducing a magnetic field can give rise to an electromagnetic wave.
8.1.10c PS The teacher should understand that the EM wave in a vacuum travels with the speed of light.
8.1.10d PS The teacher should understand the concepts of polarization of an EM wave, wavelength, wavenumber, frequency and angular frequency of the wave.
8.1.10e PS The teacher should understand the terminology involved with discussing the EM spectrum (that radio waves have longer wavelength than infrared, etc.).

Function 2: The teacher of physics understands and can apply knowledge of Circuits.

Content Knowledge

8.2.1 CK The teacher understands Ohm's Law.
8.2.2 CK The teacher understands Kirchoff's laws.

Professional Skills

8.2.3a PS The teacher should be able to use Ohm's law to find the voltage drop across a resistor given a current.
8.2.3b PS The teacher should understand the relation between charge on a capacitor plate and the voltage drop across a capacitor.
8.2.3c PS The teacher should understand batteries, and an ideal EMF.
8.2.4a PS The teacher should understand that in any circuit, the sum of voltage drops around a circuit loop is zero, and that the sum of currents going in to any junction in the circuit is zero.
8.2.4b PS The teacher should understand how resistors add in parallel and in series.
8.2.4c PS The teacher should understand how capacitors add in parallel and in series.
8.2.4d PS The teacher should be able to find energy stored in a capacitor or and inductor.
8.2.4e PS The teacher should understand how inductors add in parallel and in series.
8.2.4f PS The teacher should be able to use Kirchoff's laws to find the current through a resistor, or voltage drop across a resistor in a circuit involving loops with resistors in parallel and in series and an EMF.
8.2.4g PS The teacher should understand the time behavior of charging and discharging RC circuits.
8.2.4h PS The teacher should understand the relation between the changing current in an inductor and the voltage drop across an inductor.
8.2.4i PS The teacher should understand the behavior of LR circuits.

8.2.4j PS Given simple AC circuits, the teacher should be able to calculate the phase and amplitude of the voltage across a particular element.

8.2.4k PS The teacher should understand how transformers work, and how they change the voltage amplitude in an AC circuit according to the number of windings on the primary and secondary coils.

Function 3: The teacher of physics understands and can apply knowledge of Geometric Optics, Waves, and Polarization.

Content Knowledge

8.3.1 CK The teacher understands Geometric Optics.

8.3.2 CK The teacher understands Waves.

8.3.3 CK The teacher understands Polarization.

Professional Skills

8.3.4a PS The teacher should understand the concept of rays.

8.3.4b PS The teacher should understand the index of refraction.

8.3.4c PS The teacher should understand angles of incidence, angles of refraction and angles of reflection.

8.3.4d PS The teacher should be able to find the angle of refraction using Snell's law knowing index of refraction.

8.3.4e PS The teacher should be able to draw ray diagram for thin lenses, and draw principle rays to find an image given an object.

8.3.4f PS The teacher should be able to use the lens maker equation to find image distance given a focal length of the lens.

8.3.4g PS The teacher should be able to draw the ray diagram for spherical mirrors.

8.3.4h PS The teacher should be able to use geometrical optics to understand optical instruments, particularly the eye.

8.3.5a PS The teacher should understand how Huygen's principle gives interference and diffraction phenomenon.

8.3.5b PS The teacher should be able to find intereference maxima and minima for double slit interference.

8.3.5c PS The teacher should be able to find diffraction minima for single slit interference.

8.3.5d PS The teacher should be able to find interference maxima for a diffraction grating.

8.3.6a PS The teacher should understand the polarization and intensity of light passing through multiple polarizers.

8.3.6b PS The teacher should qualitatively understand polarization by reflection, and Brewster's angle

Standard 9: Curricular Content Knowledge in Modern Physics: The teacher of physics demonstrates understanding of basic concepts and applications of 20th century discoveries in the fundamental views of space, time, and the wave nature of matter, collectively termed Modern Physics.

Function 1: The teacher of physics knows the historical development, interpretation, major effects, and recent applications of the principles of relativity as specified in the Special and General Theories.

Content Knowledge

9.1.1 CK The teacher applies transformation equations correctly for different inertial frames of reference and interprets what these transformations mean to observers in each frame.

9.1.2 CK The teacher qualitatively explains how gravitational forces arise from curvature of space and time in the presence of mass, and how this creates observed effects in non-inertial frames of reference.

Professional Skills

9.1.3a PS The teacher can show how the two postulates of Special Relativity led to the Lorentz transformation equations.

9.1.3b PS The teacher calculates time dilation and length contraction for different inertial frames of reference, contrasts them with Galilean transformations, and can specify conditions leading to the so-called twin paradox.

9.1.3c PS The teacher describes conditions for wavelength shifts in light due to high relative speeds and calculates these shifts for specific inertial frames of reference.

9.1.3d PS The teacher correctly adds relativistic speeds for different frames of reference.

9.1.3e PS The teacher calculates mass/energy equivalences for various energetic processes, such as nuclear fission, fusion reactions, or stellar explosions.

9.1.4a PS The teacher describes the equivalence between gravity and acceleration in non-inertial frames.

9.1.4b PS The teacher describes how either gravity or acceleration can produce various non-inertial effects, including red/blue shifts in light, time dilation, length contraction, bending of light, and precession of Mercury's orbit.

9.1.4c PS The teacher qualitatively explains the circumstances that require relativistic corrections to clocks on satellites used for GPS.

Function 2: The teacher of physics knows the historical development, interpretation, key concepts, major effects, and further applications of the principles of quantum mechanics.

Content Knowledge

9.2.1 CK The teacher quantitatively explains how analysis of blackbody radiation and the photoelectric effect led to the concept of quantization of dynamical variables and the Bohr model of the hydrogen atom.

9.2.2 CK The teacher applies the Schroedinger Equation to simple systems in one dimension.

9.2.3 CK The teacher applies the time independent Schroedinger Equation to the hydrogen atom.

9.2.4 CK The teacher generalizes the quantum model of hydrogen to multi-particle systems, including larger atoms, molecules, and nuclei.

Professional Skills

9.2.5a PS The teacher explains how the introduction of Planck's constant into Rayleigh's derivation of the distribution of wavelengths, solved the problem at short wavelengths but implied the restriction of light to wave packets.
9.2.5b PS The teacher calculates key parameters of the Planck distribution of wavelengths for a black body as a function of absolute temperature, including Stephen's Law for total radiated power and Wien's Displacement Law for the peak of the distribution.
9.2.5c PS The teacher calculates wavelengths for the spectrum of hydrogen using Bohr's energy levels and reduced mass to reproduce the Rydberg formula.
9.2.5d PS The teacher calculates de Broglie wavelengths for combinations of mass and speed to demonstrate that Bohr's quantization of momentum was equivalent to integer multiples of wavelength.
9.2.5e PS Using appropriate wave functions, the teacher calculates probability densities and energy levels for bound states in simple one dimensional potentials.
9.2.5f PS The teacher normalizes basic wave functions.
9.2.6a PS Using appropriate wave functions, the teacher calculates transmission and reflection coefficients for simple one dimensional potential barriers.
9.2.6b PS The teacher calculates probability densities, energy levels, and transitions for the Simple Harmonic Oscillator problem and applies these to molecular vibrations.
9.2.7a PS The teacher explains how separation of variables is used to split the general solution for the Coulomb potential into three parts, each with a quantum number: a radial function that indexes the energy level, an angular momentum function, and a magnetic moment.
9.2.7b PS The teacher uses normalized hydrogen functions to calculate probability densities, expectation values, and transition probabilities for the electric dipole.
9.2.7c PS The teacher uses the concepts of intrinsic spin, anti-symmetric waves functions, and Pauli Exclusion to explain anomalous Zeeman splitting in hydrogen spectra.
9.2.8a PS Based on the structure of hydrogen states, the Pauli Exclusion Principle, and spin-orbit interactions, the teacher explains key properties and ordering of elements in the Periodic Table.
9.2.8b PS Based on key differences in properties between particles with integer and half-integer spins, the teacher calculates appropriate energy distributions, either Fermi-Dirac, Bose-Einstein, or Maxwell-Boltzmann, for systems of identical particles in thermal equilibrium and lists examples of systems where each type of distribution is appropriate.
9.2.8c PS The teacher explains properties of ionic, covalent, and metallic molecular bonds.
9.2.8d PS The teacher describes key phenomena resulting from the energy level structure in nuclei, including radioactive decay modes and calculations based on the concept of half-life; ionizing emissions and detector technology; nuclear reactions,

induced activity, and the probabilistic concept of reaction cross section; fission, fusion, where they occur naturally, and their modern applications.

Standard 10: General Science, Engineering, & Technology: The physics teacher demonstrates an understanding of the cross curricular ties between physics, life science, earth science, engineering, and technology

Function 1: The teacher of physics demonstrates an understanding of life science and how it applies to the physics content area.

Content Knowledge

10.1.1 CK The teacher is qualitatively able to apply the laws of conservation to energy flow through earth systems.

10.1.2 CK The teacher applies Newton's Laws to the field of biology through the use of biomechanics.

10.1.3 CK The teacher applies the unifying principles of biology to the field of physics.

Professional Skills

10.1.4a PS The teacher will be able to utilize the concept of conservation of energy and how it applies to organisms in their environments.

10.1.4b PS The teacher will be able to utilize the concept of conservation of energy and how it applies to ecosystems.

10.1.5a PS The teacher will be able to utilize concepts from Newtonian physics to explain the mechanics involved in biological systems.

10.1.5b PS The teacher will apply knowledge of mechanics principles to devices found within the life sciences.

10.1.6a PS The teacher will demonstrate an understanding of how evolution is dependent upon physical constraints and must obey natural laws including conservation of energy and thermodynamics.

10.1.6b PS The teacher demonstrates understanding of basic genetics including DNA and RNA and how it can be used to alter genetics such as in crops.

10.1.6c PS The teacher demonstrates an understanding of the process of DNA replication and how this allows cells to reproduce.

Function 2: The teacher of physics understands and applies physics to the field of earth science and astronomy.

Content Knowledge

10.2.1 CK The teacher explains how principles of dynamics relate to earth system science.

10.2.2 CK The teacher is able to qualitatively and quantitatively relate the field of physics to the world of astronomy.

Professional Skills

10.2.3a PS The teacher will demonstrate understanding of the Earth's energy budget and relate this to conservation of energy.

10.2.3b PS The teacher will demonstrate how earth systems interact and apply this knowledge to situations involving interaction between the geosphere, biosphere, atmosphere, and hydrosphere.

10.2.3c PS The teacher will be able to demonstrate understanding of the atmospheric energy budget in terms of conservation of energy in a system.

10.2.3d PS The teacher will apply the basic concepts of fluid dynamics to atmospheric dynamics.

10.2.3e PS The teacher will be able to apply knowledge of fluid dynamics and conservation of energy within earth systems to explain ocean systems.

10.2.3f PS The teacher will demonstrate understanding of climate control factors and how this relates to ocean systems.

10.2.3g PS The teacher will apply law of motion to Earth dynamics and relate this in several ways through plate tectonics.

10.2.4a PS The teacher will demonstrate an understanding of the different types of galaxies by comparing and contrasting.

10.2.4b PS The teacher will demonstrate understanding of star formation and solar evolution using the H-R diagram.

10.2.4c PS The teacher will apply the knowledge of the natural laws at work in the Milky Way to the other galaxies in our universe.

10.2.4d PS The teacher will apply knowledge of the universal forces to the galaxies in our universe.

10.2.4e PS The teacher is able to demonstrate understanding that dark matter in our universe is causing the rate of expansion of the universe to accelerate and may continue to expand forever.

10.2.4f PS The teacher is able to demonstrate an understanding of the evolution of technology in astronomy and its relationship to the formation of our current models of the solar system and universe.

10.2.4g PS The teacher will describe how objects create distortions in space time and that the force of gravity is the motion of an object on distorted space time and how this relates to the big bang theory and the structure of the universe.

10.2.4h PS The teacher demonstrates an understanding of the use of observational and theoretical astrophysics to explain the physical properties, interactions and behavior of physics in the universe.

Function 3: The teacher of physics understands and can apply the principles of physics to engineering and technology.

Content Knowledge

10.3.1 CK Application of waves for information is applied to the field of physics and wave motion.

10.3.2 CK The teacher applies information on digital circuits to programming.

10.3.3 CK The teacher is able to explain how technology and engineering connect through all fields of physics and related sciences.

Professional Skills

10.3.4a PS The teacher is able to demonstrate an understanding and show how to build an antenna for the use of coding and decoding information sent through waves.

10.3.4b PS The teacher is able to describe wave modulation through both frequency and amplitude changes and the benefits to encoding information using each method.
10.3.4c PS The teacher is able to explain the electromagnetic spectrum and the uses for each wave in society.
10.3.4d PS The teacher will demonstrate understanding of the use of signaling using electromagnetic waves.
10.3.4e PS The teacher is able to explain the use of fiber optics to transfer information using a coherent light source.
10.3.5a PS The teacher will demonstrate understanding of digital circuits through programming.
10.3.5b PS The teacher will demonstrate understanding of digital circuits by building circuits including an op-amp.
10.3.6a PS The teacher demonstrates and understanding of the use of technology in society and how it has influenced changes in the field of science.
10.3.6b PS The teacher applies the principles of physics to engineering design problems.

PSYCHOLOGY

Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of psychology understands the major theoretical approaches, research findings, and historical trends in the science of psychology.

Knowledge

1. The teacher demonstrates an understanding of the major theoretical approaches in psychology: behavioral, biological, cognitive, psychoanalytic, and social.
2. The teacher possesses a knowledge of the history of psychology including, but not limited to, the major theoretical approaches of behavioral, biological, cognitive, psychoanalytic, and social psychology.
3. The teacher is aware of emerging areas in psychology such as cross-cultural and evolutionary psychology.
4. The teacher is aware of expanding areas in psychology such as human factors and health psychology.

Performance

1. The teacher can compare and contrast the behavioral, biological, cognitive, psychoanalytic, and social approaches to psychology.
2. The teacher can explain the contributions of the major theoretical approaches/disciplinary areas as they relate to the study of human development, personality, and abnormal psychology..
3. The teacher demonstrates awareness of emerging areas in psychology such as cross-cultural psychology and evolutionary psychology.
4. The teacher demonstrates awareness of expanding areas in psychology such as human factors and health psychology.

Standard #2 The teacher of psychology demonstrates an understanding of the use of major research methods in psychology, including design, data analysis, and interpretation.

Knowledge

1. The teacher understands how to locate information, formulate research questions and hypotheses, design an ethical study, collect and analyze data using descriptive and inferential statistics, interpret the results and report them in the format of the American Psychological Association (APA).

Performance

1. The teacher locates research, theory, and information necessary to plan, conduct, and interpret results of research studies.
2. The teacher formulates a testable research hypothesis.
3. The teacher designs basic studies to address psychological questions using different research methodologies.
4. The teacher demonstrates APA guidelines for the ethical treatment of human and nonhuman research participants.
5. The teacher collects and analyzes the data designed to answer a psychological question using basic descriptive and inferential statistics.
6. The teacher reports the results in APA format.

Standard #3 The teacher of psychology applies the major theoretical approaches in psychology to reality-based personal, social, motivational, emotional, educational, and organizational issues.

Knowledge

1. The teacher recognizes the value of psychology in understanding and suggesting solutions for actual problems.
2. The teacher understands the application of psychology to the areas of abnormal behaviors, psychological assessment; motivational/emotional aspects of behavior; stress, coping, and health; education; and industries and organizations.

Performance

1. The teacher suggests psychologically-based solutions to actual problems including, but not limited to, those encountered in education and business and industry.
2. The teacher explains the various etiologies and treatments for abnormal behaviors.
3. The teacher explains the uses of psychological assessment.
4. The teacher incorporates knowledge and research findings concerning human motivation and emotion when teaching in the areas of stress, coping, and health.

SPEECH/THEATRE

Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of speech/theatre has practical knowledge and skills in teaching and critically evaluating intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.

Knowledge

1. The teacher knows how to develop and use criteria for evaluating and selecting materials for speech communication instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.
3. The teacher understands various assessment techniques utilized in the communication classroom.

Performance

1. The teacher guides students to select and evaluate the appropriateness of their communication strategies.
2. The teacher uses technology to enhance the preparation, presentation, and evaluation of student communication.
3. The teacher uses various assessment tools to evaluate the student.
4. The teacher stays current with communication research.

Standard #2 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating debate and forensic co-curricular activities.

Knowledge

1. The teacher knows how to coach debate and forensic events offered at Kansas tournaments and festivals.
2. The teacher is aware of legal and ethical issues regarding student performances.
3. The teacher understands the administrative aspects relating to coaching debate and forensics, including the hosting of tournaments and festivals.

Performance

1. The teacher explains and demonstrates the various debate and forensic events.
2. The teacher utilizes tournament-judging criteria in preparing the students for presentations.
3. The teacher instructs students in appropriate use of copyright materials.
4. The teacher is able to participate in and/or host tournaments/festivals.
5. The teacher participates in administering and maintaining a debate and/or forensics program.

Standard #3 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating mass media.

Knowledge

1. The teacher is aware of the historical development of the mass media and the role mass media play in local, national, and global societies.
2. The teacher understands how persuasion techniques in mass media influence audience attitudes and behaviors.
3. The teacher understands characteristics of various forms of mass media and the supportive technological trends.
4. The teacher is aware of analytical criteria in the students' selection and use of mass media.

Performance

1. The teacher explains and demonstrates the significance of mass media in students' own lives.
2. The teacher guides students to critically evaluate messages of the mass media.

Standard #4 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating technical theatre, design, history, dramatic literature, performance techniques, and directing.

Knowledge

1. The teacher knows the artistic and pragmatic purposes, procedures, and challenges of the theatre and its designers.

2. The teacher recognizes the styles, major movements, and interaction between theatre history and dramatic literature.
3. The teacher understands the basic duties and procedures of the theatrical director and is familiar with the potential challenges that often accompany direction of a theatrical production.
4. The teacher stays current with dramatic literature, technology, and performance techniques.

Performance

1. The teacher designs and constructs unified scenic environments, properties, costumes, make-up, lighting, and sound with available resources to communicate visual and aural concepts appropriate to selected scripts and improvised dramas.
2. The teacher identifies, analyzes, and interprets human actions, conflicts, and themes as expressed in scripted plays and improvised dramas.
3. The teacher coaches actors to develop, communicate, and sustain consistent characters in improvisations and formal theatre productions.
4. The teacher is able to direct theatre productions selecting appropriate scripts and effectively communicating directorial production choices to actors and technicians during rehearsals and production meetings.

Standard #5 The teacher of speech/theatre has practical content knowledge and skills, needed in managing theatrical presentations in collaboration with others.

Knowledge

1. The teacher is aware of legal, safety, and ethical issues regarding student performances.
2. The teacher knows how to direct, design, and administer a theatre program.
3. The teacher is aware of available resources and technology that could enhance a theatre program.

Performance

1. The teacher instructs and demonstrates appropriate safety precautions when working with students on theatre activities and ensures that students practice theatre safety.
2. The teacher instructs students in and demonstrates appropriate use of copyright materials.
3. The teacher participates in administering and maintaining a theatre program and effectively communicates with the appropriate personnel.

Standard #6 The teacher of speech/theatre has practical knowledge and skill in teaching and critically evaluating theatre as a tool for learning about self and culture.

Knowledge

1. The teacher knows how to develop and use criteria for evaluating and selecting materials for theatre instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands the ramifications of ethics and artistic choices in the uses and/or presentations of theatre.

Performance

1. The teacher explains and demonstrates how diverse skills used in theatre transfer to students' own lives.
2. The teacher utilizes cultural and historical information when preparing for, collaborating with, and evaluating student work.
3. The teacher utilizes dramatic activities and theatre productions that promote self-discovery, build productive and creative relationships, and empathize with the human condition.
4. The teacher uses a variety of strategies to stimulate students' creativity, critical thinking skills, and self-awareness through theatre arts.
5. The teacher guides students in the use of theatre as a means for self-evaluation as a theatre artist.

TECHNOLOGY EDUCATION

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Technology Education Grades 6-12 preparation program standards on December 8, 2015.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the nature of technology and its relationship to society.

Function 1: The teacher demonstrates an understanding of the nature of technology.

Content Knowledge (CK)

1.1.1 CK The teacher understands technology and engineering education, technological literacy, and the characteristics and scope of technology–its role in human adaptation to the natural world, its development, direction, commercialization, and rate of growth.

1.1.2 CK The teacher understands the core concepts of technology–systems, resources, requirements, optimization and tradeoffs, processes, and controls.

1.1.3 CK The teacher understands the relationships among technologies and the influences and connections between science, technology, engineering, and mathematics (i.e. STEM) –integration, interactions, interrelationships, technological development, technology transfer, invention and innovation, knowledge protection and patents, and advancements.

Professional Skills (PS)

1.1.4 PS The teacher communicates solutions verbally or by constructing physical, graphic, or mathematical models.

1.1.5 PS The teacher applies mathematical and scientific principles as they relate to technological systems.

1.1.6 PS The teacher applies knowledge and skills regarding diverse technological systems to solve practical problems.

1.1.7 PS The teacher develops and uses curricula that encourage students to see, question, and interpret technological ideas from diverse perspectives.

Function 2: The teacher demonstrates an understanding of technology and its relationship to society.

Content Knowledge (CK)

1.2.1 CK The teacher has knowledge of the cultural, social, economic, and political effects of technology, including impacts and consequences, ethical issues, influences and changes resulting from technology; especially on social institutions such as the family and the political system.

1.2.2 CK The teacher understands the effects of technology on the environment, including good and bad effects, and ways to decrease the negative environmental impact of technological systems and processes (e.g. by reducing resource inputs, reducing waste, recycling), and knows how to evaluate trade-offs with respect to different approaches.

1.2.3 CK The teacher understands the role of society and how various factors (e.g. marketing, economics, environment) affect invention, innovation, technology development and use of technology, including society's needs and wants, its values and interests, and its demands and acceptance of technology.

1.2.4 CK The teacher understands critical changes in technology and its influence throughout the different periods of human history (e.g. the Iron Age, the Industrial Revolution, and the Information Age).

1.2.5 CK The teacher understands the influence that significant technological innovations have had on human history and on today's world and can use past and present technological developments to discover trends and to predict possible future developments and their effects.

Professional Skills (PS)

1.2.6 PS The teacher identifies the positive and negative effects of technology on the individual, society, and the environment.

1.2.7 PS The teacher creates activities that clarify the relationship between technology, society, and the environment.

1.2.8 PS The teacher develops and uses technology-based activities to help students understand technology as a knowledge base that is historical, current, and futuristic in nature.

Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of design, engineering, and problem solving.

Function 1: The teacher demonstrates an understanding of design, engineering, and problem solving.

Content Knowledge (CK)

2.1.1 CK The teacher understands the attributes of design–implementing the steps of the design process, design requirements, and use of designing product and system development.

2.1.2 CK The teacher understands the engineering design process.

2.1.3 CK The teacher understands the attributes of the problem solving model.

2.1.4 CK The teacher knows how to select and use tools in a design process including the creation, testing, evaluation, and communication of solutions.

2.1.5 CK The teacher understands how to organize and communicate the solution to a design problem.

2.1.6 CK The teacher understands systems thinking (i.e. input, process, output, feedback) and knows how to model it for students.

2.1.7 CK The teacher knows how to apply the design process to systems and problems in power and energy, transportation, communication technologies, manufacturing, and construction.

2.1.8 CK The teacher knows how to operate, maintain, and troubleshoot technological systems.

Professional Skills (PS)

2.1.9 PS The teacher uses the problem solving method to solve problems.

2.1.10 PS The teacher applies engineering design procedures and principles to design problems.

2.1.11 PS The teacher is able to sketch solutions, make technical drawings, and use CAD (computer-aided design or computer-assisted design) to create two- and three-dimensional drawings. 2.1.12 PS The teacher constructs a model or prototype of a product or system and makes necessary adjustments.

2.1.13 PS The teacher is able to test and evaluate designs in relation to pre-established criteria and constraints, using conceptual, physical, and/or mathematical models at various intervals of the design process in order to check design, note potential improvements, and redefine as needed.

2.1.14 PS The teacher documents the design process by developing a portfolio to illustrate the process used to design a solution to a given problem.

2.1.15 PS The teacher evaluates and communicates through presentation the observations, processes, and results of the entire design process.

Standard 3: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the systems of the designed world, the knowledge and skills needed in a technological world, and the career fields associated with it.

Function 1: The teacher of technology and engineering education demonstrates an understanding of the systems of the designed world, the knowledge and skills needed in a technological world, and the career fields associated with it.

Content Knowledge (CK)

3.1.1 CK The teacher understands and can teach the concepts and systems associated with technologies of the designed world.

3.1.2 CK The teacher understands the concepts of integrating science, technology, engineering, and mathematics to solve problems and find solutions in the technological world.

3.1.3 CK The teacher understands, develops, and reinforces the qualities of an effective worker in today's technological world.

3.1.4 CK The teacher can describe and differentiate between the major types of careers and professionals associated with technology, including engineers, engineering technologists, industrial technologists, technicians, and craftsman.

3.1.5 CK The teacher understands and can teach the concepts and systems associated with technologies of the designed world including:

a. Medical technologies

b. Agricultural and bio-related technologies

c. Energy, power, and transportation technologies
d. Information and communication technologies
e. Production technologies—manufacturing and construction technologies

Professional Skills (PS)

3.1.6 PS The teacher troubleshoots, analyzes, and maintains systems to ensure their safe, proper, and precise function.

3.1.7 PS The teacher uses appropriate technologies and processes to access, retrieve, organize, process, maintain, interpret, and evaluate information in order to communicate ideas and findings.

3.1.8 PS The teacher integrates science, technology, engineering, and mathematics into the technology and engineering education classroom.

3.1.9 PS The teacher integrates lessons and provides students with opportunities relating to careers in the technological world.

Standard 4: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with energy, power, and transportation technologies.

Function 1: The teacher demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with energy and power technologies.

Content Knowledge (CK)

4.1.1 CK The teacher knows how to apply mathematical and scientific principles to solve problems involving the harnessing, transfer, loss, transmission, and conversion of power and energy.

4.1.2 CK The teacher understands energy utilization systems (e.g. internal combustion, external combustion, electric motors, hybrid systems).

4.1.3 CK The teacher understands different forms of energy (e.g. mechanical, electrical, thermal, chemical, nuclear, etc.) and the differences between them.

4.1.4 CK The teacher understands the relationship between energy, power, and transportation technologies.

4.1.5 CK The teacher knows how energy is classified, measured, and controlled.

4.1.6 CK The teacher knows how to apply concepts of power and energy to solve problems related to them.

4.1.7 CK The teacher understands safety rules and regulations associated with energy and power technologies.

Professional Skills (PS)

4.1.8 PS The teacher is able to develop and solve energy and power system problems and document the solutions.

Function 2: The teacher demonstrates an understanding of knowledge and applications of major concepts and systems associated with transportation technologies.

Content Knowledge (CK)

4.2.1 CK The teacher knows the inputs used in transportation systems (e.g. capital, materials, time, people).

4.2.2 CK The teacher understands the components of transportation vehicles and support systems; including infrastructures and subsystems for propulsion, suspension, control, and guidance.

4.2.3 CK The teacher understands the different processes and systems involved in transportation operations (e.g. receiving, storing, loading, moving, unloading), along with the role each process plays in the efficiency of the overall system.

4.2.4 CK The teacher understands safety rules and regulations associated with transportation technologies.

Professional Skills (PS)

4.2.5 PS The teacher is able to develop and produce a transportation product or system and document the solution.

Standard 5: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with information and communication technologies.

Function 1: The teacher demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with information and communication technologies.

Content Knowledge (CK)

5.1.1 CK The teacher understands major concepts, principles, and terminology related to information systems.

5.1.2 CK The teacher knows how to use the problem solving process to identify appropriate tools and materials to address communication problems.

5.1.3 CK The teacher understands operating systems, software applications, communication devices, and networking components in the information or communication technology classroom/laboratory.

5.1.4 CK The teacher recognizes the various types of network structures (e.g. LAN, MAN, WAN) currently used.

5.1.5 CK The teacher understands the concepts that make up the communication systems model.

5.1.6 CK The teacher understands concepts, terminology, and processes related to audio, video, electronic, telecommunications, data, technical, photographic, computer technologies, and graphic communications as applied to communication systems.

5.1.7 CK The teacher knows how to design and plan an effective message for a given communication system.

5.1.8 CK The teacher knows the impacts of communication technology and media on society and culture.

5.1.9 CK The teacher understands legal and ethical issues regarding the use of communication and information technologies (e.g. copyright, privacy, security).

5.1.10 CK The teacher knows issues and trends in information and communication technologies.

5.1.11 CK The teacher knows how to evaluate, use, and maintain communication products and systems.

5.1.12 CK The teacher knows how to apply mathematical and scientific principles to solve problems related to information and communication technology.

5.1.13 CK The teacher understands safety rules and regulations associated with information and communication technologies.

Professional Skills (PS)

5.1.14 PS The teacher uses computers and calculations to access, retrieve, organize, process, maintain, interpret, and evaluate information in order to communicate.

5.1.15 PS The teacher uses communication systems equipment including photography, printing, technical drawing, electronic communication, telecommunication, digital imaging, and computer technology.

5.1.16 PS The teacher integrates math and science applications into information and communication technology activities.

Standard 6: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with production technologies (manufacturing and construction).

Function 1: The teacher demonstrates an understanding of the knowledge and application of production technologies.

Content Knowledge (CK)

6.1.1 CK The teacher knows how to apply the universal systems model to manufacturing and construction processes.

6.1.2 CK The teacher understands the gathering processes associated with harvesting, drilling, and mining to obtain raw materials and their conversion into standard stock material suitable for production.

6.1.3 CK The teacher understands and knows how to integrate math and science concepts such as static and dynamic loads and how they produce forces (e.g. compression, tension, torsion) that affect stability and failure in a structure.

6.1.4 CK The teacher understands the relationship of manufacturing and construction to other technologies, industry, and society.

6.1.5 CK The teacher understands industrial safety rules and regulations associated with production technology.

6.1.6 CK The teacher knows how to operate, maintain, and organize production technology equipment in a technology and engineering education laboratory.

6.1.7 CK The teacher understands safety procedures related to tools, equipment, materials, processes, and environmental factors found in the production technology learning environments.

6.1.8 CK The teacher understands state and federal laws, liability issues and legal responsibilities relating to safety in the production technology learning environment.

6.1.9 CK The teacher knows how to use public relations strategies to promote production technology.

Professional Skills (PS)

6.1.10 PS The teacher knows how to use, assess, and maintain production technology products and systems.

6.1.11 PS The teacher demonstrates safe practices and procedures associated with the secondary processing of materials into products and/or structures.

6.1.12 PS The teacher creates and maintains a safe laboratory environment reflecting state and national program standards for production technology.

6.1.13 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

6.1.14 PS The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage.

6.1.15 PS The teacher integrates science, technology, engineering, and math concepts into the production technologies.

6.1.16 PS The teacher develops and implements public relations strategies to promote production technology in technology and engineering education.

Function 2: The teacher demonstrates an understanding of the knowledge and application of manufacturing technologies.

Content Knowledge (CK)

6.2.1 CK The teacher understands the components of a manufacturing system associated with enterprise, research and development, finance, production planning, production, quality control, and marketing.

6.2.2 CK The teacher knows the key concepts and historical developments associated with the efficiency of production.

6.2.3 CK The teacher understands the differences between manufacturing systems that involve mass production (e.g. flexible, continuous, batch, custom production).

6.2.4 CK The teacher knows the variety and properties of materials used in the manufacture of products and can use selection criteria and information to determine the best material for manufacturing purposes.

6.2.5 CK The teacher knows the secondary processing methods of converting standard stock industrial materials into finished products (e.g. casting and molding, forming, assembling).

Professional Skills (PS)

6.2.6 PS The teacher instructs students to design a product, design and build tooling, sequence operations, and produce the product.

6.2.7 PS The teacher instructs students to successfully organize and manage a manufacturing enterprise, including the research and development, financing, production planning, production, quality control, and marketing of a product.

Function 3: The teacher demonstrates an understanding of the knowledge and application of construction technologies.

Content Knowledge (CK)

6.3.1 CK The teacher understands the components of a construction system associated with enterprise, research and development, finance, production planning, production, quality control, and marketing.

6.3.2 CK The teacher understands the key concepts, processes, and terminology related to construction.

6.3.3 CK The teacher knows the variety and properties of materials used in the construction of structures and can evaluate the suitability of material based on selection criteria and specifications for a given construction project.

6.3.4 CK The teacher understands the numerous constraints on structural designs, such as building codes, cost, and function associated with construction.

6.3.5 CK The teacher knows the systems and subsystems of buildings and structures and the functions they perform in residential, commercial, and civil types of construction.

6.3.6 CK The teacher understands the variety of processes used in construction, including on-site and prefabricated techniques for residential, commercial, and civil types of construction.

Professional Skills (PS)

6.3.7 PS The teacher instructs students to successfully organize and manage the construction of a structure, including scheduling, site preparation, building major structural elements, utilities installation, finishing the structure and site, servicing, and selling.

Standard 7: Instructional Practice. The teacher of technology and engineering education demonstrates an understanding of organization, maintenance and management, safety and laboratory practices associated with teaching technology and engineering education.

Function 1: The teacher demonstrates an understanding of organization, maintenance and management, safety and laboratory practices associated with teaching technology and engineering education.

Content Knowledge (CK)

7.1.1 CK The teacher demonstrates knowledge, including the application of computers and media related to the design, organization, and management of technology and engineering education facilities to accommodate current and future multidisciplinary activities and project-based learning.

7.1.2 CK The teacher knows how to design, conduct, manage, and assess laboratory/field experiences.

7.1.3 CK The teacher can operate and maintain technology and engineering education laboratory equipment.

7.1.4 CK The teacher knows about general safety procedures related to tools, equipment, materials, and processes found in the technology and engineering education-learning environment.

7.1.5 CK The teacher understands state and federal laws, liability issues, and legal responsibilities relating to safety in the technology and engineering education learning environment.

7.1.6 CK The teacher knows about the environmental factors contributing to the safety, health, and educational performance in the technology and engineering education learning environment (e.g. lighting, climate control, air quality, organization and placement of equipment).

Professional Skills (PS)

7.1.7 PS The teacher creates and maintains a safe laboratory environment that reflects state and national program standards for technology and engineering education.

7.1.8 PS The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g. material safety data sheets).

7.1.9 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

7.1.10 PS The teacher organizes facilities to accommodate current/future multidisciplinary, project-based, and STEM learning activities.

Standard 8: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, its curriculum, instructional practices for individual learners and learning, and college and career readiness practices for students.

Function 1: The teacher demonstrates an understanding of the technology and engineering education profession.

Content Knowledge (CK)

8.1.1 CK The teacher knows about the technology and engineering education professional organizations and educational opportunities.

8.1.2 CK The teacher is aware of technology and engineering education related student organizations and their activities and opportunities for leadership development.

8.1.3 CK The teacher knows how to use public relations strategies to promote technology and engineering education.

Professional Skills (PS)

8.1.4 PS The teacher participates in professional organizations associated with technology and engineering education—their publications, resources, and opportunities for professional development.

8.1.5 PS The teacher serves as an effective advisor to a technology and engineering student organization.8.1.6 PS The teacher develops and implements public relations strategies to promote technology and engineering education.

Function 2: The teacher demonstrates an understanding of the technology and engineering education curriculum.

Content Knowledge (CK)

8.2.1 CK The teacher understands the historical evolution of the discipline.

8.2.2 CK The teacher understands the state and national curricular models for technology and engineering education and the sequencing of courses associated with the developmental level of students.

Professional Skills (PS)

8.2.3 PS The teacher discusses, develops, and implements programs and curricular materials reflecting state and national curricular models for technology and engineering education and sequences courses appropriately to the developmental level of students.

8.2.4 PS The teacher creates and uses interdisciplinary learning experiences allowing students to integrate knowledge, skills, and methods of inquiry from several subject areas focusing on the practical application of that knowledge.

Function 3: The teacher demonstrates and understanding of the technology and engineering education instructional practices.

Content Knowledge (CK)

8.3.1 CK The teacher understands educational principles and practices relating to technology and engineering education.

8.3.2 CK The teacher knows about issues of equity, diversity, and special populations regarding the participation of all students in the technology and engineering education program.

8.3.3 CK The teacher knows the relationship of technology and engineering education concepts to other subject areas and to students' life experiences.

8.3.4 CK The teacher knows how to design, conduct, manage, and assess laboratory/field experiences related to technology and engineering education.

Professional Skills (PS)

8.3.5 PS The teacher selects and uses appropriate instructional strategies and assessment practices in teaching various technology and engineering education programs.

8.3.6 PS The teacher is able to teach multidisciplinary activities and project-based learning.

8.3.7 PS The teacher provides classroom and laboratory learning experiences in technology-related subjects that are appropriate for every student, regardless of gender, race, ethnicity, or special needs.

8.3.8 PS The teacher effectively uses appropriate educational or instructional technology to develop and present instructional material.

8.3.9 PS The teacher facilitates the discovery of individual talents, aptitudes, interests, and potentials related to technology-based careers by providing "real world" learning opportunities.

Function 4: The teacher demonstrates an understanding of college and career readiness practices in technology and engineering education.

Content Knowledge (CK)

8.4.1 CK The teacher knows the current knowledge, skills, and dispositions needed for success in post-secondary education, business, and/or industry.

8.4.2 CK The teacher is aware of local, state, and/or national practices for college and career readiness.
8.4.3 CK The teacher is aware of current and future career opportunities in technology and engineering related fields.

Professional Skills (PS)

8.4.4 PS The teacher provides students opportunities to develop the knowledge, skills, and dispositions necessary for success in post-secondary education, business, and/or industry.
8.4.5 PS The teacher participates in local, state, and/or national initiatives for college and career readiness for all students.
8.4.6 PS The teacher communicates and provides students with experiences to learn about future education and career opportunities.

ALL LEVEL CONTENT AREAS

ART

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new art Education Grades PreK-12 preparation program standards on April 19, 2016.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teacher of art demonstrates a strong theoretical foundation in art education.

Content Knowledge

1.1 CK The teacher understands the history and philosophy of art education.
1.2 CK The teacher discerns goals and purposes for art education.
1.3 CK The teacher knows current trends and research in art education.

Professional Skills

1.4 PS The teacher formulates a personal teaching philosophy of art education.
1.5 PS The teacher interprets and uses current information to implement appropriate teaching practices for art education.
1.6 PS The teacher applies current trends and research in art education to develop curricula and classroom practices.
1.7 PS The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

Standard 2: The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.

Content Knowledge

2.1 CK The teacher studies and engages in the process of artmaking, involving traditional, contemporary, and emerging studio approaches.

2.2 CK The teacher demonstrates competency in a variety of media, styles, processes, and techniques, including but not limited to 2D and 3D approaches to artmaking.

2.3 CK The teacher has a thorough understanding of art history and the cultural and historical contexts surrounding works of art.

2.4 CK The teacher exhibits depth of understanding in one or more areas of art.

Professional Skills

2.5 PS The teacher uses aesthetic theories to help students define art.

2.6 PS The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.

2.7 PS The teacher demonstrates how history, culture, and the arts can influence each other.

2.8 PS The teacher uses elements and principles of design to create and discuss artworks.

2.9 PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.

2.10 PS The teacher creates lessons that establish the conditions, attitudes and behaviors that support creative and innovative thinking.

Standard 3: The teacher creates a safe environment that supports individual and collaborative problem solving and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

3.1 CK The teacher recognizes and takes appropriate measures to ensure a safe classroom environment.

3.2 CK The teacher uses strategies to encourage learners to work productively and cooperatively to achieve learning goals.

3.3 CK The teacher understands how the choice of media and processes impacts classroom design and arrangement.

Professional Skill

3.4 PS The teacher creates a classroom environment conducive to learning, creativity, and safety.

3.5 PS The teacher uses a variety of effective instructional strategies to engage learners.

3.6 PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others.

3.7 PS The teacher implements appropriate safety practices when using and storing art tools, equipment, and other media.

Standard 4: The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design curriculum that enables students to create, present, respond, and connect to art.

Content Knowledge

4.1 CK The teacher knows media and processes for a variety of age and ability levels.
4.2 CK The teacher understands the use of various traditional and emerging instructional materials.
4.3 CK The teacher utilizes local and global community resources to enhance meaningful and relevant curriculum.
4.4 CK The teacher understands curriculum theory and design and its effect on teaching practice.
4.5 CK The teacher understands the relationship of curriculum design to the standards of visual art education to promote higher order thinking.
4.6 CK The teacher knows the cost and value of materials and equipment and understands how to manage a budget.

Professional Skills

4.7 PS The teacher adapts media and processes to the age and abilities of students.
4.8 PS The teacher uses a variety of traditional and emerging instructional materials and strategies to create sequential lessons that enhance learning.
4.9 PS The teacher uses the goals and philosophy of art education to develop an art curriculum aligned to local, district, and state standards and policies.

Standard 5: The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families, and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.

Content Knowledge

5.1 CK The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.
5.2 CK The teacher knows entrepreneurial as well as educational initiatives that contribute to the general purpose of art education.
5.3 CK The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.

Professional Skill

5.4 PS The teacher collaborates with peers and other members of the community to plan and implement initiatives which promote art.

Standard 6: The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teachers' decision-making.

Content Knowledge

6.1 CK The teacher understands various methods for the assessment and evaluation of students and programs.
6.2 CK The teacher understands the importance of student self-assessment.

6.3 CK The teacher knows the purposes and processes for analyzing and reporting assessment data.

Professional Skills

6.4 PS The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality instructional decisions.

6.5 PS The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.

6.6 PS The teacher encourages student self-evaluation as a part of teaching and learning.

Standard 7: The teacher of art demonstrates knowledge of professional art organizations, and seeks professional growth and development opportunities to advance the profession.

Content Knowledge

7.1 CK The teacher knows the role of local, state and national art organizations.

7.2 CK The teacher is aware of events and professional gatherings related to the arts.

7.3 CK The teacher recognizes the responsibility of advocating for the arts.

Professional Skills

7.4 PS The teacher seeks opportunities to engage in professional growth with local, state and national art organizations.

7.5 PS The teacher uses strategies that advocate for the arts.

HEALTH

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Health preparation program standards on February 11, 2020.

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content and Foundational Knowledge

Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations, applicable PreK-12 health education standards for the purpose of instilling healthy behaviors in all learners.

Component 1.a: Candidates demonstrate knowledge acquisition in the ten health education content areas (Community Health, Consumer Health, Environmental Health, Family Life, Relationships and Human Sexuality, Injury Prevention and Safety, Mental and Emotional Health, Nutrition, Personal Health, Prevention and Control of Disease, and Substance Use, Abuse and Addiction) and the six adolescent risk behaviors (tobacco use, nutritional behaviors, sedentary lifestyle, sexual behaviors, intentional/unintentional injury and other drugs).

Component 1.b: Candidates demonstrate knowledge of health education standards.

Component 1.c: Candidates demonstrate knowledge of theoretical foundations for health behavior and learning.

Component 1.d: Candidates have knowledge of developmentally appropriate instructional strategies that meet the needs of diverse learners.

Component 1.e: Candidates understand the process of curriculum development and ability to integrate into other content areas.

Component 1.f: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.

Standard 2: Planning

Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate PreK-12 health education standards. Plans include the use of instructional technology, integration of other content areas, resources and accommodations that support the needs of all learners.

Component 2.a: Candidates collect and analyze contextual information to plan relevant school health instruction and programs.

Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences.

Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local, state, and/or the National Health Education Standards.

Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge.

Component 2.e: Candidates will plan instruction to meet the needs of all learners, adding accommodations and/or modifications specific to individual learners.

Component 2.f: Candidates apply the process of curriculum development and the ability to integrate into other content areas.

Standard 3: Implementation

Health education candidates implement a range of school health education instructional strategies, and classroom management practices, to support all learners. Candidates demonstrate communication skills, feedback, and the use of reflective practice strategies to meet the diverse needs of all learners.

Component 3.a: Candidates implement a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge.

Component 3.b: Candidates implement instructional strategies that incorporate verbal and visual cues, technology, media and other appropriate resources to enhance student learning.

Component 3.c: Candidates reflect on and adjust instruction to meet student learning outcomes, and current community health issues.

Component 3.d: Candidates apply effective, developmentally appropriate, and respectful communication skills (verbal & non-verbal) and feedback.

Component 3.e: Candidates implement a variety of classroom management strategies to promote intrinsic motivation, a productive and safe learning environment, appropriate social behavior and managerial and instructional routines that create a smoothly functioning learning environment.

Standard 4: Assessment of Student Learning

Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on/adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.

Component 4.a: Candidates implement a variety of summative and formative assessment techniques to document learners' progress.

Component 4.b: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons.

Standard 5: Professional Responsibility

Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

Component 5.a: Candidates demonstrate ethical behavior, as defined by health education and/or Kansas Educators Code of Conduct.

Component 5.b: Candidates work collaboratively with stakeholders, professional organizations and/or peer groups to advocate for, and enhance, health education.

Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with professional needs, and they remain current with health education, evolving technologies, emerging research and student, school and community needs.

Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.

Component 5.e: Candidates demonstrate strategies for communications and socialization with school colleagues and parents/community members.

MUSIC

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Music Grades PreK-12 preparation program standards on April 19, 2016.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teacher of PK-12 music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music. [Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]

Content Knowledge

1.1 CK The teacher understands repertoire and pedagogy appropriate for various developmental stages.
1.2 CK The teacher knows representative works of the past and present from the solo, small, and large ensemble literature.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.

Professional Skills

1.4 PS The teacher performs alone with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present.
1.5 PS The teacher performs alone and in small and large ensembles (vocal and instrumental).
1.6 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
1.7 PS The teacher develops pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
1.8 PS The teacher demonstrates singing effective for instructional purposes.
1.9 PS The teacher demonstrates functional knowledge of various instruments and musical technologies.

Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising. [Aligned with Anchor Standards 1,2,3] [Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]

Content Knowledge

2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.

Professional Skills

2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
2.4 The teacher creates music appropriate for various developmental stages.

2.5 The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard 3: The teacher of PK-12 music has skills in reading and writing music. [Modified to align with InTASC Content Standards 4,5]

Content Knowledge

3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.

Professional Skills

3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

3.3 PS The teacher performs music notation at sight vocally and instrumentally.

3.4 PS The teacher notates music from aural sources.

3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4: The teacher of PK-12 music has skills in listening to, analyzing, describing, and performing music. [Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]

Content Knowledge

4.1 CK The teacher knows technical and symbolic vocabulary of music.

4.2 CK The teacher understands the organization of sound in musical forms.

4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.

Professional Skills

4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.

4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.

4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard 5: The teacher of PK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education. [Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]

Content Knowledge

5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.

Professional Skills

5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, performance, and assessment.
5.3 PS The teacher demonstrates effective strategies for student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

Standard 6: The teacher of PK-12 music can assess musical knowledge and skills. [Aligns with InTASC Instructional Practice Standards 6]

Content Knowledge

6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.

Professional Skills

6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7: The teacher of PK-12 music demonstrates professional responsibility and reflective practice. [Aligns with InTASC Professional Responsibility Standards 9,10]

Content Knowledge

7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.
7.2 CK The teacher is aware of the impact of a music program within a community.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.

Professional Skills

7.4 PS The teacher articulates a philosophy of music education.
7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.6 PS The teacher articulates the unique musical contributions of cultural diversity.
7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
7.8 PS The teacher operates and maintains musical instruments and equipment.
7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

INSTRUMENTAL MUSIC

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Instrumental Music Grades PreK-12 preparation program standards on April 19, 2016.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teacher of instrumental music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music. [Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]

Content Knowledge

1.1 CK The teacher understands instrumental repertoire appropriate for various developmental stages.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.

Professional Skills

1.4 PS The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and large ensembles.
1.5 PS The teacher demonstrates the ability to access musical and literary resources for instrumental music.
1.6 PS The teacher develops instrumental pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
1.7 PS The teacher demonstrates singing effective for instructional purposes.
1.8 PS The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising. [Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]

Content Knowledge

2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.

Professional Skills

2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
2.4 PS The teacher creates music appropriate for various developmental stages.
2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard 3: The teacher of instrumental music has skills in reading and writing music. [Modified to align with InTASC Content Standards 4,5]

Content Knowledge

3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.

Professional Skills

3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
3.3 PS The teacher performs music notation at sight vocally and instrumentally.
3.4 PS The teacher notates music from aural sources.
3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4: The teacher of instrumental music has skills in listening to, analyzing, describing, and performing music. [Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]

Content Knowledge

4.1 CK The teacher knows technical and symbolic vocabulary of music.
4.2 CK The teacher understands the organization of sound in musical forms.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.

Professional Skills

4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard 5: The teacher of instrumental music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music

education. [Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]

Content Knowledge

5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.

Professional Skills

5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.

5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

5.4 PS The teacher facilitates student self-evaluation of music and musical performances.

5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

Standard 6: The teacher of instrumental music can assess musical knowledge and skills. [Aligns with InTASC Instructional Practice Standards 6]

Content Knowledge

6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.

Professional Skills

6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7: The teacher of instrumental music demonstrates professional responsibility and reflective practice. [Aligns with InTASC Professional Responsibility Standards 9,10]

Content Knowledge

7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.

7.2 CK The teacher is aware of the impact of a music program within a community.

7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.

Professional Skills

7.4 PS The teacher articulates a philosophy of music education.

7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.

7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.

7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.

7.8 PS The teacher operates and maintains musical instruments and equipment.

7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.

7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

VOCAL MUSIC

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Vocal Music Grades PreK-12 preparation program standards on April 19, 2016.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The teacher of vocal music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music. [Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]

Content Knowledge

1.1 CK The teacher understands vocal repertoire appropriate for various developmental stages.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.

Professional Skills

1.4 PS The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and/or large ensembles.
1.5 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
1.6 PS The teacher develops vocal pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
1.7 PS The teacher demonstrates functional knowledge of various band and orchestra instruments for instructional purposes.
1.8 PS The teacher demonstrates singing effectively for instructional purposes.

Standard 2: The teacher of vocal music has skills in creating, arranging, and improvising. [Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]

Content Knowledge

2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.

Professional Skills

2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.

2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.

2.4 PS The teacher creates music appropriate for various developmental stages.

2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard 3: The teacher of vocal music has skills in reading and writing music. [Modified to align with InTASC Content Standards 4,5]

Content Knowledge

3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.

Professional Skills

3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

3.3 PS The teacher performs music notation at sight vocally and instrumentally.

3.4 PS The teacher notates music from aural sources.

3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

Standard 4: The teacher of vocal music has skills in listening to, analyzing, describing, and performing music. [Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]

Content Knowledge

4.1 CK The teacher knows technical and symbolic vocabulary of music.

4.2 CK The teacher understands the organization of sound in musical forms.

4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.

Professional Skills

4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.

4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.

4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard 5: The teacher of vocal music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education. [Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]

Content Knowledge

5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.

Professional Skills

5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.

5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

5.4 PS The teacher facilitates student self-evaluation of music and musical performances.

5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

Standard 6: The teacher of vocal music can assess musical knowledge and skills. [Aligns with InTASC Instructional Practice Standards 6]

Content Knowledge

6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.

Professional Skills

6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

Standard 7: The teacher of vocal music demonstrates professional responsibility and reflective practice. [Aligns with InTASC Professional Responsibility Standards 9,10]

Content Knowledge

7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.

7.2 CK The teacher is aware of the impact of a music program within a community.

7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.

Professional Skills

7.4 PS The teacher articulates a philosophy of music education.

7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.

7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.

7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
7.8 PS The teacher operates and maintains musical instruments and equipment.
7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

PHYSICAL EDUCATION

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Physical Education PreK-12 standards on February 11, 2020.

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Component 1.a: Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
Component 1.b: Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
Component 1.c: Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
Component 1.d: Describe the historical, philosophical, social perspectives and legislation in general physical education and adapted physical education.
Component 1.e: Describe and apply content knowledge of enhanced physical activity and how it affects cognitive, affective and behavioral functioning.

Standard 2: Health-Related Fitness

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Component 2.a: Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).*

*(Skillful Performance) A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

Standard 3: Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.

Component 3.a: Plan and implement appropriate short- and long-term objectives that are aligned with local, state and SHAPE America's National Standards and Grade-Level Outcomes for PreK-12 Physical Education. Outcomes must be measurable, developmentally appropriate, and performance-based.

Component 3.b: Plan and implement progressive (over-time) and sequential content and skill development, allowing for individualized instruction, that aligns with short- and long- term plan outcomes, which address the diverse needs of all students.

Component 3.c: Plan for and manage resources, including adapted equipment, to provide active, fair and equitable learning experiences.

Component 3.d: Plan and implement instruction, specially designed when necessary, adding specific accommodations and/or modifications for all students.

Component 3.e: Plan and implement learning experiences that engage students in using critical thinking strategies appropriately to analyze their own performance.

Standard 4: Instructional Delivery and Management Physical education candidates engage all students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Component 4.a: Establish a caring and inclusive learning environment through constructive feedback and positive behavior management strategies that support relationship building.

Component 4.b: Employ verbal and/or nonverbal communication skills that clearly state the learning objectives to students during the lesson introduction and closure.

Component 4.c: Provide clear, accurate, and concise task instructions and cues to meet the needs of students with exceptionalities and different learning styles (e.g. auditory, visual, kinesthetic).

Component 4.d: Exhibit the ability to modify or adjust instructional activities in response to off-task behavior, schedule changes, and unanticipated classroom events.

Component 4.e: Execute effective management strategies for safety, efficient use of time, maximized participation, and student self-management.

Component 4.f: Utilize a variety of techniques to observe student performance and provide specific, individual or group feedback to include accommodations and modifications for the enhancement of student learning.

Standard 5: Assessment of Student Learning

Physical Education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Component 5.a: Implement formal and/or informal pre-assessments and utilize data to plan developmentally appropriate learning experiences.

Component 5.b: Conduct formal and/or informal formative assessments to guide instructional strategies, student practice, and modification of learning objectives.

Component 5.c: Collect and utilize summative assessment data to evaluate and communicate student progress, inform curricular modifications, and reflect upon teacher effectiveness.

Standard 6: Technology and Digital Citizenship. Physical education candidates exhibit technological fluency, model appropriate digital citizenship, and engage students in technology use to enhance learning.

Component 6.a: Select and utilize digital tools to create and implement innovative learning experiences that maximize student engagement with lesson content.

Component 6.b: Use technology for the collection, analysis, evaluation and communication of student performance and data.

Component 6.c: Facilitate student use of technology to meet learning outcomes in a safe, legal, and ethical manner.

Standard 7: Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Component 7.a: Engage in behavior that exhibits self-reflection, professional ethics, practice and cultural competence.

Component 7.b: Demonstrate the knowledge and importance of professional growth and collaboration in schools and/or professional organizations.

Component 7.c: Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities for all.

WORLD LANGUAGES

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new World Languages preparation program standards on September 11, 2024.

"Learners" are defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational
Candidates in world language teacher preparation programs possess proficiency in the target languages they will teach. They possess receptive and productive skills in the target language at a minimum proficiency level that equates to Advanced-Low on the ACTFL rating scale or 3+ on the ASLPI rating scale.

Function 1: Converse in the interpersonal mode of communication at the minimum levels described above.

Content Knowledge

1.1.1 CK Candidates are aware of the levels of proficiency of the interpersonal mode of communication.

1.1.2 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to have direct and virtual contact with native speakers/signers of the target language.

Professional Skills

1.1.3 PS Candidates initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to complications or unforeseen events.

1.1.4 PS Candidates engage in a variety of formal and informal conversations on practical, social, professional, and abstract topics, using native-like discourse strategies in the target language.

Function 2: Interpret printed texts, speech, sign, fingerreading, and video by demonstrating literal, figurative, and symbolic comprehension.

Content Knowledge

1.2.1 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to encounter authentic nonfiction texts, web content, videos, and literature.

Professional Skills

1.2.2 PS Candidates as listeners understand short conventional narration and description with a clear underlying structure, though comprehension may be uneven. The listener understands the main facts, distinctive viewpoints, and some supporting details.

1.2.3 PS Candidates understand conventional narrative and descriptive texts with a clear underlying structure though comprehension may be uneven. Candidates understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics.

Function 3: Present oral, written*, signed, and/or published-signed information to audiences.

Content Knowledge

1.3.1 CK In speaking or signing, candidates demonstrate control of vocabulary, grammatical structures, signed-production/pronunciation, and fingerspelling/spelling.

Professional Skills

1.3.2 PS Candidates express their own ideas on practical, social, and professional topics in formal and informal registers in the target language. Candidates deliver presentations without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak or sign in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.

Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts

Candidates select and make accessible authentic and relevant products, practices, and perspectives from the target culture appropriate to the developmental needs and interests of learners.

Function 1: Demonstrate understanding of cultures relevant to the target language and facilitate comparison of cultures through the products, practices, and perspectives of those cultures.

Content Knowledge

2.1.1 CK Candidates understand cultural realities as dynamic and complex.

2.1.2 CK Candidates understand the need to expand their knowledge base of language, art, religion, politics, daily living and customs, social sciences (e.g. history, geography, economics), literature, and the origins of the target language.

2.1.3 CK Candidates understand the value of first-hand experiences in the target culture.

Professional Skills

2.1.4 PS Candidates develop authentic situations for exploring culture to increase pragmatic, semantic, sociological, and aesthetic understandings.

2.1.5 PS Candidates engage learners in acquiring, updating, and re-evaluating their knowledge of the target culture.

Function 2: Demonstrate an understanding of linguistics, the dynamic nature of language, and language systems.

Content Knowledge

2.2.1 CK Candidates understand language as dynamic and complex.

Professional Skills

2.2.2 PS Candidates present language and culture in contextually meaningful situations.

2.2.3 PS Candidates facilitate comparison and contrast of learners' knowledge of language with the target language.

Function 3: Use the national and state standards and current technology to select, adapt, and integrate authentic sources on cultural themes as well as interdisciplinary topics.

Content Knowledge

2.3.1 CK Candidates are aware of developmentally appropriate authentic sources for texts.

Professional Skills

2.3.2 PS Candidates scaffold learners' study of authentic sources, providing vocabulary or contextual support for comprehension.

Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning

Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.

Function 1: Demonstrate an understanding of the theories of second language acquisition.

Content Knowledge

3.1.1 CK Candidates understand how articulated language acquisition models (e.g. FLES, FLEX, immersion) lead to different language outcomes.

3.1.2 CK Candidates understand that the language acquisition process is long-range and sequential.

Professional Skill

3.1.3 PS Candidates select and employ a language acquisition model appropriate to the learners and the learning context.

3.1.4 PS Candidates explain language learning theories and strategies to learners to assist them in becoming better language learners.

Function 2: Apply appropriate and effective instructional methods.

Content Knowledge

3.2.1 CK Candidates know a variety of evidence-based instructional methods for teaching language.

3.2.2 CK Candidates understand the role that comprehensible input plays in the language acquisition process.

Professional Skills

3.2.3 PS Candidates employ appropriate instructional methods to improve learners' specific linguistic skills.

3.2.4 PS Candidates provide meaningful target language input (ACTFL goal is 90%) and scaffold instruction to assist learners in understanding this input.

3.2.5 PS Candidates present specific information on gestures and rhythmic properties and how to negotiate meaning.

3.2.6 PS Candidates immerse learners in target language speaking or signing through informative, directive, expressive, imaginative, and other interactive means.

Standard 4: Planning and Instruction

Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.

Function 1: Demonstrate understanding of the Kansas World Language Standards and sequence learning experiences appropriately.

Content Knowledge

4.1.1 CK Candidates know content standards and how they are organized in the curriculum.

4.1.2 CK Candidates know how content standards relate to other disciplines relevant to their learners' interests and levels.

4.1.3 CK Candidates know how content builds and relates through short-term and long-term learning experiences.

Professional Skills

4.1.4 PS Candidates explicitly communicate objectives to learners and involve learners in identifying pathways to goal achievement.

4.1.5 PS Candidates integrate cross-disciplinary skills that engage learners in meaningful application of content knowledge.

4.1.6 PS Candidates systematically plan lessons and units with short term and long term goals.

Function 2: Integrate the goals of the state standards in the design of engaging instructional practices and classroom experiences.

Content Knowledge

4.2.1 CK Candidates understand interpersonal, interpretive, and presentational modes.

4.2.2 CK Candidates know how to evaluate a range of evidence-based instructional strategies, resources, and technological tools for quality, accuracy, and effectiveness.

4.2.3 CK Candidates understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, memorization and recall) and how these processes can be stimulated.

Professional Skills

4.2.4 PS Candidates integrate interpersonal, interpretive, and presentational modes in instruction.

4.2.5 PS Candidates effectively plan and implement appropriate strategies, resources, and technological tools to meet the instructional goals.

4.2.6 PS Candidates engage all learners in developing higher level questioning and meta-cognitive processes, asking questions that serve different purposes (e.g. probing for understanding, helping learners articulate their ideas, stimulating curiosity, and developing their own questions).

4.2.7 PS Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of the learning experience.

Standard 5: Assessment of Learning

Candidates design formative and summative assessments using authentic sources, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.

Function 1: Design and use ongoing authentic performance assessment using a variety of assessment models appropriate for all learners.

Content Knowledge

5.1.1 CK Candidates understand informal and formal, formative and summative assessments.

5.1.2 CK Candidates know how to design assessments that clearly evaluate critical knowledge or skills and performance levels.

Professional Skills

5.1.3 PS Candidates balance the use of formative and summative assessment to support, verify, and document learning.

5.1.4 PS Candidates design assessments that align with learning objectives and methods while avoiding bias that can distort results.

5.1.5 PS Candidates design a variety of assessments to allow learners to demonstrate their knowledge and skill.

5.1.6 PS Candidates prepare learners for assessments and provide accommodations in assessments and testing conditions appropriate for all learners.

Function 2: Reflect on and analyze the results of assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

Content Knowledge

5.2.1 CK Candidates know how and when to gather specific data for analysis of learner progress towards objectives.

5.2.2 CK Candidates know how to aggregate and disaggregate formative and summative data, identify patterns, and plan for scaffolding, enrichment, or acceleration for individuals or groups of learners.

5.2.3 CK Candidates know how to effectively and confidentially report specific descriptive feedback on learners' progress to guide learners' progress toward the learning goals.

Professional Skills

5.2.4 PS Candidates engage learners in assessing their own learning and use this to support learners in developing objectives and pathways to progress toward specific objectives.

5.2.5 PS Candidates adjust lesson plans based on assessment information and learner responses.

5.2.6 PS Candidates collaborate with colleagues in using summative data to evaluate instruction and to inform grade level or content area planning at the building or district level.

Standard 6: Learner Development and Diverse Needs

Candidates understand patterns of child and adolescent development, recognize individual differences in learners' learning profiles, and provide world language learning opportunities that address the diverse needs of learners.

Function 1: Monitor progress and adjust instruction to address learner strengths and weaknesses.

Content Knowledge

6.1.1 CK Candidates describe the physical, cognitive, emotional, and social development

of PreK-12 learners.

6.1.2 CK Candidates know how to identify diverse learners' language levels, language backgrounds, learning styles, exceptionalities, and interests.

6.1.3 CK Candidates understand how culture and diversity can affect learners' communication in the classroom.

Professional Skills

6.1.4 PS Candidates access professional partners, family, community, and online resources to implement relevant learning experiences suitable to diverse learners.

6.1.5 PS Candidates use multiple forms of communication, models, and representations of concepts and skills.

6.1.6 PS Candidates provide opportunities for learners to demonstrate knowledge and skills in a variety of products, practices, and perspectives.

6.1.7 PS Candidates access specialized professionals (e.g. special educators, related service providers, language learning specialists, media specialists, etc.) to design and deliver appropriate and effective learning experiences to meet diverse learner needs.

Function 2: Address individual needs of learners with exceptionalities.

Content Knowledge

6.2.1 CK Candidates know IEP, 504, and/or other learner plan accommodations.

6.2.2 CK Candidates know evidence-based instructional strategies to support the needs of individual learners.

Professional Skills

6.2.3 PS Candidates provide accommodations.

6.2.4 PS Candidates use differentiated instruction.

Standard 7: Creating a Supportive Learning Environment

Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.

Function 1: Create a safe and supportive environment.

Content Knowledge

7.1.1 CK Candidates know how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

Professional Skills

7.1.2 PS Candidates manage the learning environment to actively and equitably engage all learners in self-directed and collaborative learning experiences.

7.1.3 PS Candidates organize, allocate, and coordinate resources of time, space, and learners' engagement in an equitable manner.

7.1.4 PS Candidates promote positive face-to-face and virtual interaction.

Function 2: Foster learning through engaging activities.

Content Knowledge

7.2.1 CK Candidates understand the relationship between learning and engagement.

7.2.2 CK Candidates know a variety of evidence-based instructional strategies related to

language learning.

Professional Skills

7.2.3 PS Candidates develop learning experiences that actively engage learners in developing their language skills.

7.2.4 PS Candidates promote responsible use of interactive technologies.

Function 3: Build positive relationships within the classroom.

Content Knowledge

7.3.1 CK Candidates know how to design learning experiences that build learner self-direction and ownership of learning.

7.3.2 CK Candidates know how to help learners work productively and cooperatively with each other to achieve learning goals.

Professional Skills

7.3.3 PS Candidates collaborate with learners, families, and colleagues to build a safe, positive learning environment.

7.3.4 PS Candidates collaborate with learners to develop respectful interactions.

Standard 8: Professional Development, Advocacy, and Ethics.

Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.

Function 1: Engage in continuous professional learning opportunities to strengthen their linguistic, cultural, and pedagogical competence and promote reflection.

Content Knowledge

8.1.1 CK Candidates understand the value of collaborative growth through interactions.

8.1.2 CK Candidates understand the importance of maintaining and advancing their skills.

8.1.3 CK Candidates know how to use a variety of self assessment and problem-solving strategies to analyze and reflect.

Professional Skills

8.1.4 PS Candidates engage in structured professional learning opportunities.

8.1.5 PS Candidates continue to develop second-language skills.

8.1.6 PS Candidates seek professional, community, and technological resources as support for analysis, reflection, and problem solving.

Function 2: Advocate for the acquisition and learning of languages and cultures.

Content Knowledge

8.2.1 CK Candidates know how to access current research and data about the benefits of second language acquisition and learning.

8.2.2 CK Candidates know how to access resources and data relevant to the importance of second language acquisition and learning in the current global community.

8.2 3 CK Candidates understand the importance of ongoing alliances to promote the goal of language acquisition and learning.

Professional Skills

8.2.4 PS Candidates use technological tools and a variety of communication strategies

to build local and global learning communities.

8.2.5 PS Candidates promote the value of second language acquisition and learning by sharing relevant data with stakeholders.

8.2.6 PS Candidates disseminate advocacy messages to all stakeholders in support of language acquisition and learning.

Function 3: Collaborate ethically and equitably with all stakeholders.

Content Knowledge

8.3.1 CK Candidates understand schools as organizations within a historical, cultural, political, and social context and know how to collaborate to support learners.

8.3.2 CK Candidates understand that collaboration among stakeholders enhances student learning.

Professional Skills

8.3.3 PS Candidates engage professionally with stakeholders to build a shared vision, establish expectations, and communicate progress toward shared goals.

8.3.4 PS Candidates seek appropriate opportunities to advocate for learners, strengthen the learning environment, and enact positive system changes.

Glossary:

See Gallaudet University student standards for L1: https://aslstandards.org/glossary/.

Fingerreading: The act of receiving (or comprehending) a fingerspelled word (C-A-T) or lexicalized sign (#B-A-N-K). (https://aslstandards.org/glossary/)

Fingerspelling: The act of producing or creating a word or other expression by rendering its written form letter by letter in a manual alphabet. (https://aslstandards.org/glossary/)

Publish / published: Use of published in ASL refers to any media that is compressed and edited via video software (e.g., QuickTime, YouTube, etc.). It is not to be confused with published usage in English referring to written work on paper or printed. (https://aslstandards.org/glossary/)

*Written includes print and published-signed.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

K-6, 5-8, 6-12, PreK-12

The Kansas State Board of Education adopted new English for Speakers of Other Languages (ESOL) preparation program standards on May 09, 2017.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Language as a System; Candidates demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.

Function 1: Knowledge of the Phonological System

Content Knowledge

1.1.1 CK Candidates know the order of acquisition of phonemes (consonants and vowels). For example, stops are acquired before fricatives, etc. Candidates have knowledge of phonological concepts such as stress patterns, intonation, English syllabic and phonological structures, etc.

1.1.2 CK Candidates know phonological processes such as "stopping", consonant cluster reductions, phonotactic constraints from one language to another, etc.

Professional Skills

1.1.3 PS Candidates use their knowledge of different languages' phonological systems and it is reflected in their planning and instruction. They are able to analyze ELs' speech as they develop their proficiency in language and content.

1.1.4 PS Candidates use appropriate methodologies in planning and instruction to develop the phonological competence of their ELs through the use of students' L1 phonological knowledge and the transfer to language development and academic learning.

Function 2: Knowledge of the Morphological System.

Content Knowledge

1.2.1 CK Candidates know how words are formed in the English language and are able to conduct morphological analyses. Candidates know morphological processes and word structure.

Professional Skills

1.2.2 PS Candidates use students' L1 morphological processes to communicate similarities and differences between it and English morphological processes and word structure. They are able to teach and develop ELs content vocabulary as a system.

Function 3: Have knowledge of the Semantic System.

Content Knowledge

1.3.1 CK Candidates know the semantic system including concepts, order of acquisition, and are able to identify semantic processes at both the word and sentence level.

Professional Skills

1.3.2 PS Candidates observe students' semantic processes and how culture and L1 influences concept development in L2. They use effective techniques and brain-based methodologies to teach content-specific vocabulary and lexical items that allow ELs to develop their cognitive academic proficiency skills at the word and sentence levels.

Function 4: Knowledge of the Syntactic Structure of the English Language.

Content Knowledge

1.4.1 CK Candidates know the order of acquisition and concepts related to syntax and are able to identify syntactic structures.

1.4.2 CK Candidates know the importance of linguistic and curriculum analysis to identify language functions and how they are expressed through specific structures and lexical items (content vocabulary).

Professional Skills

1.4.3 PS Candidates conduct linguistical analysis to identify key structures that express target language functions in the various content areas. They identify students' L1 syntactical influences to scaffold students' acquisition and concepts in the English language.

1.4.4 PS Candidates are able to conduct linguistic and curriculum analysis of content-area text and language demands and identify the target language functions and structures that express them. Knowledge acquired is used to provide appropriate content and language instruction for students based on their L2 proficiency.

Function 5: Knowledge of the pragmatic and sociolinguistics of the English Language.

Content Knowledge

1.5.1 CK Candidates know concepts in the area of pragmatics and sociolinguistics.

Professional Skills

1.5.2 PS Candidates use research-based strategies and techniques to help ELs develop their pragmatic and sociolinguistic competence to use language appropriately in various social and academic contexts and purposes. They model appropriate and correct use of language in various contexts and for various pragmatic purposes.

Standard 2: Language Acquisition and Development; Candidates know theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.

Function 1: Candidates know major First and Second Language Acquisition (SLA) theories.

Content Knowledge

2.1.1 CK Candidates know the limitations as well as strengths of major research theories of second language acquisition.

Professional Skills

2.1.2 PS Candidates are able to demonstrate their understanding of SLA from a critical perspective by designing developmentally-appropriate instruction and assessment of language and core academic content for ELLs.

Function 2: Candidates understand the role of native language literacy in SLA.

Content Knowledge

2.2.1 CK Candidates know the influence of native language literacy skills in the development of SLA.

Professional Skills

2.2.2 PS Candidates collect information regarding native language literacy and use this knowledge in their planning, instruction, and assessment of ELL students.

Candidates encourage parents and caregivers of ELs to strengthen development of native language literacy to support SLA.

Function 3: Candidates know the stages of second language acquisition.

Content Knowledge

2.3.1 CK Candidates know the stages of second language development and the characteristics related to each stage.

Professional Skills

2.3.2 PS Candidates reflect knowledge of second language development in their planning, instruction, and assessment of ELL students by using developmentally-appropriate language to make the core content accessible to ELs.

Standard 3: Role of Culture in Student Learning; Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.

Function 1: Candidates know the cultural pluralism of the United States and can identify similarities and differences within those cultures.

Content Knowledge

3.1.1 CK Candidates know the history of and perspectives toward various cultures and the implications on educational policies and practice.

Professional Skills

3.1.2 PS Candidates use their knowledge of cultural pluralism to evaluate current curricular and instructional practices.

Function 2: Candidates know how the cultural dynamics of themselves, individual learners, school, and community influence teaching and learning.

Content Knowledge

3.2.1 CK Candidates know and can identify cultural factors and how they influence language development, cognitive processing and academic achievement.

Professional Skills

3.2.2 PS Candidates document the unique cultural characteristics of the learner and utilize these for planning, delivering and assessing instruction.

Standard 4: Planning Instruction; Candidates have knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.

Function 1: The candidate remains current on research-based practices and strategies to accelerate language and academic learning.

Content Knowledge

4.1.1 CK Candidates know how to write clear objectives that are appropriate for developmental levels and levels of language proficiency to meet core content standards.

4.1.2 CK Candidates know developmentally-appropriate, meaningful activities that are relevant to their EL students and aligned with core content standards, ESOL standards and their instructional objectives.

Professional Skills

4.1.3 PS Candidates write clear developmentally-appropriate instructional objectives that are aligned with core content standards and ESOL standards and reflect the SLA developmental stages of their ELs.

4.1.4 PS Candidates design developmentally-appropriate, meaningful, and relevant activities that are aligned with core content standards, ESOL standards, and their instructional objectives. The activities reflect the SLA developmental stages of their ELs and their linguistic and cultural diversity.

Function 2: Candidates reflect on the language proficiency of the EL and how they will meet the objective and core content standards.

Content Knowledge

4.2.1 CK Candidates identify content knowledge and procedural skills embedded in core content standards. They accumulate research-based strategies that are appropriate for ELs' varying levels of language proficiency.

Professional Skills

4.2.1 PS Candidates write lessons using research-based strategies to help scaffold and differentiate instruction for varying levels of ELs and reflect on the success of this for all learners.

Function 3: Creation of supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom).

Content Knowledge

4.3.1 CK Candidates know each student, and how the structure, arrangement, human interaction and events influence the action and reactions in the classroom.

Professional Skills

4.3.2 PS Candidates plan and create a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success.

Function 4: Acquire appropriate resources to facilitate student learning and mastery of grade level content and language standards.

Content Knowledge

4.4.1 CK Candidates know the resources available and can determine their appropriate use to facilitate student learning and mastery of grade level content and language standards.

Professional Skills

4.4.2 PS Candidates select appropriate resources that best support student learning and mastery of grade level content and language standards as evidenced in lesson planning.

Standard 5: Implementing Instruction; Candidates know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.

Function 1: Knowledge and use of a broad range of core content and ESOL research-based instructional approaches, methods, strategies and techniques to develop students' critical thinking skills.

Content Knowledge

5.1.1 CK Candidates know research- based second language approaches and methods that frame lesson delivery.

5.1.2 CK Candidates know research-based instructional strategies and techniques based on approaches and methods for contextualizing lessons while situationally monitoring learning.

5.1.3 CK Candidates understand critical thinking processes and know how to help learners at all levels of English proficiency develop critical thinking skills to promote their independent learning.

Professional Skills

5.1.4 PS Candidates articulate the history of approaches and methods and their influence on current lesson planning and implementation of lessons as evidenced by decisions made during lesson delivery.

5.1.5 PS Candidates plan and implement research-based strategies and techniques for differentiation of instruction to successfully meet learning objectives. Candidates will adjust lessons as needed to ensure engagement, language and academic growth is occurring.

5.1.6 PS Candidates engage learners at all levels of English proficiency in critical thinking processes such as questioning, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work.

Function 2: Reflect on instruction to determine the effective implementation of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.

Content Knowledge

5.2.1 CK Candidates know how to conduct action research and how to reflect critically upon the differentiation and scaffolding of instruction.

5.2.2 CK Candidates understand the teaching methods and the diagnostic and prescriptive activities which are appropriate for ELs with special needs.

Professional Skills

5.2.3 PS Candidates design action research and collect data for critical reflection and improvement of instruction.

5.2.4 PS Candidates adapt instructional strategies and existing content materials and collaborate with teachers of students with exceptionalities to meet the needs of all ELs.

Function 3: Candidates are familiar with technology and other instructional resources.

Content Knowledge

5.3.1 CK Candidates know how language and content development can be supported by technology and other instructional resources.

5.3.2 CK Candidates know how to select and evaluate appropriate technology and other instructional resources for quality, accuracy and effectiveness in the classroom.

5.3.3 CK Candidates know and understand how to select challenging, culturally appropriate and motivating technology and other instructional resources for active engagement in the learning process.

Professional Skills

5.3.4 PS Candidates design and implement lessons incorporating technology and other instructional resources for meeting content and language standards.

5.3.5 PS Candidates design and implement lessons incorporating appropriate technology and other instructional resources that are accurate and effective for all learners.

5.3.6 PS Candidates design and implement lessons with challenging and culturally appropriate technology and other instructional resources for maximum learner engagement including a wide range of resources.

Standard 6: Language Proficiency and Content-Based Assessments: Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language proficiency instruments and content-based assessments to evaluate language and academic growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs.

Function 1: Candidates know a variety of language proficiency instruments and can use the results to determine the level of English language proficiency and determine appropriate instructional strategies.

Content Knowledge

6.1.1 CK Candidates know language proficiency assessments used for identification, placement, and reclassification of ELs.

6.1.2 CK Candidates know how to evaluate language proficiency assessments and determine validity and reliability of the assessment for the population served.

6.1.3 CK Candidates know how to use assessment results to determine appropriate instructional strategies.

Professional Skills

6.1.4 PS Candidates effectively administer, analyze language proficiency assessment results and communicate results with the appropriate audience.

6.1.5 PS Candidates determine and communicate factors of the assessment that may impact student performance such as cultural and linguistic bias.

6.1.6 PS Candidates plan appropriate instructional strategies to support language development and academic growth.

Function 2: Candidates can assess learners' content-area achievement independently from their language ability.

Content Knowledge

6.2.1 CK Candidates know that classroom assessments may give inaccurate content knowledge results for ELs due to cultural and linguistic factors.

6.2.2 CK Candidates know appropriate authentic tools for the pre-instructional, formative and post-instructional assessment of learning.

Professional Skills

6.2.3 PS Candidates adapt classroom tests and tasks for each stage of ELs' language proficiency.

6.2.4 PS Candidates design and implement appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency.

Function 3: Candidates impact the flow of events on decisions that may lead to EL students' placement in special education.

Content Knowledge

6.3.1 CK Candidates know the current research on culture, language acquisition and effective practices and the process for supporting EL students struggling with academics and/or behavior.

Professional Skills

6.3.2 PS Candidates use current research on culture, language acquisition and effective practices to advocate for the needs of ELs.

Standard 7: Professionalism; Candidates demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.

Function 1: Candidates are familiar with the history of ESL instruction and current research, approaches, methods, strategies and techniques used in the field.

Content Knowledge

7.1.1 CK Candidates know the impact of legal decisions (e.g. Lau v. Nichols) and state and/or national legislation on current educational practices.

7.1.2 CK Candidates know the guidelines set forth by the Office for Civil Rights regarding the educational rights of ELs.

7.1.3 CK Candidates know current research, approaches, methods, strategies and techniques used in the field.

Professional Skills

7.1.4 PS Candidates use the information gained from legal decisions to make informed recommendations for the educational needs of EL students and their families.

7.1.5 PS Candidates make informed recommendations based on the guidelines set forth by the Office for Civil Rights.

7.1.6 PS Candidates demonstrate appropriate planning and implementation of instruction based on current research, approaches, methods, strategies and techniques used in the field.

Function 2: Candidates are involved in professional growth opportunities and apply knowledge gained to impact teaching and learning.

Content Knowledge

7.2.1 CK Candidates know the professional resources and opportunities available in the field of ESOL.

7.2.2 CK Candidates know the process of action research to assess their own effectiveness as a teacher and improve student learning.

Professional Skills

7.2.3 PS Candidates actively participate in professional development opportunities, reflect and document the impact on future teaching and learning.

7.2.4 PS Candidates design action research in their own classrooms and conduct pre- and post-assessment to collect data for critical reflection and improvement of instruction and assessment of ELs.

Function 3: Candidates advocate for ELs and their families.

Content Knowledge

7.3.1 CK Candidates know how to build partnerships between stakeholders (i.e. students' families, schools, and communities).

7.3.2 CK Candidates are knowledgeable about community resources available to EL students, families, and school personnel to enhance the well-being of the student and family.

Professional Skills

7.3.3 PS Candidates work collaboratively with stakeholders to establish mutual expectations and ongoing communication to support learner development and achievement.

7.3.4 PS Candidates work with stakeholders to establish a network of community resources to enhance the well-being of the student and family.

SPECIAL EDUCATION CONTENT AREAS

DEAF OR HARD-OF-HEARING

Early Childhood and Early Childhood through Late Adolescence/Adulthood
Birth through Third Grade, PreK-12

The Kansas State Board of Education adopted new Deaf or Hard-of-Hearing preparation program standards on November 09. 2021.

STANDARD 1: Characteristics/Legal/Historical/Philosophical

The educator of DHH learners understands the historical and philosophical foundations of deaf education; characteristics of deaf gain and hearing loss including co-occurring conditions; legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner's educational and social needs; and understands the legal rights of families.

Function 1.1: The educator of DHH learners understands the historical and philosophical foundations of deaf education.

Content Knowledge

1.1.1 CK Understands the historical foundation of general and special education including major federal and state legislation, case law, and contributors including those that pertain to deaf education.

1.1.2 CK Understands the philosophical foundation of 504 accommodations and special education, including models, theories, and philosophies that provide the basis of deaf education practice.

1.1.3 CK Has knowledge of educational, sociocultural, historical, employment, and political considerations unique to the education of DHH learners including, but not limited to:

- founding of Gallaudet University
- founding of National Association of the Deaf and A.G. Bell Association
- Milan Conference of 1880
- Deaf President Now, 1988

1.1.4 CK Understands models, theories, ethics, and philosophies that form the foundation for practices with DHH learners and are consistent with the range of educational programming options for these learners requiring language rich environments.

1.1.5 CK Understands the variations in beliefs, traditions, and values across cultures, including deaf culture, and its effect on relationships among DHH learners, their families, and educational practices.

1.1.6 CK Knows current educational definitions of DHH learners, including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures.

1.1.7 CK Aware of the findings and concerns of the President's Commission on Education of the Deaf and the U.S. Department of Education policy guidance on the educational services and LRE definition as it applies to DHH learners.

<u>Professional Skills</u>

1.1.8 PS Explains the history of 504 accommodations and special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special and deaf education legislation.

1.1.9 PS Articulates a personal philosophy of special education that is specific to deaf education and includes current educational evidence-based research related to the instruction of DHH learners and their needs including:

- showing they are critically informed
- analyzing own background and able to bridge to good practice

1.1.10 PS Responds to and demonstrates importance of educational, sociocultural, historical, employment, and political considerations unique to deaf culture and the field of deaf education.

1.1.11 PS Weighs the effect of various educational placement options with regards to cultural identity, linguistic access, and academic and social-emotional development.

1.1.12 PS Explains various beliefs, traditions, and values across cultures, including deaf culture, and their effect on relationships among DHH learners, their families, and education practices.

1.1.13 PS Distinguishes issues in definition of, and identification procedures for, DHH learners including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures.

1.1.14 PS Explains the findings and concerns of the President's Commission on Education of the Deaf and the U.S. Department of Education policy guidance on the educational services and LRE definition as it applies to DHH learners.

Function 1.2: The educator of DHH learners understands the characteristics of deaf gain and hearing loss including co-occurring conditions

Content Knowledge

1.2.1 CK Understands the cultural vs medical perspectives for DHH individuals, considering the characteristics of DHH learners when identifying needs and determining appropriate strategies and learning environments when planning and providing instruction.

1.2.2 CK Knows the characteristics, strengths, and challenges of all DHH learners including those with co-occurring conditions (e.g., cognitive, learning disabilities, giftedness, behavior/emotional, autism, deaf+).

1.2.3 CK Understands the aspects of differentiation, intervention strategies, and theories based on the characteristics of all DHH learners.

1.2.4 CK Knows the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning.

1.2.5 CK Understands current evidence-based research regarding the cause of disabilities as well as advancements in treatments, therapies, interventions (e.g., early visual language exposure), and instructional strategies (e.g., bilingual strategies) for DHH learners' education needs.

1.2.6 CK Identifies co-occurring conditions and their effects on development, including impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on DHH learners' educational progress and social functioning.

1.2.7 CK Understands the relationship of cultural beliefs, traditions, and values of the DHH learner, family, and community on the provision of education and/or special education services.

Professional Skills

1.2.8 PS Applies an appropriate cultural awareness vs medical perspective of DHH individuals, considering characteristics of DHH learners, to help identify needs and determine appropriate strategies and learning environments when planning and providing instruction.

1.2.9 PS Explains the characteristics of all DHH learners including those with co-occurring conditions (i.e., deaf+) in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors.

1.2.10 PS Integrates the needs of the DHH learner, based on data, to analyze, practice and differentiate instruction accordingly.

1.2.11 PS Explains the characteristics of DHH learners in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behavior and the impact on learning.

1.2.12 PS Uses current evidence-based developmental, educational, and medical research to develop appropriate instructional plans and interventions to provide effective educational instruction to DHH learners.

1.2.13 PS Explains the impact of DHH learner's characteristics on cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors on educational progress and social functioning.

1.2.14 PS Demonstrates respect of the cultural beliefs, traditions, and values of the DHH learner and family during identification, placement, and provision of education and/or special education services.

Function 1.3: The educator of DHH learners understands the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each DHH learner's educational and social needs.

Content Knowledge

1.3.1 CK Knows the progression of federal legislative acts and Kansas statutes/regulations that have provided the foundation for current educational law (IDEA, ESEA, mandated reporting, FERPA) including those specific to DHH learners:

- 1973 Rehabilitation Act
- 1990 Americans with Disabilities Act
- 2012 21st Century Communications & Accessibility Act

1.3.2 CK Understands the rights and responsibilities of DHH learners, their families, teachers, and other professionals in schools.

1.3.3 CK Recognizes the impact of various educational placement options from the perspective of the needs of any given DHH learner with regard to cultural identity; direct communication access to peers and adults; least restrictive environment as a language rich environment (LRE); and linguistic, academic, and social-emotional development.

1.3.4 CK Understands how case law and federal and state legislation affect current educational practices, teacher requirements, developmental and educational interventions, and DHH learner outcomes, both evidence-based and non-evidence-based.

Professional Skills

1.3.5 PS Applies federal legislation and Kansas statutes and regulations including, but not limited to, IDEA, ESEA, Rehabilitation Act, ADA, mandated reporting, Communication & Accessibility Act, and FERPA, US DOE LRE guidance as they apply to DHH learners for development of IFSP/IEP and address FAPE and LRE.

1.3.6 PS Explains court cases (e.g., Rowley, Endrew) as well as federal and state requirements for the identification, referral, and placement options, and advocate for the rights of all DHH learners.

1.3.7 PS Identifies appropriate learning environments using ethical principles of equitable educational and social opportunity, laws, and policies to guide equal access to communication in a DHH learners most accessible communication mode(s).

1.3.8 PS Explains how case law and federal and state legislation apply to current education practices (both evidence-based and non-evidence-based), teacher requirements, developmental and educational interventions and DHH learner outcomes.

Function 1.4: The educator of DHH learners understands the legal rights of families.

Content Knowledge

1.4.1 CK Understands the definition of "parent" in state and federal statutes and knows the rights afforded parents/legal guardians, DHH learners, and professional team members under general and special education law.

1.4.2 CK Knows early intervention and general, special, and deaf education processes and procedures regarding collaboration, consultation and teaming to serve and benefit DHH learners.

1.4.3 CK Understands the meaning and purpose of parental consent that is needed for every special education action in accordance to state and federal laws, especially as they pertain to DHH learners.

1.4.4 CK Understands parent rights and the reasons for these rights in relation to timelines for early intervention, the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners.

1.4.5 CK Understands parent rights and procedural safeguards, and the intent of these elements (especially as they pertain to DHH learners), that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

1.4.6 CK Understands that the "person acting as a parent" with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner.

Professional Skills

1.4.7 PS Explains general, special, and deaf education legal rights and responsibilities afforded to parents/legal guardians, DHH learners, and professional team members in understandable terms.

1.4.8 PS Communicates early intervention and general, special, and deaf education procedures, program needs, processes and outcomes to family members, school and community members who serve DHH learners.

1.4.9 PS Explains the meaning and intent of parent consent that is needed for every special education action in accordance with state and federal laws, especially as they pertain to DHH learners.

1.4.10 PS Demonstrates knowledge of parent rights including notification for timelines for early intervention, initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws, especially as they pertain to DHH learners.

1.4.11 PS Provides explanations of parent right and procedural safeguards including the intent of these rights/safeguards (especially as they pertain to DHH learners) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

1.4.12 PS Recognizes and interacts with the "person acting as a parent" with whom the DHH learner lives, or a person who is legally responsible for the welfare of the DHH learner, is the legal decision maker for the DHH learner.

STANDARD 2: Assessment

The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions; instructional planning; progress monitoring; and to determine the efficacy of the learning environment for effective instructional planning and implementation.

Function 2.1: The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions

Content Knowledge

2.1.1 CK Understands evaluation and eligibility process for students to qualify for specially designed instruction (i.e., deaf education), including use of assessments, evaluation results, and patterns of DHH learner strengths and weaknesses during the eligibility process.

2.1.2 CK Understands the purpose of DHH learner assessment and the legal process to gain informed consent for evaluations.

2.1.3 CK Understands the construction, purpose, means of interpreting, and limitations of a variety of assessment instruments used for DHH learner screening and evaluation, including criterion and norm-referenced assessments; DHH learner, teacher, and parent surveys; academic and behavioral checklists; DHH learner observations; DHH learner work samples; and patterns of DHH learner strengths and weaknesses.

2.1.4 CK Understands frameworks and assessments that can be used to determine the need and planning for the implementation of assistive technology devices and services for academic, behavioral, social, and learning needs.

2.1.5 CK Understands the legal and ethical implications of DHH learner assessment, including the influence of DHH learner diversity on the DHH learner's evaluation procedures and assessment results.

2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of DHH learner strengths and weaknesses

2.1.7 CK Understands the need for effective.

communication and collaboration with the DHH learner's IFSP/ IEP team members, and the DHH learner (when appropriate) to interpret evaluation results and make eligibility decisions.

2.1.8 CK Understands the components of an audiogram and the process of a hearing evaluation.

2.1.9 CK Understands the implications that language access and results of audiological assessments may have on visual and spoken language development and auditory perception.

Professional Skills

2.1.10 PS Analyzes data from audiological evaluations, Part C agencies (for children transitioning to Part B), and general education interventions to base the need for a special education (i.e., deaf education) evaluation referral.

2.1.11 PS Explains the nature and purpose of evaluation to the DHH learner's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.

2.1.12 PS Selects appropriate assessment instruments to address DHH learner academic, behavioral, social, and postsecondary transitional patterns of DHH learner strengths and weaknesses, and need for visual access and/or assistive technology.

2.1.13 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.

2.1.14 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for DHH learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of DHH learner information and assessment results.

2.1.15 PS Uses assessment data from multiple sources, patterns of DHH learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions.

2.1.16 PS Communicates assessment results (verbally and in writing) with the DHH learner's IFSP/IEP team members, and the DHH learner (when appropriate) to determine eligibility, level of intervention, and placement decisions.

2.1.17 PS Explains an audiogram and describes the process of administering a hearing evaluation.

2.1.18 PS Identifies and explains the implications that language access and results of audiological assessments may have on visual and spoken language development and auditory perception.

Function 2.2: The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge

2.2.1 CK Understands a variety of procedures to analyze DHH learner's developmental, academic, social, and behavioral data including patterns of strengths and weaknesses.

2.2.2 CK Understands the importance of DHH learner's characteristics and current evidence-based educational research when making instructional decisions based on assessment data.

2.2.3 CK Understands the use of DHH learner's assessment data to guide instructional planning in all core content areas, transition planning, and school outcomes to meet the DHH learner's needs.

2.2.4 CK Understands the implications of DHH learner's motivation and how language skills and test-taking skills may affect performance on assessments; knows accommodations, adaptations, and modifications that may be used in the assessment of DHH learners.

2.2.5 CK Understands communication and language assessment outcomes with reference to typical developmental sequences and stages of ASL and English development in DHH learners.

Professional Skills

2.2.6 PS Analyzes patterns of DHH learner's strength and weaknesses, assessment data, and effectively communicates the instructional implications of assessment results to IFSP/IEP team members.

2.2.7 PS Uses DHH learner's characteristics and current evidence-based educational research to guide instructional planning in all core content areas and to select appropriate levels of instructional and behavioral intervention strategies.

2.2.8 PS Uses DHH learner's assessment data to differentiate instructional content in all core content areas; to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans (from birth to post-secondary); determine assistive technology; and write IEPs including goals, benchmarks, and short-term objectives that build upon DHH learner's strengths.

2.2.9 PS Uses appropriate motivational and instructional strategies to improve DHH learner's persistence and assessment performance; explains how language skills may affect performance on assessments; and uses accommodations, adaptations, and modifications as appropriate for the assessment of DHH learners.

2.2.10 PS Evaluates and interprets communication and language assessment outcomes with reference to typical developmental sequences and stages of ASL and English development in DHH learners.

Function 2.3: The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies to monitor DHH learner progress.

Content Knowledge

2.3.1 CK Knows and understands research-supported assessment tools and approaches to monitor academic progress of DHH learners through formal and informal assessments as well as formative and summative assessments to ensure

progress, appropriate developmental/instructional activities, interventions, and meaningful feedback.

2.3.2 CK Understands a variety of methods to use technology to document, organize, and communicate DHH learner's progress.

2.3.3 CK Understands the responsibility to include all DHH learners in appropriate district and state standards-based assessments, with or without accommodations (including alternate assessment as appropriate), to demonstrate DHH learner's content knowledge.

2.3.4 CK Understands the responsibility of the IFSP/IEP team members including the role of classroom teachers, related service providers and families to select appropriate methods to assess learning (e.g., audiological, health, vision, motor, speech-language [language development in ASL and English], academic, cognitive, social-emotional) using accommodations, adaptations, and/or modifications in accordance with the DHH learner's IFSP/IEP.

2.3.5 CK Understands the components of a comprehensive evaluation to include expanded core curriculum, auditory status & auditory function, vision, ASL (comprehension & production), spoken language (comprehension and production), speech, cognitive & academic performance, social-emotional/behavioral, self-determination & self-advocacy, family needs, career/vocational interests and options.

<u>Professional Skills</u>

2.3.6 PS Explains and applies data and assessment results to impact instruction ensuring the DHH learner is making adequate progress, select appropriate developmental and/or instructional activities in all core content areas, revise instructional or behavioral interventions, and to provide meaningful feedback to the DHH learner and parent.

2.3.7 PS Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the DHH learner (when appropriate) to self-monitor individual progress.

2.3.8 PS Includes DHH learners with co-occurring conditions (i.e., deaf+) in district and state standards-based assessments, with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the DHH learner requires assessment accommodations, adaptations, or modifications to demonstrate DHH learner's content knowledge.

2.3.9 PS Collaborates with the IFSP/IEP team members including the classroom teachers, related service providers and families to select appropriate methods to assess learning (e.g., audiological, health, vision, motor, speech-language [language development in ASL and English], academic, cognitive, social-emotional) using accommodations, adaptations, and/or modifications in accordance with the DHH learner's IFSP/IEP.

2.3.10 PS Uses components of a comprehensive evaluation to include expanded core curriculum, auditory status & auditory function, vision, ASL (comprehension &

production), spoken language (comprehension and production), speech, cognitive & academic performance, social-emotional/behavioral, self-determination & self-advocacy, family needs, career/vocational interests and options.

Function 2.4: The educator of DHH learners uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the learning environment for effective instructional planning and implementation.

Content Knowledge

2.4.1 CK Understands physical, social, and learning environments conducive for DHH learners to plan and implement both explicit instruction and incidental learning.

2.4.2 CK Knows how to assess the environment to determine if it appropriately supports the child's access to communication & instruction (e.g., use of sign language interpreter, classroom acoustics, lighting, captioning, classroom participation strategies, school culture of inclusion).

2.4.3 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.4 CK Knows strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.).

2.4.5 CK Understands the use of DHH learner assessment data to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs.

2.4.6 CK Knows the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress as well as understanding the need for empowering families about the DHH learner's developmental and educational needs and subsequent outcomes.

Professional Skills

2.4.7 PS Develops and implements learning activities based on the physical, social, and learning environment conducive for DHH learners to receive explicit instruction and incidental learning.

2.4.8 PS Uses assessment results to identify the necessary accommodations & modifications necessary to support communication & learning (e.g., use of sign language interpreter, classroom acoustics, lighting, captioning, classroom participation strategies, school culture of inclusion).

2.4.9 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.10 PS Uses strategies for DHH learner assessment to manage transitions in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, school environments, etc.).

2.4.11 PS Utilizes appropriate formative, summative, and diagnostic assessment of expanded core curriculum, visual and spoken language skills, literacy skills, auditory

skills, self-advocacy, self- determination, functional listening, self-care skills, and student safety to guide early intervention, instruction, and transitional planning (including Individual Plan of Study) and post school outcomes to meet the DHH learner's needs.

2.4.12 PS Explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and DHH learner progress with the intent of further empowering families to the DHH learner's developmental and educational needs and subsequent outcomes.

STANDARD 3: Child Development and Learning

The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences; uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning; and uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners.

Function 3.1: The educator of DHH learners is grounded in the development of young children including typical language development as it applies to DHH children and values learner differences.

Content Knowledge

3.1.1 CK Knows age-appropriate developmental expectations (e.g., cognitive, physical, social, emotional, and language) and recognizes variable progression in DHH learner.

3.1.2 CK Understands integration of developmental domains as it applies to DHH learners.

3.1.3 CK Knows and understands multiple influences on development of the whole DHH learner (e.g., play, brain research, environmental factors, individual physical factors, medical, genetics, parent developmental level, nutrition, SES status).

3.1.4 CK Knows and understands typical progression of language development and the impact of hearing loss on the access to spoken language and language acquisition of DHH learner from birth to age 8.

3.1.5 CK Understands current theories of how languages (e.g., ASL and English) develop in both hearing and DHH learners.

3.1.6 CK Understands the influence of variables such as age of identification, type and etiology, hearing level, auditory development, access to ASL, and the provision of services/intervention on the development of language for DHH learner (e.g., ASL and English).

3.1.7 CK Understands typical developmental sequences in auditory and visual perception as well as the factors that impact visual and/or auditory learning in DHH learners.

3.1.8 CK Understands the principles of language acquisition and early communication for DHH learners, including prelinguistic and early linguistic communication stages, and how it can improve language development.

3.1.9 CK Understand the effects of multiple language exposure on DHH learner's development (i.e., bilingualism, ASL, English) drawing upon current theories of bilingualism for DHH learners.
3.1.10 CK Understands the development of phonology, morphology, syntax, semantics, and pragmatics of ASL and English.
3.1.11 CK Understands the impact of exceptionalities on the development of language and learning for DHH learners including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs.
3.1.12 CK Understands how intrinsic and external factors impact visual, spatial, tactile and auditory aspects of communication acquisition in DHH learners.
3.1.13 CK Understands how early comprehensible communication influences DHH infants and learners, their families, and/or other caregivers.
3.1.14 CK Has knowledge of physical, social, and learning environments that can influence cognitive and physical development of DHH learners.

Professional Skills

3.1.15 PS Applies age-appropriate developmental expectations to address individual learning of DHH learner, including physical, cognitive, social, emotional language and aesthetic domains; play, activity and learning processes.
3.1.16 PS Uses knowledge of developmental domains to address individual needs of DHH learner and to create positive, language-rich learning environments to stimulate brain development.
3.1.17 PS Demonstrates respect for each DHH learner as a feeling, thinking individual and respect for each child's culture, home language, individual abilities or disabilities, family context, and community as well as affirms anti-bias perspectives on development and learning of DHH learner.
3.1.18 PS Demonstrates knowledge of typical progression of language development and the impact of hearing loss on the access and language acquisition of DHH learner from birth to age 8.
3.1.19 PS Explains current theories of how languages (e.g., ASL and English) develop in both hearing and DHH learners.
3.1.20 PS Demonstrates knowledge of the influence of variables such as age of identification, type and etiology, hearing level, auditory development, access to ASL, and the provision of services /intervention on the development of language for DHH learner (e.g., ASL and English).
3.1.21 PS Articulates and plans for knowledge of typical developmental sequences in auditory and visual perception as well as the factors that impact visual and/or auditory learning in DHH learners.
3.1.22 PS Applies the principles of language acquisition for DHH learners and can describe how early communication, including prelinguistic and early linguistic communication stages, can improve language development.

3.1.23 PS Demonstrates respect and plans for the effects of multiple language exposure on DHH learner's development (i.e., bilingualism, ASL, English) drawing upon current theories of bilingualism for DHH learners.

3.1.24 PS Promotes the development of phonology, morphology, syntax, semantics, and pragmatics of ASL and English.

3.1.25 PS Considers the impact of exceptionalities on the development of language and learning for DHH learners including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs.

3.1.26 PS Demonstrates how intrinsic and external factors impact visual, spatial, tactile and auditory aspects of communication acquisition in DHH learners.

3.1.27 PS Articulates the impact of cultural/familial factors, including effect on the development of communication skills, in DHH infants and learners.

3.1.28 PS Develops and implements learning activities based on the physical, social, and learning environment of DHH learners.

Function 3.2: The educator of DHH learners uses the knowledge of development for facilitating language acquisition and for both incidental and explicit learning.

Content Knowledge

3.2.1 CK Knows of language-rich learning environments that maximize opportunities for visual and/or auditory learning and meets developmental and learning needs of DHH learners

3.2.2 CK Understands strategies for developing incidental and explicit language/learning experiences for DHH learners.

3.2.3 CK Knows strategies that promote a language-rich learning environment to facilitate language, thought, and early literacy for DHH learners.

3.2.4 CK Understands the importance of having access to skilled and experienced professionals to facilitate language development using language and communication modalities appropriate for the DHH learner.

3.2.5 CK Understands how to implement strategies to promote visual language learning, promote auditory learning in children who have access through hearing technology (e.g., hearing aids, bone conduction devices, cochlear implants, digital modulation devices), and promote access to language using combined or multiple modalities for DHH learners.

3.2.6 CK Understands and has knowledge of embedding goals within daily routines and integrating communication in a variety of social, linguistic, and cognitive/academic contexts for DHH learners.

3.2.7 CK Identifies factors related to quality and quantity of incidental language on learning experiences, which impact the language development of DHH infants and learners.

Professional Skills

3.2.8 PS Designs a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs of DHH learners.

3.2.9 PS Explains strategies for developing incidental and explicit language/learning experiences for DHH learners.

3.2.10 PS Coaches families in the use of strategies that promote a language-rich learning environment to facilitate language, thought, and early literacy for DHH learners.

3.2.11 PS Provides families and children with access to skilled and experienced professionals to facilitate language development using language and communication modalities appropriate for the DHH learner.

3.2.12 PS Demonstrates and plans for strategies to promote visual language learning, auditory learning in children who have access through hearing technology (e.g., hearing aids, bone conduction devices, cochlear implants, digital modulation devices), and access to language using combined or multiple modalities for children DHH learners.

3.2.13 PS Demonstrates how to embed goals within daily routines and integrate communication in a variety of social, linguistic, and cognitive/academic contexts for DHH learners.

3.2.14 PS Plans for factors related to quality and quantity of incidental language on learning experiences, which impact the language development of DHH infants and learners.

Function 3.3: The educator of DHH learners uses the knowledge of development to create healthy, respectful, supportive, and challenging learning environments for all DHH learners.

Content Knowledge

3.3.1 CK Knows basic methods for promoting the development of DHH learner's self-regulatory skills.

3.3.2 CK Understands the importance of a language-rich and literacy-rich environment to support and expand DHH learner's communication through ASL, English literacy, listening, spoken language, and other modes.

3.3.3 CK Understands the importance of a culturally sensitive, including deaf culture, learning environments for DHH learners and their families.

3.3.4 CK Knows how to create a learning environment that encourages DHH learners to work productively and cooperatively with each other to achieve learning goals.

3.3.5 CK Knows that the DHH learner's learning environment should include safety procedures and precautions.

3.3.6 CK Understands the importance of visual access to language and technology rich learning environment for DHH learners.

3.3.7 CK Possesses the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security.

Professional Skills

3.3.8 PS Applies principles of effective classroom management to establish clear rules and standards of behavior (e.g., daily routines, setting up classroom rules, providing choices, logical consequences) for DHH learners.

3.3.9 PS Creates a language-rich and literacy-rich environment for DHH learners and implements components of literacy throughout the environment (e.g., by using printed material, dramatic play, environmental print, listening center, writing materials) to model ASL, English literacy, listening, spoken language, and other modes during daily routines.

3.3.10 PS Uses a variety of materials and strategies to support a multicultural, including deaf culture, and anti-bias curriculum for DHH learners in the classroom (e.g., pictures, books, and cultural artifacts) and with families.

3.3.11 PS Plans and selects activities and materials that incorporate team building, cooperative learning, respect and personal responsibility (e.g., morning meeting, positive reinforcements, classroom jobs) for DHH learners.

3.3.12 PS Identifies procedures that ensure the DHH learner's learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).

3.3.13 PS Develops technology enriched learning environments that uses appropriate digital tools, assistive technology, augmentative and alternative communication systems and other resources as needed for DHH learners.

3.3.14 PS Applies the knowledge and skills needed to promote DHH learner's physical and psychological health, safety, and sense of security.

STANDARD 4: Planning & Instruction with Evidence-Based Strategies

The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention and academic and social-emotional development; DHH learning environments; teacher knowledge of subject matter; and technology for effective instructional planning and implementation.

Function 4.1: The educator of DHH learners uses evidence-based strategies to develop the IFSP/IEP utilizing bilingual education (ASL and English) as it applies to DHH learners, including cultural and ethnic diversities, for early intervention academic and social-emotional development for effective instructional planning and implementation.

Content Knowledge

4.1.1 CK Understands the purpose of the IFSP and IEP and how it guides the DHH learner's early intervention and educational plan.

4.1.2 CK Knows the components of an IFSP and IEP (e.g., present levels of performance, goals, accommodations/modifications).

4.1.3 CK Knows and understands sources of materials and supports promoting a bilingual environment for DHH learners.

4.1.4 CK Understands how to access/modify appropriate activities, general education curriculum, instruction to enhance learning opportunities for DHH learners.

4.1.5 CK Knowledge of assessment tools for both formative and summative purposes to inform, guide, and adjust instruction for DHH learners.

Professional Skills

4.1.6 PS Explains the purpose of the IFSP and IEP and how it guides the DHH learner's early intervention and educational plan.

4.1.7 PS Writes present level of development, academic and social/emotional performance; measurable goals with baseline data; and accommodations and/or modifications used with DHH learner.

4.1.8 PS Selects, designs, produces, and utilizes media, materials, and resources required to educate DHH learners in a bilingual environment.

4.1.9 PS Infuses ASL and English across the curriculum as consistent with the DHH learner's individualized education program (IEP).

4.1.10 PS Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objective for DHH learners.

Function 4.2: The educator of DHH learners uses evidence-based strategies to develop the IFSP/IEP utilizing bilingual education (ASL and English) as it applies to DHH learning environments for effective instructional planning and implementation.

Content Knowledge

4.2.1 CK Knows and understands information related to American Sign Language (ASL) and other English communication modes (e.g., auditory-oral, Signed English), including components of non linguistic and linguistic communication, used by DHH learners.

4.2.2 CK Knows of evidence-based practices regarding first language development and second language acquisition (e.g., ASL to English or English to ASL) of DHH learners.

4.2.3 CK Knows ways to facilitate cognitive, communicative and language (ASL and English) development in DHH learners.

4.2.4 CK Knowledge of placement options that allow for most accessible (i.e., least restrictive) environment that promotes a language rich environment for DHH learners.

4.2.5 CK Awareness of environmental and linguistic barriers that prevent access to incidental learning opportunities for DHH learners.

4.2.6 CK Understands the importance of creating safe, culturally responsive learning environments to engage DHH learners in meaningful learning activities and social interactions through collaboration with general/special educators and other colleagues.

4.2.7 CK Knowledge of DHH learners with co-occurring conditions and exceptionalities unique cognitive, physical, sensory and other learning needs to tailor and modify classroom and school environment.

Professional Skills

4.2.8 PS Demonstrates proficiency in, and can advocate for, using ASL and English with DHH learners.

4.2.9 PS Applies first and second language teaching strategies (e.g., English through ASL) appropriate to the needs of the individual DHH learners.

4.2.10 PS Infuses ASL and English skills into developmental, pre-academic/academic, social-emotional, and core content areas as indicated on the DHH learner's IFSP/IEP.

4.2.11 PS Employs a variety of techniques and instructional strategies to enhance student learning based on educational placement of DHH learner.

4.2.13 PS Demonstrates ability to modify incidental language by facilitating a barrier-free communication environment for DHH learners.

4.2.14 PS Modifies programs, instructional processes and learning environments to meet the physical, cognitive, cultural, and communication needs of DHH learners.

4.2.15 PS Creates optimal learning space for DHH learners addressing unique cognitive, physical, sensory, and other learning needs to minimize distractions and maximize student growth.

Function 4.3: The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to teacher knowledge of subject matter for effective instructional planning and implementation.

Content Knowledge

4.3.1 CK Understands the need to differentiate the instructional content, process, product, and learning environment to meet individual educational levels and skills of DHH learners.

4.4.2 CK Knows and understands subject matter and practices used in general education across content areas.

4.4.3 CK Knows appropriate strategies in ASL and English to develop literacy across the curriculum for DHH learners.

Professional Skills

4.3.4 PS Facilitates DHH learner's engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.

4.4.5 PS Consistently challenges and supports each DHH learner by providing appropriate content and developing skills which build upon students' present levels of knowledge and skills.

4.4.6 PS Uses appropriate strategies in ASL and English to develop literacy across the curriculum for DHH learners.

Function 4.4: The educator of DHH learners uses evidence-based strategies to develop the Individualized Family Service Plans (IFSP) and/or Individualized Education Programs (IEPs) utilizing bilingual education (ASL and English) as it applies to technology for effective instructional planning and implementation.

Content Knowledge

4.4.1 CK Knows and understands technologies and resources available to DHH learners.

4.4.2 CK Understands augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of DHH learners.

Professional Skills

4.4.3 PS Utilizes appropriate technologies and resources required to support and educate DHH learners.

4.4.4 PS Ensures use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings for DHH learners.

STANDARD 5: Professional Collaboration

The educator of the DHH learner demonstrates effective communication skills (i.e., fluency in American Sign Language and English is imbedded in each function) to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services; and to implement the IEP, deliver instruction, and evaluate IEP implementation.

Function 5.1: The educator of the DHH learners demonstrates effective communication skills to enhance collaboration and consultation among school professionals to improve DHH learner outcomes while planning for and implementing effective instruction and services.

Content Knowledge

5.1.1 CK Understands techniques and strategies for facilitating the DHH learner's maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

5.1.2 CK Knows and understands roles and responsibilities of teachers (teacher of the deaf, general education, and special education), interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting serving DHH learners.

5.1.3 CK Knows and understands roles and responsibilities of teachers in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) that support positive DHH learner outcomes.

5.1.4 CK Knows and understands the role and responsibility for providing knowledge and awareness specific to the needs of the DHH learner for general education teachers, school administrators, support staff, and other school personnel.

Professional Skills

5.1.5 PS Implements techniques and strategies for facilitating the DHH learner's maintenance and generalization of knowledge and skills in a collaborative process while promoting successful transition to various learning environments.

5.1.6 PS Instructs DHH learners to self-advocate and seek available services from teachers (teacher of the deaf, general education, and special education), interpreters, related service providers, and other support personnel (e.g., tutors, note takers) in the educational setting serving DHH learners.

5.1.7 PS Communicates the roles and responsibilities of collaboration with teachers in a variety of teaching situations (e.g., co-teaching, general education, itinerant, team teaching) that support positive DHH learner outcomes.

5.1.8 PS Provides knowledge and awareness specific to the needs of the DHH learner for general and special education teachers, school administrators, support staff, and other school personnel.

Function 5.2: The educator of the DHH learners demonstrates effective communication skills to implement the IFSP, IEP, deliver instruction, and evaluate IFSP/IEP implementation.

Content Knowledge

5.2.1 CK Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.).

5.2.2 CK Knows and understands the responsibility for coordinating and supervising support personnel including, but not limited to, interpreters, note-takers, and paraprofessionals to meet the needs of DHH learners.

Professional Skills

5.2.3 PS Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.).

5.2.4 PS Facilitates and oversees the responsibility for coordinating and supervising support personnel including, but not limited to, interpreters, note-takers, and paraprofessionals to meet the needs of DHH learners.

STANDARD 6: Family & Community Engagement

The educator of DHH learners understands the importance of family and community in the deaf education and special education process; is aware of and understands the importance of deaf culture for DHH learners and their families; and works to actively engage and empower families as partners in the education of the DHH learner.

Function 6.1: The educator of DHH learners understands the importance of family and community in the deaf education and special education process.

Content Knowledge

6.1.1 CK Knows the importance of respectful and beneficial relationships with family members of DHH learners and understands the importance of respecting the families' culture and traditions when planning for the educational opportunities for the DHH learner.

6.1.2 CK Understands the importance of establishing proactive relationships with families through respectful, open communication (e.g., signed, spoken, and written) using the primary language used in DHH learner's in homes.

6.1.3 CK Understands the relevant community resources applicable to the needs of the DHH learner and the importance of accessing these community resources in the early intervention and educational environments.

6.1.4 CK Understands importance of families and/or other caregivers having the knowledge and skills to make appropriate choices and establish priorities needed to enhance development and transition for DHH learners.

6.1.5 CK Awareness of services provided to support DHH learners by school support personnel, governmental and non-governmental agencies or individuals.

Professional Skills

6.1.6 PS Fosters respectful and beneficial relationships with family members of DHH learners and acknowledges the families' culture and traditions when planning for the educational opportunities for the DHH learner.

6.1.7 PS Demonstrates the ability to effectively communicate (e.g., signed, spoken, and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IFSP/IEP meetings) for building, enriching, and sustaining home/school communication using the primary language used in the DHH learner's home.

6.1.8 PS Acknowledges the benefits community resources can provide to the DHH learner's IFSP/IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into early intervention and educational environments.

6.1.9 PS Creates opportunities for interaction with communities of individuals who are DHH on a local, state and national level including, but are not limited to, neighborhood, ethnic and culturally-based, and health care and medical communities.

6.1.10 PS Instructs families and DHH learners to self-advocate and seek available services from school support personnel and through collaboration with governmental and nongovernmental agencies or individuals.

Function 6.2: The educator of DHH learners is aware of and understands the importance of deaf culture for DHH learners and their families.

Content Knowledge

6.2.1 CK Recognizes that DHH learners should have access to culturally competent services that provide the same quality and quantity of information given to families from the majority culture.

6.2.2 CK Understands the importance of collaborations with families in culturally responsive ways to address the needs of DHH learners and their families.

6.2.3 CK Understands the value of peers and role models who are DHH on family perceptions, decision making, and student outcomes.

Professional Skills

6.2.4 PS Incorporates DHH learner's experiences, cultures, and community resources in early intervention and educational instruction.

6.2.5 PS Considers and is able to respond in culturally responsive ways to DHH learners and their families.

6.2.6 PS Plans and promotes ongoing access to DHH peers and DHH adults including those who are fluent in the learner's communication mode allowing for effective

communication (i.e., IDEA "special factors" requirement for direct communication options).

Function 6.3: The educator of DHH learners includes and empowers families in deaf education program development and implementation.

Content Knowledge

6.3.1 CK Understands roles and responsibilities individually and shared by DHH learners, parents, other family members in planning for individual student programs (e.g., IFSP, IEP, Individual Plans of Study).

6.3.2 CK Knows the importance of collaborating with families, community members, and school personnel to plan learning experiences in all environments for DHH learners.

6.3.3 CK Understands the importance of family engagement regarding the DHH learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the DHH learner's IFSP/IEP team decisions.

6.3.4 CK Understands the importance of engaging and empowering families in the development and implementation of learning and behavioral interventions for both the classroom and the home environment for the DHH learner.

Professional Skills

6.3.5 PS Encourages and assists families to become active participants in the early intervention and educational process including assessment, developing the IFSP/IEP, determining services, identifying least restrictive environments, and other processes within deaf education.

6.3.6 PS Plans and collaborates with families, community members, and school personnel in integrating their DHH child into various learning environments and all settings.

6.3.7 PS Obtains and applies input from the families regarding the DHH learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IFSP/IEP team decisions.

6.3.8 PS Engages and empowers families in the development and implementation of learning and behavioral interventions for the classroom and the home environment for the DHH learner.

Function 6.4: The educator of DHH learners works to actively engage and empower families as partners in the education of the DHH learner.

Content Knowledge

6.4.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the DHH learner.

6.4.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input) that will enable them to participate in the DHH learner's early intervention and education, as well as be an advocate for the DHH learner.

6.4.3 CK Understands the importance of community resources and networks, how they apply to the needs of the family, and utilizing them to enhance the DHH learner's early intervention and educational program.

6.4.4 CK Understands ways to further engage families in program planning, development, implementation, and evaluation of the DHH learner in the home environment and educational setting.

6.4.5 CK Recognizes and understands concerns of parents, families, and/or other caregivers involved with DHH learner.

6.4.6 CK Understands the role of liaison to the parents and the community to serve and benefit the DHH learner.

Professional Skills

6.4.7 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the DHH learner.

6.4.8 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input) that will enable parents to participate in the DHH learner's early intervention and education, as well as be an advocate for the DHH learner.

6.4.9 PS Utilizes available community resources including those that support family empowerment, as well as the DHH learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the DHH learner.

6.4.10 PS Engages, empowers, and collaborates with parents in interventions, instructional planning, instructional implementation, and the assessment/evaluation of the DHH learner in the home environment and educational setting.

6.4.11 PS Identifies different ways to collaborate and communicate with families and/or caregivers involved with DHH learner.

6.4.12 PS Provides regular communication with families (e.g., newsletter, home visits, community events, classroom celebrations) to serve and benefit the DHH learner.

STANDARD 7: Behavior & Classroom Management

The educator of DHH learners demonstrates knowledge and skill in the use of problem-solving models including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) frameworks; demonstrates cultural sensitivity in the access and development of language and communication skills of DHH learners; demonstrates sensitivity to cultural factors that would influence classroom management; uses social skills curricula to address specific needs of DHH learners; and promotes the self-determination of DHH learners.

Function 7.1: The educator of DHH learners demonstrates knowledge and skills in the use of problem-solving models including PBIS within the MTSS framework.

Content Knowledge

7.1.1 CK Knows the principles of early intervening including the utilization of the MTSS framework, RtI and UDL for instruction of DHH learners.

7.1.2 CK Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs of social-emotional and behavioral learning/skills of DHH learners.

7.1.3 CK Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction for DHH learners.

7.1.4 CK Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as the impact of this intervention on the physical, emotional, and social well-being of the DHH learner.

Professional Skills

7.1.5 PS Uses the MTSS framework, RtI, and UDL as the process for identifying DHH learners early for individualized instruction/intervention in order to provide for needs for learning.

7.1.6 PS Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior of DHH learners within a tiered system of PBIS.

7.1.7 PS Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction for DHH learners.

7.1.8 PS Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions for DHH learners.

Function 7.2: The educator of DHH learners demonstrates cultural sensitivity in the access and development of language and communication skills in DHH learners.

Content Knowledge

7.2.1 CK Knows classroom management that promotes positive social and communicative behaviors for DHH learners.

7.2.2 CK Knows and understands the process for establishing ongoing interaction of DHH learners with peers (DHH and hearing), family members, and others.

Professional Skills

7.2.3 PS Plans for, modifies, and adapts the learning environment to promote positive social and communicative behaviors for DHH learners.

7.2.4 PS Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior and communication for DHH learners.

Function 7.3: The educator of DHH learners demonstrates sensitivity to cultural factors that would influence classroom management.

Content Knowledge

7.3.1 CK Understands unique and cultural factors related to deaf gain/hearing loss that may influence the management of home, classrooms and other environments that include DHH learners.

7.3.2 CK Knows and understands processes for managing behavior of DHH learners.

Professional Skills

7.3.3 PS Selects, adapts, and implements intervention and classroom strategies that reflect understanding of each DHH learner's needs, including deaf culture.

7.3.4 PS Utilizes appropriate behavior management techniques to establish and maintain socially acceptable behavior for DHH learners.

Function 7.4: The educator of DHH learners demonstrates and uses social skills curricula to address specific needs of DHH learners.

Content Knowledge

7.4.1 CK Understands curricular and evidence-based practices and interventions addressing social, emotional and behavioral learning/skills for DHH learners in school, home and community settings.

7.4.2 CK Understands curricular and evidence-based practices and interventions addressing social engagement, friendships, and supports for DHH learners from same-aged peers, with and without disabilities, in school, home, and community settings.

7.4.3 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills and using social skills curricula for DHH learners.

7.4.4 CK Understands a variety of evidence-based social skills curricula and interventions and promotes social skill generalization for DHH learners across home and school settings with activities used in PBIS within an MTSS framework.

Professional Skills

7.4.5 PS Implements, modifies, adapts, and evaluates curriculum and interventions addressing social, emotional and behavioral learning/skills for DHH learners in school, home and community settings.

7.4.6 PS Implements, modifies, adapts, and evaluates curriculum and interventions addressing social engagement, friendships, and supports for DHH learners from same-aged peers, with and without disabilities, in school, home, and community settings.

7.4.7 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula for DHH learners.

7.4.8 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization for DHH learners across home and school settings with activities used in PBIS within an MTSS framework.

Function 7.5: The educator of DHH learners demonstrates knowledge and skills to promote the self-determination of DHH learners.

Content Knowledge

7.5.1 CK Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet individual DHH learner's learning, functional, and self-determination needs.

7.5.2 CK Understands how to create learning environments that allow DHH learners to promote independence, self-motivation, self-direction, personal empowerment, self-determination, and self-esteem.

7.5.3 CK Understands the importance of addressing self-determination skills in the IFSP/IEP development for all DHH learners.

7.5.4 CK Understands the relationship of self- determination curricula to DHH learner motivation, learning, and achievement of post-secondary transition goals.

Professional Skills

7.5.5 PS Uses evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet individual DHH learner's learning, functional, and self-determination needs.

7.5.6 PS Creates learning environments that allow DHH learners to promote independence, self-motivation, self-direction, personal empowerment, self-determination, and self-esteem.

7.5.7 PS Writes IFSPs/IEPs that address the DHH learner's current self-determination skills and instructional needs.

7.5.8 PS Uses effective self-determination instructional methods to increase DHH learner motivation, enhance learning, and improve the DHH learner's success in meeting post-secondary transition goals.

STANDARD 8: Transition

The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings; and to access information and appropriate resources to support all transitions.

Function 8.1: The educator of DHH learners demonstrates knowledge and skills to support, plan, and implement transition from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings.

Content Knowledge

8.1.1 CK Understands the use of DHH learner assessment data and knows strategies for DHH learner assessment, to guide transitional planning in educational placements, environments, school and life changes, and settings (e.g., new school settings, teachers, etc.), and post-secondary outcomes to meet the DHH learner's needs.

8.1.2 CK Understands the impact of being DHH on planning for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals.

8.1.3 CK Understands the impact of being DHH when planning for the transition from secondary to postsecondary education, college and career readiness settings,

including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner.

8.1.4 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

8.1.5 CK Understands the importance of communication and collaboration with IFSP providers, IEP team members and other professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings.

8.1.6 CK Knows and understands strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.).

8.1.7 CK Understands the DHH learner's need to self-advocate through all settings and to gain appropriate services (i.e., IEP services, Section 504 Plans and accessibility services required by ADA) at the post-secondary and career levels.

Professional Skills

8.1.8 PS Uses assessment data to develop transition plans (i.e., Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocation, or post-secondary educational settings) including determination of assistive technology and goals, benchmarks, and short-term objectives.

8.1.9 PS Plans for the transition from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner.

8.1.10 PS Develops postsecondary transition plans based on the unique needs of the DHH learner that prepare the DHH learner for postsecondary education, college and career readiness settings, including services provided by governmental and nongovernmental agencies and individuals, based on the unique needs of the DHH learner.

8.1.11 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

8.1.12 PS Communicates and collaborates with IFSP providers, IEP team members and other professionals in planning for the DHH learner's continuum from early intervention to post-secondary transition settings.

8.1.13 PS Plans and implements transitions across service continua through collaboratively employing strategies for supporting the DHH learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, interpreters [if needed], post school environments, etc.).

8.1.14 PS Structures the DHH learner's environment to self-advocate in all settings to enable the learner to self-advocate for appropriate services at the post-secondary and career levels.

Function 8.2: The educator of DHH learners demonstrates knowledge and skills to access information and appropriate resources to support all transitions.

Content Knowledge

8.2.1 CK Knows resources and other information related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner.

8.2.2 CK Knows of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner.

8.2.3 CK Understands the types and importance of information available from family, school personnel, the legal system, and community service agencies, and is aware of sources of interpreter services and/or other unique services, networks, and organizations for DHH learners involving transition support from early intervention (e.g., Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support.

8.2.4 CK Knows a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings.

8.2.5 CK Knows the importance of collaborating with parents, other family members when planning for transitions for DHH learners.

Professional Skills

8.2.6 PS Demonstrates knowledge of resources related to career preparation and post-secondary programs including instructional strategies/assessments to promote planning for transition to post-school settings for the DHH learner.

8.2.7 PS Demonstrates knowledge of available resources including those that support family empowerment, as well as the DHH learner's cultural background, to support transitional services and the impact those resources can have on the planning and support in all transitions from birth to adulthood for the DHH learner.

8.2.8 PS Communicates with family, school personnel, the legal system, and community service agencies, and utilizes interpreter services and/or other unique services, networks, and organizations for DHH learners involving transition support from early intervention (e.g., Part C services) to school, throughout P-12 education, and then for career, vocational, and post-secondary transition support.

8.2.9 PS Uses a variety of instructional strategies to promote identification of DHH learner's interests and preferences in order for the learner to be an active participant in creating post-secondary goals for transition to post school settings.

8.2.10 PS Collaborates with parents and other family members, when planning for transitions for DHH learners.

STANDARD 9: Professional & Ethical Practice

The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession; is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions; and advocates for sound educational practices and policies and maintains activity in the deaf community.

Function 9.1: The educator of DHH learners knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession.

Content Knowledge

9.1.1 CK Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use in deaf education.

9.1.2 CK Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).

Professional Skills

9.1.3 PS Accesses and manages information and data in an appropriate, professional and ethical manner as it pertains to deaf education.

9.1.4 PS Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy in deaf education.

Function 9.2: The educator of DHH learners is a continuous, collaborative learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues in deaf education to make informed ethical decisions.

Content Knowledge

9.2.1 CK Understands that the field of deaf education is continuously developing and changing and the importance of engaging in continuous learning as an educator of DHH learners.

9.2.2 CK Exhibits knowledge, skills, and work processes representative of an innovative professional serving DHH learners in a global and digital society.

9.2.3 CK Recognizes the role of reflective practice for improvement of curriculum and instruction for DHH learners.

9.2.4 CK Understands the importance of integrating the knowledge, reflective, and critical perspectives on deaf education.

Professional Skills

9.2.5 PS Sees self as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice and meet the developmental level of each DHH learner.

9.2.6 PS Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning of DHH learners.

9.2.7 PS Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on DHH learner needs and changing circumstances.

9.2.8 PS Applies knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each DHH learner, including DHH learners with co-occurring conditions.

Function 9.3: The educator of DHH learners advocates for sound educational practices and policies and maintains activity in the deaf community.

Content Knowledge

9.3.1 CK Recognizes the benefits that professional learning communities in the field of deaf education can provide (e.g. quality standards, conferences, research).

9.3.2 CK Understands the importance and role of research-driven practice in deaf education.

9.3.3 CK Has an awareness of all appropriate professional organizations, current publications and journals, appropriate trainings relevant to the field of deaf education and supports for DHH learners and their families.

9.3.4 CK Understands the importance of maintaining interactions with the deaf community, participating in opportunities to maintain and improve ASL, and enhancing knowledge of deaf culture.

Professional Skills

9.3.5 PS Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving in deaf education.

9.3.6 PS Takes responsibility for contributing to and advancing the profession of deaf education.

9.3.7 PS Accesses professional resources and participates in activities of professional organizations for current trends and issues in deaf education, standards for ethical practice and ongoing professional learning experiences.

9.3.8 PS Actively seeks interaction with the deaf community, participates in training programs to maintain and improve ASL and bilingual strategies for DHH learners, and continue to enhance understanding of deaf culture.

DHH STANDARDS APPENDIX OF TERMS

ASL	American Sign Language
Bilingual education	The use of American Sign Language (ASL) and English to address the comprehensive needs of deaf/hard of hearing (DHH) learners to be fluent in receptive/expressive signing, English (reading/writing), and, when appropriate, listening and spoken language skills.

DHH	Deaf/hard of hearing Deaf culture uses the designation of "DHH" before the person marker. Therefore, we are recognizing and utilizing this cultural expression.
Deaf gain	Reframing deaf as a form of sensory and cognitive diversity that has the potential to contribute to the greater good of humanity (H-Dirksen Bauman, 2009). Contrasted with the perception of "lack of" or "loss", this term focuses on the potential of benefitting society as a whole.
Learner	Learners from birth to secondary school completion, including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.
LRE for DHH learners	A **L**anguage-**R**ich **E**nvironment in an accessible language is required for adequate learning opportunities for DHH learners in a least restrictive environment. IDEA states IEP teams must "consider the communication needs of the child and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode." (Part 300/D/300.324/a/2/iv)

EARLY CHILDHOOD UNIFIED

Birth to Kindergarten and Birth to Grade 3

See Early Childhood Unified Content Areas above

ELEMENTARY EDUCATION UNIFIED

K-6

See Elementary Education Unified Content Area above

GIFTED

K-6, 5-8, 6-12, PreK-12

The Kansas State Board of Education adopted new Gifted preparation program standards on April 19, 2016.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Learner Development and Individual Learning Differences. The gifted education teacher applies understanding of cognitive, social and emotional development and individual differences to provide appropriate learning experiences for diverse individuals identified as gifted.

Function 1: Learner Development.

Content Knowledge

1.1.1 CK The teacher describes cognitive, social and emotional development across the lifespan of diverse individuals identified as gifted in special education and general education classrooms.

1.1.2 CK The teacher understands how cognitive, social and emotional development influences advanced abilities of diverse individuals identified as gifted in school, home and community settings.

1.1.3 CK The teacher knows how asynchronous development impacts relationships between diverse individuals identified as gifted and their peers in special education and general education classrooms.

Professional Skills

1.1.4 PS The teacher responds to cognitive, social and emotional development of diverse individuals identified as gifted by providing appropriate learning experiences in special education and general education classrooms.

1.1.5 PS The teacher applies understanding of cognitive, social and emotional developmental influences by designing experiences that advance abilities of diverse individuals identified as gifted in school, home and community settings.

1.1.6 PS The teacher provides support for the asynchronous development of diverse individuals identified as gifted by creating meaningful experiences with peers in special education and general education classrooms.

Function 2: Learner Differences.

Content Knowledge

1.2.1 CK The teachers recognizes similarities and differences among and between diverse individuals identified as gifted and the general education student populations.

1.2.2 CK The teacher understands how influences across and within various cultures can impact experiences of diverse individuals identified as gifted in schools, homes and communities.

1.2.3 CK The teacher knows how academic underachievement affects diverse individuals identified as gifted in special education and general education classrooms.

Professional Skills

1.2.4 PS The teacher differentiates instruction to optimize learning and meet high academic standards for diverse individuals identified as gifted in special education and general education classrooms.

1.2.5 PS The teacher responds to influences across and within various cultures by providing inclusive, challenging learning experiences for diverse individuals identified as gifted in schools, homes and communities.

1.2.6 PS The teacher uses strategies to reverse academic underachievement of diverse individuals identified as gifted in special education and general education classrooms.

Standard 2: Learning Environments. The gifted education teacher creates learning environments that are responsive to the cognitive, social and emotional needs of diverse individuals identified as gifted.

Function 1: Cognitive Environment.

Content Knowledge

2.1.1 CK The teacher knows the importance of providing meaningful and interest-based activities to challenge diverse individuals identified as gifted, including the advantages and disadvantages in a variety of learning environments.

2.1.2 CK The teacher recognizes stereotypes that impact learning environments of diverse individuals identified as gifted across a continuum of services.

Professional Skills

2.1.3 PS The teacher adapts instruction to offer culturally responsive experiences for diverse individuals identified as gifted in small group, whole group and independent learning environments.

2.1.4 PS The teacher challenges myths about diverse individuals identified with gifts to create positive learning environments in special education and general education classes.

Function 2: Social and Emotional Environment.

Content Knowledge

2.2.1 CK The teacher understands how to create challenging learning environments that promote resiliency and well-being for diverse individuals identified as gifted.

2.2.2 CK The teachers knows the role of intrinsic motivation and self-efficacy related to learning environments that address the abilities and needs of diverse individuals identified as gifted.

Professional Skills

2.2.3 PS The teacher manages safe and inclusive learning experiences that empower diverse individuals identified as gifted by adapting to expectations in special education and general education classrooms.

2.2.4 PS The teacher promotes positive social interactions and leadership skills for diverse individuals identified as gifted in schools, homes and communities.

Standard 3: Curricular Content and Instruction Planning. The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of diverse individuals identified as gifted.

Function 1: Curriculum.

Content Knowledge

3.1.1 CK The teacher understands structures of the discipline, tools of inquiry and cross-disciplinary skills in curriculum for diverse individuals identified as gifted including differentiated goals, learning progression, conceptually challenging content with depth and complexity and alignment with state and national standards, benchmarks and regulations.

3.1.2 CK The teacher knows the major models for development of a curriculum for diverse individuals identified as gifted including content mastery (subject based), process-product (skill based), and concept-based models (theme based).

3.1.3 CK The teacher understands the need to differentiate general education curriculum for diverse individuals identified as gifted based on academic needs, abilities, readiness, interests, and learning profiles.

3.1.4 CK The teacher knows how to select, adapt and create differentiated materials and strategies that advance the learning of diverse individuals identified as gifted.

3.1.5 CK The teacher understands the unique social and emotional and career guidance needs of diverse individuals identified as gifted that must be integrated into instruction.

3.1.6 CK The teacher knows the importance of involving diverse individuals identified as gifted in planning, implementing, and evaluating their own learning.

3.1.7 CK The teacher understands the types of assessment data that are used to inform instruction: formal and informal; summative and formative; pre- and post-assessment; and performance-based for diverse individuals identified as gifted.

Professional Skills

3.1.8 PS The teacher selects and adapts conceptually challenging curricula in specialized domains to promote thinking with depth and complexity and engage learning for diverse individuals identified as gifted.

3.1.9 PS The teacher integrates creative, social, emotional, leadership, and career skills with academic curricula for diverse learners identified as gifted.

3.1.10 PS The teacher uses research-based methods of differentiation to modify the general education curriculum for diverse individuals identified as gifted.

3.1.11 PS The teacher uses technologies to accomplish instructional objectives and integrates their use in the cognitive, social and emotional domains for diverse individuals identified as gifted.

3.1.12 PS The teacher assists learners in developing skills to evaluate their own learning and performance towards meeting cognitive, social, emotional and career goals of diverse individuals identified as gifted.

3.1.13 PS The teacher provides opportunities for diverse individuals identified as gifted to explore, develop, or research their areas of interest and/or talent.

3.1.14 PS The teacher interprets and uses assessment data for instructional planning in the cognitive, social and emotional domain for diverse individuals identified as gifted.

Function 2: Instructional Planning and Strategies.

Content Knowledge

3.2.1 CK The teacher understands the variables that may affect how diverse individuals identified as gifted learn and perform including cultural and socioeconomic diversity, prior knowledge and experiences, self-confidence and self-esteem, developmental readiness, and other exceptionalities.

3.2.2 CK The teacher knows how to develop instructional objectives for complex products and performances of diverse individuals identified as gifted.

3.2.3 CK The teacher knows a variety of strategies for instructing diverse individuals identified as gifted including higher-level questioning, problem-based learning, inquiry-based learning, and differentiated learning.

3.2.4 CK The teacher knows how to pace instruction with depth and complexity to meet the individual needs of diverse individuals identified as gifted.

3.2.5 CK The teacher understands how to develop metacognitive thinking processes in diverse individuals identified as gifted.

3.2.6 CK The teacher knows strategies for teaching diverse individuals identified as gifted self-advocacy and self-regulatory skills.

Professional Skills

3.2.7 PS The teacher selects, adapts, and uses instructional strategies and materials based upon learner characteristics and needs of diverse individuals identified as gifted.

3.2.8 PS The teacher implements and evaluates learning differentiated goals and objectives of diverse individuals identified as gifted for complexity and depth.

3.2.9 PS The teacher uses a variety of research-based instructional strategies to develop critical and creative thinking with depth and complexity, and problem-solving skills of diverse individuals identified as gifted.

3.2.10 PS The teacher addresses the specific needs of diverse individuals identified as gifted using enrichment, flexible pacing, grouping options, and acceleration within and across grade levels.

3.2.11 PS The teacher uses appropriate techniques and strategies for promoting social and emotional development and leadership skills of diverse individuals identified as gifted.

3.2.12 PS The teacher uses student responses and performance to evaluate and modify differentiated learning goals and objectives of diverse individuals identified as gifted.

Standard 4: Assessment. The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of diverse individuals identified as gifted.

Function 1: Identification.

Content Knowledge

4.1.1 CK The teacher knows the processes and procedures for nominating and identifying gifted individuals using differentiated assessments.

4.1.2 CK The teacher knows the basic terminology and types of quantitative and qualitative differentiated assessments used for identifying giftedness.

4.1.3 CK The teachers understands the importance of using multiple criteria for identifying giftedness.

4.1.4 CK The teacher understands factors that can lead to the over-, under-, or misidentification of diverse individuals identified as gifted.

4.1.5 CK The teacher understands the legal and ethical practices related to the identification and placement of diverse individuals identified as gifted.

Professional Skills

4.1.6 PS The teacher selects and administers differentiated assessments that minimize bias during the identification process.

4.1.7 PS The teacher interprets and reports differentiated assessment data to stakeholders.

4.1.8 PS The teacher collaborates with an interdisciplinary team and families to review intervention and differentiated assessment results, and determine appropriate services for individuals.

4.1.9 PS The teacher uses alternative differentiated assessments for identifying giftedness in special populations of diverse individuals identified as gifted.

Function 2: Progress Monitoring.

Content Knowledge

4.2.1 CK The teacher understands the strengths and limitations of a variety of formal and informal assessment techniques to evaluate progress of diverse individuals identified as gifted.

4.2.2 CK The teacher understands the various purposes of assessment to monitor progress of diverse individuals identified as gifted.

Professional Skills

4.2.3 PS The teacher develops and uses appropriate measures to assess the learning and progress of diverse individuals identified as gifted.

4.2.4 PS The teacher uses differentiated grading and feedback procedures to communicate progress to diverse individuals identified as gifted and their families in a timely, regular, and ethical manner.

Standard 5: Professional Learning and Ethical Practice. The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.

Function 1: Professional Learning.

Content Knowledge

5.1.1 CK The teacher knows professional organizations, publications, and current issues related to the field of gifted education.

5.1.2 CK The teacher recognizes resources, opportunities and activities that enhance strengths and increase skills through professional growth and development in gifted education.

5.1.3 CK The teacher understands how foundational knowledge, perspectives, historical trends, and legal issues impact the education of diverse individuals identified as gifted.

Professional Skills

5.1.4 PS The teacher actively participates in professional development activities and learning communities that benefit stakeholders in the field of gifted education.

5.1.5 PS The teacher evaluates professional growth as a lifelong learner who reflects on and adjusts experiences using evidence-based practices in gifted education.

5.1.6 PS The teacher advances the profession through leadership activities such as advocacy for diverse individuals identified as gifted and mentoring colleagues.

Function 2: Ethical Behavior.

Content Knowledge

5.2.1 CK The teacher knows the standards, policies, laws, and regulations that guide ethical practice in the field of gifted education.

5.2.2 CK The teacher understands how ethical and legal practices safeguard the rights of parents and the confidentiality of diverse individuals identified as gifted.

5.2.3 CK The teacher recognizes how implications of giftedness impact learning and the continuum of services for diverse individuals identified as gifted in special education and regular education classrooms.

Professional Skills

5.2.4 PS The teacher provides delivery of services inclusive of special populations of diverse individuals identified as gifted such as English Language Learners, Economically Disadvantaged and Twice-Exceptional.

5.2.5 PS The teacher practices ethical behaviors sensitive to complex issues of diversity for diverse individuals identified as gifted and their families.

5.2.6 PS The teacher implements ethical practices and services related to schools, organizations and agencies that support diverse individuals identified as gifted.

Standard 6: Communication and Collaboration. The gifted education teacher communicates and collaborates with stakeholders to address the cognitive, social and emotional needs of diverse individuals identified as gifted in the school, home, and community.

Function 1: Communication.

Content Knowledge

6.1.1 CK The teacher understands the role of technology in effective communication to promote awareness of the needs of diverse individuals identified as gifted.

6.1.2 CK The teacher understands how diversity impacts communication regarding giftedness within the school, home, and community.

Professional Skills

6.1.3 PS The teacher uses effective written and oral techniques to communicate with stakeholders regarding the needs of diverse individuals identified as gifted.

6.1.4 PS The teacher adjusts communication for language proficiency, cultural and linguistic differences of diverse individuals identified as gifted.

Function 2: Collaboration.

Content Knowledge

6.2.1 CK The teacher is aware of resources and opportunities to support the needs of diverse individuals identified as gifted in the school, home, and community.

Professional Skills

6.2.2 PS The teacher applies elements of effective collaboration within special education and general education classrooms to benefit diverse individuals identified as gifted.
6.2.3 PS The teacher develops partnerships that benefit the education experience of diverse individuals identified as gifted across the lifespan.
6.2.4 PS The gifted teacher serves as a resource and advocate to promote the field of gifted education within the school, home, and community.

HIGH INCIDENCE SPECIAL EDUCATION

K-6, 5-8, 6-12, PreK-12

The Kansas State Board of Education adopted new High Incidence Special Education preparation program standards on May 12, 2015. Standards updated to include alignment with International Dyslexia Association Knowledge and Practice Standards, 06/26/2020.

Standard 1: Characteristics/Legal/Historical/Philosophical

The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.

Function 1.1: The special educator understands the historical and philosophical foundations of special education.

Content Knowledge (CK)

1.1.1 CK Understands the historical foundation of special education, including major federal and state legislation, case law, and contributors.
1.1.2 CK Understands the philosophical foundation of special education, including models, theories, and philosophies which provide the basis of special education practice.
1.1.3 CK Understands how disability case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.

Professional Skills (PS)

1.1.4 PS Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.
1.1.5 PS Articulates a personal philosophy of special education that includes current educational evidence- based research related to the instruction of learners with high incidence learning needs.
1.1.6 PS Explains how the disability case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.

Function 1.2: The special educator understands the characteristics of high incidence

disabilities.

Content Knowledge (CK)

1.2.1 CK Understands the high incidence disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.

1.2.2 CK Understands the characteristics of learners with high incidence special education needs and identifies learners according to state eligibility guidelines.

Professional Skills (PS)

1.2.3 PS Explains the characteristics of learners within the high incidence disability categories in terms of cognitive, pre-academic (for children Pre-K), academic, social, behavioral, and adaptive behaviors.

1.2.4 PS Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).

Function 1.3: The special educator understands the impact of high incidence disabilities on education.

Content Knowledge (CK)

1.3.1 CK Understands the impact of cognitive, pre- academic (for children Pre-K), academic, social, behavioral, and adaptive behaviors, on the learner's educational progress and social functioning.

1.3.2 CK Understands the impact of the disability on planning for the transition to postsecondary education, and college and career readiness.

1.3.3 CK Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of special education services.

1.3.4 CK Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with high incidence special education needs.

Professional Skills (PS)

1.3.5 PS Explains the impact of learner characteristics on pre-academic (for children Pre-K), academic, social, behavioral, and adaptive behaviors on the learner's education progress and social functioning.

1.3.6 PS Develops postsecondary transition plans that prepare the learner for post-secondary education, and college and career readiness.

1.3.7 PS Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during

identification, placement, and provision of special education services.

1.3.8 PS Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with high incidence special education needs.

Function 1.4: The special educator understands the legal parameters appropriate for each learner's educational needs.

Content Knowledge (CK)

1.4.1 CK Understands current special education federal and state legislation, and case law, and the impact on educational services.

1.4.2 CK Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.

1.4.3 CK Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.

1.4.4 CK Understands how to apply current federal and state legislation, and case law to the educational program of learners with high incidence special education needs.

Professional Skills (PS)

1.4.5 PS Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.

1.4.6 PS Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE appropriate for culturally or linguistically diverse learners.

1.4.7 PS Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.

1.4.8 PS Applies current federal and state legislation, and case law to the educational program of learners with high incidence special education needs.

Standard 2: The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations [a].

[a] Note: Technology considerations are imbedded in each function.

Function 2.1: The special educator uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Content Knowledge (CK)

2.1.1 CK Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses during the eligibility process to conduct child find.

2.1.2 CK Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.

2.1.3 CK Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and weaknesses.

2.1.4 CK Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.

2.1.5 CK Understands the legal and ethical implications of learner assessment, including

the influence of learner diversity on the learner's evaluation procedures and assessment results.

2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.

2.1.7 CK Understands the need for effective communication and collaboration with the learner's IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.

Professional Skills (PS)

2.1.8 PS Analyzes data from Part C agencies (for children transitioning to Part B) and general education interventions to base the need for a special education evaluation referral.

2.1.9 PS Effectively explains the nature and purpose of evaluation to the learner's Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.

2.1.10 PS Selects appropriate assessment instruments to address learner academic, behavioral, social, and postsecondary transitional patterns of learner strengths and weaknesses, and need for assistive technology.

2.1.11 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.

2.1.12 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.

2.1.13 PS Uses assessment data from multiple sources, patterns of learner strengths and weakness, including data from other agencies, to assist the team in making eligibility and placement decisions.

2.1.14 PS Effectively communicates assessment results (verbally and in writing) with the learner's IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.

Function 2.2: The special educator uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge (CK)

2.2.1 CK Understands a variety of procedures to analyze
learner academic and behavioral data including patterns of learner strengths and weaknesses.

2.2.2 CK Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.

2.2.3 CK Understands the use of learner assessment data to guide instructional planning and transition planning and post school outcomes to meet the learner's needs.

2.2.4 CK Understands the implications of learner motivation and test-taking skills on assessment performance.

Professional Skills (PS)

2.2.5 PS Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.

2.2.6 PS Uses learner characteristics and current evidence-based educational research to guide instructional planning and to select appropriate levels of instructional and behavioral intervention strategies.

2.2.7 PS Uses learner assessment data to differentiate instructional content and teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans (from Part C to Part B, and high school post-school goals and settings); determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.

2.2.8 PS Uses appropriate motivational and instructional strategies to improve learner's persistence and assessment performance.

Function 2.3: The special educator uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.

Content Knowledge (CK)

2.3.1 CK Understands the need for frequent monitoring of learner progress through formal and informal assessments.

2.3.2 CK Understands a variety of methods to use technology to document, organize, and communicate learner progress.

2.3.3 CK Understands the responsibility of educators to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.

2.3.4 CK Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner's IEP.

Professional Skills (PS)

2.3.5 PS Consistently uses progress monitoring data and other performance data to select appropriate instructional activities, revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.

2.3.6 PS Collects and documents progress monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.

2.3.7 PS Includes learners with high incidence special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.

2.3.8 PS Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner's IEP.

Standard 3: The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.

Function 3.1: The special educator uses IEPs for instructional planning and implementation.

Content Knowledge (CK)

3.1.1 CK Understands development of the IEP in instructional planning and implementation.

3.1.2 CK Understands baselines from the IEP in instructional planning and implementation.

3.1.3 CK Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.

3.1.4 CK Understands monitoring and reporting in instructional planning and implementation.

Professional Skills (PS)

3.1.5 PS Develops an IEP to set the direction for instruction.

3.1.6 PS Uses baselines from the IEP to identify present level of performance.

3.1.7 PS Plans learning activities and supports based on the IEP.

3.1.8 PS Monitors and reports progress of IEP towards meeting annual goals.

Function 3.2: The special educator uses knowledge of learning environments for effective instructional planning and implementation.

Content Knowledge (CK)

3.2.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.

3.2.2 CK Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

3.2.3 CK Has knowledge of learning environments to provide effective use of instructional time.

3.2.4 CK Has knowledge of evidence-based research for instructional planning and implementation.

3.2.5 CK Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.

Professional Skills (PS)

3.2.6 PS Develops and implements learning activities based on the physical, social, and learning environment.

3.2.7 PS Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and engage with learning.

3.2.8 PS Develops and implements learning activities that incorporate effective use of

instructional time.

3.2.9 PS Develops and implements learning activities using evidence-based research for instructional planning and implementation.

3.2.10 PS Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.

Function 3.3: The special educator uses knowledge of individual learner characteristics for effective instructional planning and implementation.

Content Knowledge (CK)

3.3.1 CK Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.

3.3.2. CK Understands stages of learner development and the implications for academic progress and social development.

3.3.3 CK Understand current medical and educational research.

3.3.4 CK Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.

3.3.5 CK Understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.

3.3.6 CK Has knowledge of a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Professional Skills (PS)

3.3.7 PS Develops and implements learning activities based on learner strengths, interests and differing learner learning styles and establishes/maintains rapport with learners.

3.3.8 PS Develops and implements learning and social activities based on developmentally and age-appropriate tasks.

3.3.9 PS Uses current educational and medical research to develop appropriate learning activities.

3.3.10 PS Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.

3.3.11 PS Plans for and uses leaning activities based on learners' academic and social abilities, attitudes, interests and values.

3.3.12 PS Plans for and uses a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Function 3.4: The special educator uses assessment for effective instructional planning and implementation.

Content Knowledge (CK)

3.4.1 CK Understands assessment and evaluation.

3.4.2 CK Understands the role of reflection in instructional practices.

3.4.3. CK Understands the use of formal and informal assessments in planning instruction.

3.4.4 CK Has knowledge of evidence-based research for instructional planning, levels of

intervention, and implementation.

3.4.5 CK Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.

Professional Skills (PS)

3.4.6 PS Interprets and uses assessment and evaluation data for instructional planning.

3.4.7 PS Reflects regularly and systematically on instructional practices to be more effective.

3.4.8 PS Conducts and uses formal and informal assessment to plan instruction.

3.4.9 PS Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.

3.4.10 PS Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.

Function 3.5: The special educator uses teacher knowledge of subject matter for effective instructional planning and implementation.

Content Knowledge (CK)

3.5.1 CK Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation.

3.5.2 CK Has knowledge of affective, social and career or vocational skills for instructional planning, levels of intervention, and implementation.

3.5.3 CK Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.

3.5.4 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

3.5.5 CK Understands problem-solving strategies and critical thinking skills.

3.5.6 CK Understands state/district curricular standards for instructional planning, levels of intervention, and implementation.

Professional Skills (PS)

3.5.7 PS Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation.

3.5.8 PS Integrates affective, social and career or vocational skills for instructional planning, levels of intervention, and implementation.

3.5.9 PS Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.

3.5.10 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

3.5.11 PS Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.

3.5.12 PS Uses state/district curricular standards for

instructional planning, levels of intervention, and implementation.

Function 3.6: The special educator uses technology for effective instructional planning and implementation.

Content Knowledge (CK)

3.6.1 CK Has knowledge of appropriate technologies to accomplish instructional objectives.

3.6.2 CK Has knowledge of technology to plan for IEP implementation.

3.6.3 CK Has knowledge of technology in the learning environment.

3.6.4 CK Has understanding of characteristic of learners to determine appropriate technologies.

3.6.5 CK Has knowledge of technology to view, process, analyze, and/or apply data.

3.6.6 CK Understands how to access and apply learning technologies that support instruction.

3.6.7 CK Understands the role of assistive technology, devices, and services in facilitating learners' access to the general curriculum and/or active participation in educational activities and routines.

Professional Skills (PS)

3.6.8 PS Selects and uses appropriate technologies for planning, levels of intervention, and implementation.

3.6.9 PS Selects and uses appropriate technologies to access, generate and collect data; report, manipulate and publish results for IEPs or IEP reporting.

3.6.10 PS Selects and uses appropriate technologies for the learning environment.

3.6.11 PS Selects and uses appropriate technologies, including assistive technology and instructional services, based on learner needs.

3.6.12 PS Selects and uses appropriate technologies to view, process, analyze, and/or apply data.

3.6.13 PS Selects and uses learning technologies that support instruction.

3.6.14 PS Collects and uses data about the learner's environment and curriculum to determine and monitor assistive technology needs to allow for access to the general curriculum and/or active participation in educational activities and routines.

Standard 4: The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.

Function 4.1: The special educator uses a variety of evidence-based instructional strategies for effective adaptations to promote learning and improve learner outcomes.

Content Knowledge (CK)

4.1.1 CK Knows a variety of instructional strategies for making adaptations to content, settings, and groupings; considering the characteristics individuals with high incidence learning needs.

4.1.2 CK Understands that adjustments in instructional strategies for adaptations and accommodations must be made based on learner performance.

4.1.3 CK Understands that educational strategies for adaptations and accommodations

must be evaluated and knows ways in which to do the evaluation.

4.1.4 CK Knows strategies to facilitate integration into various settings, including access to the general education curriculum.

Professional Skills (PS)

4.1.5 PS Adapts content, settings, and groupings appropriately and in a variety of ways; considering the characteristics individuals with high incidence learning needs.

4.1.6 PS Makes adjustments in instructional strategies for adaptations and accommodations based on learner performance.

4.1.7 PS Evaluates educational strategies for adaptations and accommodations.

4.1.8 PS Uses a variety of strategies to facilitate integration into various settings, including access to the general education curriculum.

Function 4.2: The special educator uses a variety of evidence-based instructional strategies for learner performance to promote learning and improve learner outcomes.

Content Knowledge (CK)

4.2.1 CK Knows a variety of instructional strategies to support and improve learner performance.

4.2.2 CK Understands the necessity and means to monitor learner performance and the importance and relevance to learner success.

4.2.3 CK Understands responses and error in guiding instructional decisions and providing feedback to learners.

4.2.4 CK Knows instructional strategies for self- awareness, self-management, self-control, self-reliance, self-esteem, and self-determination; and considers the characteristics of individuals with high incidence learning needs.

4.2.5 CK Knows strategies to facilitate maintenance and generalization of skills.

Professional Skills (PS)

4.2.6 PS Uses strategies to support and improve learner performance.

4.2.7 PS Oversees learner progress and adjusts instructional strategies based on progress monitoring results.

4.2.8 PS Uses responses and errors to guide instructional decisions and provide feedback to learners.

4.2.9 PS Uses instructional strategies for self- awareness, self-management, self-control, self- reliance, self-esteem, and self-determination; and considers the characteristics of individuals with high incidence learning needs.

4.2.10 PS Uses strategies to facilitate maintenance and generalization of skills.

Function 4.3: The special educator uses a variety of evidence-based instructional strategies to facilitate learner transitions to promote learning and improve learner outcomes.

Content Knowledge (CK)

4.3.1 CK Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, post school environments, etc.).

4.3.2 CK Knows and can access information and resources about career preparation and post-secondary programs including instructional strategies to promote

planning for transition to post-school settings.

4.3.3 CK Knows a variety of instructional strategies to promote identifying interests and preferences for post- secondary goals for transition to post-school settings.

4.3.4 CK Knows and understands a variety of instructional strategies to match skills and interests of the learner to demands in post-school settings.

4.3.5 CK Knows a variety of instructional strategies to assist learners to be active participants in transition planning.

4.3.6 CK Knows a variety of instructional strategies to promote self-advocacy, self-determination, independence and work skills.

Professional Skills (PS)

4.3.7 PS Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to post-school settings.

4.3.8 PS Uses a variety of instructional strategies to promote planning for transition to post-school settings.

4.3.9 PS Uses a variety of instructional strategies to promote identifying interests and preferences for post-secondary goals for transition to post-school settings.

4.3.10 PS Uses a variety of instructional strategies to match skills and interests of the learner to demands in post-school settings.

4.3.11 PS Uses a variety of instructional strategies to assist learners to be active participants in transition planning.

4.3.12 PS Uses a variety of instructional strategies to promote self-advocacy, self-determination, independence and work skills.

Standard 5: The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.

Function 5.1: The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals to improve learner outcomes while planning for and implementing effective instruction and services.

Content Knowledge (CK)

5.1.1 CK Understands various models and strategies of consultation and collaboration.

5.1.2 CK Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts.

5.1.3 CK Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.

5.1.4 CK Understands effective collaboration and consultation techniques with school and agency professionals to promote success.

Professional Skills (PS)

5.1.5 PS Collaborates and consults with school professionals to plan and facilitate

meeting the needs of diverse learners.

5.1.6 PS Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.

5.1.7 PS Adheres to ethical practices and legal requirements while discussing learners and learner data, and maintains best practices regarding maintaining records of communication with stakeholders.

5.1.8 PS Works with school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.

Function 5.2: The special educator demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

Content Knowledge (CK)

5.2.1 CK Understands the shared roles and responsibilities in planning the learner's individual education program, including the roles and responsibilities of paraeducators and related service personnel.

5.2.2 CK Understands the collaborative and consultative roles of special education teachers in the integration of learners into the general curriculum and classroom.

Professional Skills (PS)

5.2.3 PS Communicates the shared roles and responsibilities of paraeducators and related service personnel.

5.2.4 PS Plans and collaborates with general education teachers, and other school and community personnel in integrating learners into the general education curriculum and classroom and other learning environments.

Function 5.3: The special educator demonstrates effective communication styles to enhance collaboration and consultation among school professionals to plan for and implement effective transition services from one educational setting to another and from educational settings to community, vocational, or post- secondary educational settings.

Content Knowledge (CK)

5.3.1 CK Understands the need for collaboration to assist in planning for transitions.

5.3.2 CK Understands the importance of collaboration with family, school personnel, and community service agencies to support transition from Part C services to Part B services, preschool to elementary settings, elementary to middle/secondary settings; including how to access information and appropriate resources to support these transitions.

5.3.3 CK Understands the types and importance of information available from family, school personnel, the legal system, and community service agencies, and is aware of sources of unique services, networks, and organizations for individuals with disabilities including, but not limited to, transition support from Part C to Part B, career, vocational, and postsecondary transition support.

5.3.4 CK Understands the importance of collaboration with IEP team members and other professionals in planning for the learner's transition to post-school settings.

Professional Skills (PS)

5.3.5 PS Collaborates with family, school personnel, and community agencies to lead teams or assist in planning for transitions.

5.3.6 PS Collaborates with family, school personnel, and community service agencies to support transition from Part C services to Part B services, preschool to elementary settings, elementary to middle/secondary settings; including how to access information and appropriate resources to support these transitions.

5.3.7 PS Collaborates with families, school personnel, the legal system, and communities to secure appropriate resources and services for vocational and transition support.

5.3.8 PS Collaborates with IEP team members and other professionals in planning for the learner's transition to post-school settings.

Standard 6: The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.

Function 6.1: The special educator understands the critical elements of language and literacy.

Content Knowledge (CK)

6.1.1 CK Understands the impact of language (reading and writing) development and listening comprehension, including phonological, orthographic, semantic, syntactic, and discourse, on academic and high incidence learning

6.1.2 CK Understands the five essential components of reading i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension and the reciprocal relationship among these components.

6.1.3 CK Understands the developmental progressions and challenges of learners in the five components of reading, and what these progressions and challenges require in terms of instructional interventions (with a focus on explicit instruction).

6.1.4 CK Understands the foundations of evidence-based writing instruction including the basic framework of planning, writing, and revision.

Professional Skills (PS)

6.1.5 PS Identifies and uses communication strategies (reading and writing) to extend language development (including phonological, orthographic, semantic, syntactic, and discourse), especially in academic/content learning.

6.1.6 PS Diversifies reading instruction based on the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge, depending on learner characteristics.

6.1.7 PS Uses instructional interventions, including explicit instruction, to move learners through the developmental progressions and overcome challenges in the five

components of reading.

6.1.8 PS Identifies the essential components of effective writing instruction including the basic framework of planning, writing, and revision considering ways to further the learner's demonstration of knowledge, taking into account cognition and behavior.

Function 6.2: The special educator identifies and uses evidence-based interventions specific to reading instruction.

Content Knowledge (CK)

6.2.1 CK Understands individual differences and challenges in development of phonological and phonemic awareness, including levels of phonological sensitivity, and progression of phonemic awareness skill development.

6.2.2 CK Understands evidence-based phonological and phonemic awareness interventions that provide learners with basic foundational skills (consonant and vowel phonemes) in reading and spelling.

6.2.3 CK Understands evidence-based phonics interventions that teach reading and spelling skills allowing learners to understand the relationship between phonemes and printed letters in irregular words, single- and multisyllabic-words.

6.2.4 CK Understands evidence-based interventions specific to fluency instruction expanding a learner's ability to read with automaticity, encompassing word knowledge, word expression, comprehension, and motivation to read.

6.2.5 CK Understands the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

6.2.6 CK Understands evidence-based interventions specific to vocabulary instruction allowing learners to recognize and understand vocabulary words.

6.2.7 CK Understands different types and purposes of texts (decodable texts and major genre) and the teacher's role as an active mediator of the text comprehension processes.

6.2.8 CK Understands evidence-based interventions specific to text comprehension expanding learner understanding of what they read.

6.2.9 CK Understands that systematic and frequent progress monitoring is needed to ensure effective reading outcomes.

6.2.10 CK Understands in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.

6.2.11 CK Understands in practice the rationale for multisensory and multimodal language-learning techniques.

Professional Skills (PS)

6.2.12 PS Applies practices that address individual differences and challenges in development of phonological and phonemic awareness, including levels of phonological sensitivity, and progression of phonemic awareness skill development.

6.2.13 PS Identifies and uses evidence-based phonological and phonemic awareness interventions.

6.2.14 PS Identifies and uses evidence-based phonics interventions that teach reading

and spelling skills allowing learners to understand the relationship between phonemes and printed letters in irregular words, single- and multisyllabic-words.

6.2.15 PS Identifies and uses evidence-based interventions specific to fluency instruction expanding a learner's ability to read with automaticity, with encompassing word knowledge, word expression, comprehension, and motivation to read.

6.2.16 PS Identifies and uses in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

6.2.17 PS Identifies and uses evidence-based interventions to teach vocabulary skills.

6.2.18 PS Identifies and uses different types and purposes of texts (decodable texts and major genre) and the teacher's role as an active mediator of the text comprehension processes.

6.2.19 PS Identifies and uses evidence-based interventions to teach reading comprehension.

6.2.20 PS Identifies and uses systematic and frequent progress monitoring to ensure effective reading outcomes.

6.2.21 PS Identifies and uses in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.

6.2.22 PS Identifies and uses in practice the rationale for multisensory and multimodal language-learning techniques.

Function 6.3: The special educator identifies and uses evidence-based interventions specific to writing instruction.

Content Knowledge (CK)

6.3.1 CK Understands critical elements of writing instruction.

6.3.2 CK Understands evidence-based interventions that address the basic framework of planning, writing, and revision.

6.3.3 CK Understands evidence-based interventions that explicitly teach the critical steps in the writing process.

6.3.4 CK Understands evidence-based interventions specific to providing feedback in the writing process.

Professional Skills (PS)

6.3.5 PS Identifies and uses the critical elements of writing instruction to strategy selection and implementation.

6.3.6 PS Identifies and uses a variety of evidence- based interventions to teach the basic writing process, including planning, writing, and revision.

6.3.7 PS Identifies and uses a variety of evidence- based interventions to teach the critical steps of the writing process.

6.3.8 PS Identifies and uses a variety of evidence- based interventions that integrate critical feedback across the writing process.

Function 6.4: The special educator identifies and uses evidence-based interventions

specific to math and other content area instruction.

Content Knowledge (CK)

6.4.1 CK Understands critical elements of math instruction.

6.4.2 CK Understands the central concepts, structures of the other content areas taught.

Professional Skills (PS)

6.4.3 PS Uses the critical elements of math instruction and organizes this knowledge, integrates math skills, and develops meaningful learning in math.

6.4.4 PS Uses the central concepts, structures of other content areas taught and can organize this knowledge, integrate skills, and develop meaningful learning.

Function 6.5: The special educator identifies and uses the principles of universal design for learning (UDL) and technology tools to support literacy and to make data-based decisions.

Content Knowledge (CK)

6.5.1 CK Understands the three principles of universal design for learning and its accompanying guidelines.

6.5.2 CK Understands how the UDL framework applies to evidence-based language and literacy interventions.

6.5.3 CK Understands the essential principles of universal design for learning and integrates multiple means of demonstration/expression in the writing process.

6.5.4 CK Understands how the critical elements of UDL can be implemented through the use of a variety of strategies and technology tools.

6.5.5 CK Understands ways to integrate technology tools in the writing process, especially tools that extend evidence-based interventions.

Professional Skills (PS)

6.5.6 PS Uses the three principles of universal design for learning and the accompanying guidelines in language and literacy instruction.

6.5.7 PS Connects the critical elements of UDL to a variety of evidence-based interventions in language and literacy development.

6.5.8 PS Identifies and uses a variety of strategies to embed the principles of UDL in the writing process, with the outcome of supporting the learner's ability to demonstrate knowledge of subject matter content.

6.5.9 PS Uses a variety of technology tools that supplement and expand evidence-based reading and writing interventions.

6.5.10 PS Identifies and uses technology tools that extend the use of evidence-based interventions specific to the writing process, including word processing and its multiple features (e.g., talking word processors, speech-to-text).

Standard 7: The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Function 7.1: The special educator demonstrates knowledge and skills in the use of problem-solving models, including PBIS, within the MTSS framework.

Content Knowledge (CK)

7.1.1 CK Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.

7.1.2 CK Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.

7.1.3 CK Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.

7.1.4 CK Understands evidence-based strategies for crisis prevention and intervention.

7.1.5 CK Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as the impact of this intervention on the physical, emotional, and social well-being of the learner.

Professional Skills (PS)

7.1.6 PS Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.

7.1.7 PS Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.

7.1.8 PS Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.

7.1.9 PS Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.

7.1.10 PS Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions.

Function 7.2: The special educator conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.

Content Knowledge (CK)

7.2.1 CK Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.

7.2.2 CK Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.

7.2.3 CK Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response; and

complete progress monitoring.

Professional Skills (PS)

7.2.4 PS Uses a variety of evidence-based problem- solving models including the use of PBIS within an MTSS framework.

7.2.5 PS Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.

7.2.6 PS Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response, and completes progress monitoring.

Function 7.3: The special educator demonstrates cultural sensitivity in the development and use social skills curricula.

Content Knowledge (CK)

7.3.1 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula.

7.3.2 CK Understands a variety of evidence-based social skills curricula and interventions and promotes social skill generalization across school settings and activities used in PBIS within an MTSS framework.

Professional Skills (PS)

7.3.3 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula.

7.3.4 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization across school settings and activities used in PBIS within an MTSS framework.

Function 7.4: The special educator demonstrates knowledge and skills to promote the self-determination skills of learners.

Content Knowledge (CK)

7.4.1 CK Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.

7.4.2 CK Understands the importance of addressing self-determination skills in the IEP development for all learners, including post-secondary transition plans.

7.4.3 CK Understands the relationship of self- determination curricula to learner motivation, learning, and achievement of post-secondary transition goals.

Professional Skills (PS)

7.4.4 PS Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self- determination.

7.4.5 PS Writes learner IEPs and post-secondary transition plans that address the learner's current self-determination skills and instructional needs.

7.4.6 PS Uses effective self-determination instructional methods to increase learner

motivation, enhance learning, and improve the learner's success in meeting post-secondary transition goals.

Standard 8. Family and Community Engagement - The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

Function 1: The special educator understands the importance of family and community engagement and empowerment in the special education process.

Content Knowledge (CK)

8.1.1 CK Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.

8.1.2 CK Understands the importance of establishing proactive relationships with families through respectful, open communication (oral and written) using the primary language used in learners' homes.

8.1.3 CK Understands the impact of the families' culture including traditions, customs, and values on educational process for the learner.

8.1.4 CK Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.

Professional Skills (PS)

8.1.5 PS Recognizes the "person acting as a parent" with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.

8.1.6 PS Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner's home.

8.1.7 PS Acknowledges the families' culture and traditions during planning for the education process for the learner.

8.1.8 PS Acknowledges the benefits community resources can provide to the learner's IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.

Function 2: The special educator includes and empowers families in special education program development and implementation.

Content Knowledge (CK)

8.2.1 CK Understands the importance of family engagement regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the learner's IEP team decisions.

8.2.2 CK Understands the importance of the family's ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide

assessments, formative and summative evaluations, and learner progress.

8.2.3 CK Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.

Professional Skills (PS)

8.2.4 PS Demonstrates how to obtain and apply input from the families regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.

8.2.5 PS Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner's education needs and subsequent outcomes.

8.2.6 PS Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.

Function 3: The special educator understands the legal rights of the family.

Content Knowledge (CK)

8.3.1 CK Understands the meaning and purpose of parental consent that is needed for every special education action in accordance to state and federal laws.

8.3.2 CK Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

8.3.3 CK Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Professional Skills (PS)

8.3.4 PS Explains the meaning and intent of parent consent that is needed for every special education action in accordance with state and federal laws.

8.3.5 PS Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

8.3.6 PS Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Function 4: The special educator works to actively engage and empower families as partners in the education of the learner.

Content Knowledge (CK)

8.4.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and

answers questions in the best interest of the learner.

8.4.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable them to participate in the leaner's education, as well as, be an advocate for the learner.

8.4.3 CK Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner's educational program.

8.4.4 CK Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.

Professional Skills (PS)

8.4.5 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.

8.4.6 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.

8.4.7 PS Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.

8.4.8 PS Demonstrates the knowledge to engage and empower parents, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.

LOW INCIDENCE SPECIAL EDUCATION

K-6, 5-8, 6-12, PreK-12

The Kansas State Board of Education adopted new Low Incidence Special Education preparation program standards on May 12, 2015.

The following teaching standards should be used to prepare individuals to adapt the curriculum to assist the learning of children and youth who have learning problems and needs in the severe to profound range.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Professional Learning & Ethical Practice

The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.

Function 1.1: Teacher of students with low incidence disabilities knows, understands, and conducts all professional activities in accordance with current federal and state laws, and local/district policies and procedures.

Content Knowledge (CK)

1.1.1 CK Knows special education policies, process and procedures as it relates to the current Individuals with Disabilities Education Act (IDEA), Family Educational Rights and Privacy (FERPA), and Kansas Statutes and Regulations.

1.1.2 CK Understands rights and responsibilities for parents/guardians, students, administrators, teachers, and other school staff throughout the special education process.

Professional Skills (PS)

1.1.3a PS Conducts all professional activities in accordance with current federal and state law, and local/district policies and procedures.

1.1.3b PS Protects confidential information of student and family.

1.1.3c PS Follows laws and policies related to provision of specialized health care in educational and community settings.

1.1.4a PS Provides and explains rights, responsibilities, issues, and assurances to parents/guardians and/or students in understandable terms per required laws, policies and procedures, and upon request by the parent/guardian.

1.1.4b PS Provides and explains rights and responsibilities of professionals and school staff.

1.1.4c PS Protects confidential information.

1.1.4d PS Advocates for rights for parents and students.

Function 1.2: Teacher of students with low incidence disabilities knows and uses the models, theories, and current research that form the foundations for special education practices.

Content Knowledge (CK)

1.2.1 CK Knows historical foundations and current issues and how it impacts special education practices

1.2.2 CK Understands models, theories, ethics and philosophies that form the foundation for special education practices

1.2.3 CK Follows current research that forms the basis for special education practice.

Professional Skills (PS)

1.2.4 PS Articulates a personal philosophy of education related to education of students and their access and participation in the general curriculum and general education/inclusive and community environments based on historical foundations, models, theories, ethics and current research and issues, including how these impact practices.

Function 1.3: Teacher of students with low incidence disabilities understands culture, language and value-based beliefs that impact partnerships with families and the education of students.

Content Knowledge (CK)

1.3.1 CK Knows the impact of culture and language on various beliefs, traditions, customs, and values when identifying and educating students.

1.3.2 CK Understands personal cultural biases and differences that affect one's teaching practices.

1.3.3 CK Comprehends family culture, beliefs, and preferences regarding partnership with family in the education process.

1.3.4 CK Knows that person-first language promotes social acceptance and respect for personal dignity.

Professional Skills (PS)

1.3.5 PS Honors and respects various cultures of students, families and co-workers.

1.3.6 PS Models nondiscriminatory and anti-bullying behaviors.

1.3.7 PS Obtains information from family members regarding cultural beliefs and preferences that impact the education of their son/daughter.

1.3.8 PS Uses person-first language in all forms, oral and written.

Function 1.4: Teacher of students with low incidence disabilities knows the importance of and practices lifelong professional development.

Content Knowledge (CK)

1.4.1 CK Knows the importance of lifelong professional development.

Professional Skills (PS)

1.4.2 PS Keeps knowledge, skills, and practices up-to-date with ongoing continued education.

Standard 2: Learner Development and Individual Learning Differences

The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.

Function 2.1: Teacher of students with low incidence disabilities knows, understands, and promotes learning based on foundations of human growth and development, including collective and individual characteristics.

Content Knowledge (CK)

2.1.1 CK Knows milestones of human growth and development and the impact of developmental differences on learning and family life.

2.1.2 CK Knows current federal and state definitions and causes of low incidence disabilities and implication these have for education and learning.

2.1.3 CK Understands developmentally and chronologically age-appropriate needs and practices of students.

Professional Skills (PS)

2.1.4 PS Supports student development across communication, social/emotional, behavioral, motor, and academic development through appropriate curricular and instructional experiences across the lifespan.

2.1.5 PS Follows legally based requirements for identifying students within low incidence disability special education classifications.

2.1.6 PS Promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students and their families.

Function 2.2: Teacher of students with low incidence disabilities knows and understands cultural impacts on development and learning.

Content Knowledge (CK)

2.2.1 CK Knows learning is influenced by cultural and environmental differences of the student and family.

Professional Skills (PS)

2.2.2 PS Gains and values information about the family's culture and environment and uses it to understand individual development and learning.

Function 2.3: Teacher of students with low incidence disabilities knows and understands conditions, challenges, and implications of development and learning differences.

Content Knowledge (CK)

2.3.1 CK Understands medical and co-existing conditions and implications for learning in school, community, and at home.

2.3.2 CK Understands sensory challenges/needs and implications for learning in school, community, and at home.

2.3.3 CK Understands speech, language, and communication needs and impact on learning in school, community, and at home.

2.3.4 CK Understands the impact of a student's functional, academic, and social/emotional abilities, attitudes and interests on instruction, learning, career development, recreation, leisure, and friendships.

Professional Skills (PS)

2.3.5 PS Collaborates with family members, medical, health and related service providers to support and promote learning and development in all environments.

2.3.6 PS Promotes individual strengths in overcoming challenges of sensory differences in all environments.

2.3.7 PS Promotes individual strengths in overcoming speech, language and communication challenges in all environments.

2.3.8a PS Promotes individual strengths in overcoming functional, academic, and social/emotional challenges in all environments.

2.3.8b PS Recognizes, presumes, and secures support for participation and learning in general education settings.

2.3.8c PS Supports development and learning through participation in general education settings and activities.

Standard 3: Assessment

The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.

Function 3.1: Teacher of students with low incidence disabilities knows and follows legal provisions and best practices in the evaluation/assessment process and procedures.

Content Knowledge (CK)

3.1.1 CK Knows legal and ethical provisions of evaluation/assessment, including accommodations and modifications used in assessment.

3.1.2 CK Knows and understands basic terminology used in evaluation/assessment.

3.1.3 CK Understands the screening, pre-referral, referral, and classification procedures for identifying and classifying students for special education services.

3.1.4 CK Knows the terminology, legal requirements, development and use of alternate assessments.

3.1.5 CK Knows the legal requirements for confidentiality of records pertaining to all screening, evaluation and assessment.

Professional Skills (PS)

3.1.6 PS Conducts all evaluation/assessments based on legal and ethical requirements and provisions.

3.1.7 PS Answers questions regarding basic terms used in the evaluation/assessment process.

3.1.8 PS Conducts evaluation/assessment per federal and state regulations, and local/district policies and procedures.

3.1.9 PS Uses alternate assessments as required per federal and state regulations, and local/district policies and procedures.

3.1.10 PS Creates, maintains, and protects confidentiality of all records.

Function 3.2: Teacher of students with low incidence disabilities conducts student-centered evaluation/assessment based on purpose, use, limitations, and cultural and learning differences.

Content Knowledge (CK)

3.2.1 CK Understands the construction, purpose, use, limitations and differences between student-centered standardized and criterion referenced/curriculum-based instruments and tools and procedures used for screening, evaluation, and/or assessment to determine eligibility (patterns of strengths and needs), and for educational and programmatic decisions.

3.2.2 CK Understands the purpose, use, and limitations of informal student-centered assessment instruments, observations, and tools used to determine eligibility (patterns of strengths and needs), and for educational and programmatic decisions.

3.2.3 CK Understands assessment for technology and equipment needs and supports for students.

3.2.4 CK Knows the purpose and use of functional behavioral assessment for the design of positive behavioral intervention and support plans.

3.2.5 CK Knows the influences of diversity when choosing formal and informal evaluation/assessment tools and procedures.

3.2.6 CK Knows process and procedures for early identification of young children.

Professional Skills (PS)

3.2.7a PS Uses legal requirements, research, and evidence-based and ethical principles, including knowledge of culture, when selecting appropriate formal evaluation/assessment instruments, tools, and technology.

3.2.7b PS Conducts formal screening, evaluation and/or assessment based on individual student's characteristics, learning differences, and culture and linguistic needs.

3.2.8a PS Uses legal requirements, research, and evidence-based and ethical principles, including knowledge of culture, when selecting appropriate informal evaluation/assessment instruments, tools, and technology.

3.2.8b PS Conducts informal screening, evaluation and/or assessment based on individual student's characteristics, learning differences, culture and linguistic needs to conduct evaluation/assessment.

3.2.9 PS Uses appropriate formal and informal evaluation/assessment instruments, tools, and equipment to identify technology needs for students.

3.2.10 PS Uses appropriate formal and informal/assessment instruments, tools, and technology to conduct functional behavioral assessment.

3.2.11 PS Uses nonbiased and nondiscriminatory formal and informal evaluation/assessment instruments, tools, and technology in order to acknowledge cultural differences.

3.2.12 PS Follows procedures for formal and informal screening, evaluation and assessment for young children.

Function 3.3: Teacher of students with low incidence disabilities conducts family-centered evaluation/assessment based on purpose, use, limitations and preferences of families.

Content Knowledge (CK)

3.3.1 CK Understands the purpose and use of family-centered assessment instruments and tools to assist in determining eligibility (patterns of strengths and needs), and for educational and programmatic decisions.

Professional Skills (PS)

3.3.2a PS Collaborates with families in conducting evaluation/assessment, including functional behavioral assessments.

3.3.2b PS Chooses appropriate formal and informal evaluation/assessment instruments, tools, and technology with families to obtain information that informs the evaluation/assessment process and procedures.

3.3.2b PS Gathers relevant background information.

Function 3.4: Teacher of students with low incidence disabilities knows and uses appropriate application and interpretation of assessment results.

Content Knowledge (CK)

3.4.1 CK Knows how to analyze, interpret, and use screening/evaluation/assessment data.

Professional Skills (PS)

3.4.2a PS Collaborates with family members and professionals in analyzing results of testing data.

3.4.2b PS Interprets information/data from informal and formal assessments and reports assessment results to all stakeholders using effective communication skills.

3.4.2c PS Assists in writing the formal evaluation report in terms understandable to all including family members.

3.4.2d PS Uses assessment data/results to develop the IFSP/IEP in collaboration with family members and other professional team members.

3.4.2e PS Uses assessment data/results to determine service delivery within the least restrictive environment(s) and community settings.

3.4.2f PS Uses functional behavioral assessment data/results to prepare the positive behavioral support plan.

3.4.2g PS Uses assessment data/results to determine accommodations, adaptations, environment arrangements/needs, technologies, equipment, and programmatic decisions.

Function 3.5: Teacher of students with low incidence disabilities knows and uses principles of Universal Design for Learning (UDL), Kansas Multi-Tier System of Supports (MTSS), and (Response to Intervention - RtI), including ongoing assessment procedures, to promote equal opportunities to learn.

Content Knowledge (CK)

3.5.1 CK Knows the principles of early intervening including the utilization of the MTSS framework, RtI and UDL for instruction.

3.5.2 CK Knows the importance of continuous assessment for progress monitoring.

Professional Skills (PS)

3.5.3 PS Uses the MTSS framework, RtI, and UDL as the process for identifying students early for individualized instruction/intervention in order to provide for needs for learning.

3.5.4 PS Conducts continuous assessment to determine progress and for program improvement.

Standard 4: Curricular Content Knowledge

The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.

Function 4.1: Teacher of students with low incidence disabilities knows and uses learning theory, developmentally and chronologically age-appropriate curricular practices, general education subject matter and curriculum to promote participation in inclusive education, home and community settings.

Content Knowledge (CK)

4.1.1 CK Knows current Kansas learning and curricular standards as a basis for adaptations and modifications.

4.1.2 CK Understands curricular and evidence-based practices and interventions addressing academic and literacy learning/skills for school (including general education settings), home and community environments.

4.1.3 CK Understands curricular and evidence-based practices and interventions addressing social, emotional and behavioral learning/skills for school (including general education settings), home and community.

4.1.4 CK Understands curricular and evidence-based practices and interventions addressing communication, motor and self-help learning/skills for school (including general education settings), home and community.

4.1.5 CK Understands curricular and evidence-based practices and interventions addressing social engagement, friendships, and supports from same-aged peers with and without disabilities.

Professional Skill (PS)

4.1.6a PS Aligns curricular adaptations and modifications to the current Kansas learning standards to ensure student access to and participation in general and inclusive educational environments.

4.1.6b PS Develops units, lessons and instructional activities for access to the general education curriculum including adaptations and modifications to specific learning standards.

4.1.7 PS Implements, modifies, adapts, and evaluates curriculum and interventions targeting academic and literacy learning/skills for inclusive school, home, and community settings.

4.1.8 PS Implements, modifies, adapts, and evaluates curriculum and interventions addressing social, emotional and behavioral learning/skills for inclusive school, home, and community settings.

4.1.9 PS Implements, modifies, adapts, and evaluates curriculum and interventions addressing communication, motor, and self-help learning/skills for inclusive school, home, and community settings.

4.1.10 PS Implements, modifies, adapts, and evaluates curriculum and interventions addressing social engagement, friendships, and supports from same-aged peers with and without disabilities in inclusive school, home, and community settings.

Function 4.2: Teacher of students with low incidence disabilities understands and uses equipment to meet needs of individual students.

Content Knowledge (CK)

4.2.1 CK Understands equipment needs used to support communication, mobility, health care, and function throughout daily routines.

Professional Skills (PS)

4.2.2a PS Selects and uses appropriate equipment needed to accomplish curricular, behavioral, and instructional objectives.

4.2.2b PS Uses equipment for mobility, function, lifting, and transferring of individual students and proper body mechanics for protection of students and staff.

4.2.2c PS Advocates for use of needed equipment in all learning and functional environments.

Function 4.3: Teacher of students with low incidence disabilities understands and uses technology to meet needs of individual students.

Content Knowledge (CK)

4.3.1 CK Understands various technology needs used to support communication, academics, literacy, social-emotional/behavioral, and self-help skills.

Professional Skills (PS)

4.3.2a PS Presents information and curricular content in a variety of ways, including through the use of technology that allows learners to access multiple modes of expression to share what they know.

4.3.2b PS Selects and uses appropriate technologies needed to accomplish curricular, behavioral, and instructional objectives.

4.3.2c PS Advocates for use of needed technology in all learning and functional environments.

Function 4.4: Teacher of students with low incidence disabilities knows and advocates for access to general and specialized curriculum.

Content Knowledge (CK)

4.4.1 CK Understands the use of technology, equipment, and universal design when developing, modifying and adapting curriculum.

Professional Skills (PS)

4.4.2 PS Aligns curricular adaptations and modifications to the current Kansas learning standards to ensure student access to and participation in to general and inclusive educational environments.

Function 4.5: Teacher of students with low incidence disabilities understands curricular development to address college and career readiness, self-determination and transitions to adulthood.

Content Knowledge (CK)

4.5.1 CK Knows curricula and evidence-based practices and interventions to address daily and independent living skill needs for current and future environments.

4.5.2 CK Knows curricular and evidence-based practices and interventions addressing college and career readiness, self-determination, and the transition to adulthood.

4.5.3 CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing college and career readiness, self-determination, and the transition to adulthood.

Professional Skills (PS)

4.5.4 {S Implements, modifies, adapts, and evaluates curricula and interventions addressing daily and independent living skills for current and future environments.

4.5.5 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing college and career readiness, self-determination, and the transition to adulthood.

4.5.6 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in addressing college and career readiness, self-determination, and the transition to adulthood.

Standard 5: Instructional Planning & Strategies

The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.

Function 5.1: Teacher of students with low incidence disabilities follows all legal requirements, research, theories and evidence-based practices for instructional methods.

Content Knowledge (CK)

5.1.1 CK Knows national, state, and regional curricular and instructional legal requirements.

5.1.2 CK Knows theories, research and current evidence-based practices for planning, selecting, and using instructional strategies/methods.

5.1.3 CK Knows a variety of instructional methods, techniques, and specialized interventions to meet the individualized needs of students.

Professional Skills (PS)

5.1.4 PS Uses instructional programs and instructional practices that are based on ethical and proven research and evidence-based practices in accordance with national and state laws, and local education agency policies and procedures.

5.1.5a PS Uses current research and evidence-based practices for planning, selecting, and using instructional strategies to meet individual needs of students.

5.1.5b PS Relates levels of support (e.g., RtI, MTSS) to the needs of the individual.

5.1.6 PS Uses a variety of instructional methods, techniques, and specialized interventions to meet the needs of individual students.

Function 5.2: Teacher of students with low incidence disabilities uses required information when developing instructional methods.

Content Knowledge (CK)

5.2.1 CK Understands use of evaluation/assessment data and other information when planning instruction.

5.2.2 CK Understands the Individual Family Service Plan/Individualized Education Program (IFSP/IEP) is a legal document and contains information that guides instructional planning, services, adaptations, accommodations, technologies, and equipment needs of individual students.

5.2.3 CK Knows methods of task analyses, discrepancy analysis, ecological inventories, and informal assessment to plan instruction.

5.2.4 CK Understands methods of data collection of responses and errors to guide instructional decisions and provide feedback to learners.

Professional Skills (PS)

5.2.5 PS Interprets and uses assessment/evaluation data and input from family members when planning instruction.

5.2.6a PS Interprets and uses information from the IFSP/IEP when planning instruction.

5.2.6b PS Uses developmentally and chronologically age-appropriate materials, equipment, and instruction strategies that are based on IEP goals and objectives.

5.2.7 PS Conducts and uses task analyses, discrepancy analysis, ecological inventories, and informal assessments to plan instruction.

5.2.8 PS Uses data collection of responses and errors to guide instructional decisions and provide feedback to learners.

Function 5.3: Teacher of students with low incidence disabilities knows and uses cultural and linguistic information when developing instructional methods.

Content Knowledge (CK)

5.3.1 CK Knows individual differences, including cultural, linguistic, gender, and learning differences, in students' approaches to learning and responses to instruction and how they relate to performance.

Professional Skills (PS)

5.3.2 PS Plans for and uses instructional programs and practices that respond to students' cultural, linguistic, gender, and learning differences.

Function 5.4: Teacher of students with low incidence disabilities knows and uses needed equipment and technology when developing instructional methods.

Content Knowledge (CK)

5.4.1 CK Understands the use of technologies in planning and delivering instruction in all environments.

5.4.2 CK Understands the use of equipment in planning and delivering instruction in all environments.

Professional Skills (PS)

5.4.3 PS Selects, designs, and uses appropriate technologies to accomplish instructional objectives.

5.4.4 PS Selects, designs, and uses medical materials, equipment, and resources required to educate individuals.

Function 5.5: Teacher of students with low incidence disabilities knows and uses evidence-based theories, methods, techniques and evidence-based practices to meet academic, communication, behavioral, and functional needs of students in school (general and special education), home and community settings.

Content Knowledge (CK)

5.5.1 CK Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet individual student learning/functional needs.

5.5.2 CK Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs in academic and literacy learning/skills.

5.5.3 CK Knows evidenced-based theories, methods, techniques, interventions, and strategies of instruction to meet needs for communication learning/skills.

5.5.4 CK Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet needs of social-emotional and behavioral learning/skills.

5.5.5 CK Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet sensory and concomitant communication needs.
5.5.6 CK Knows evidence-based theories, methods, techniques, interventions, and strategies of instruction to meet learning/skill needs for independent functioning during daily routines.
5.5.7 CK Knows and advocates for instruction in all learning environments, including school (general and special education settings), home, and community.

Professional Skills (PS)

5.5.8a PS Uses strategies for integrating student initiated learning experiences into ongoing instruction.
5.5.8b PS Sequences, implements, and evaluates individual student learning objectives/outcomes.
5.5.8c PS Collaborates with families, general education professionals, related service personnel, and community agencies to plan and implement instruction in all environments.
5.5.8d PS Identifies, prepares, organizes, and presents teaching materials and activities to implement lesson plans.
5.5.8e PS Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
5.5.8f PS Uses interventions to increase the individual's self-awareness, self-management, self-reliance, self-determination, and self-esteem.
5.5.8g PS Manages differentiated instruction of individuals and small and large groups.
5.5.8h PS Uses strategies for facilitating maintenance and generalization of knowledge and skills across learning environments.
5.5.8i PS Demonstrates appropriate body mechanics to ensure student and teacher safety in transferring, lifting, positioning, seating, and management and/or crisis intervention.
5.5.9 PS Designs, implements and evaluates instructional programs that enhance academic skills, including literacy skills, increasing vocabulary, reading comprehension and fluency, and mathematics.
5.5.10 PS Uses strategies to promote effective pre-symbolic and symbolic communication, including use of alternative and augmentative communication systems.
5.5.11a PS Designs, implements and evaluates instructional programs that enhance the student's social interaction, and participation in family, school, and community activities.
5.5.11b PS Uses a variety of appropriate and least invasive positive behavioral interventions and support techniques and strategies.
5.5.12 PS Uses instructional methods to meet needs for sensory integration/dysfunction, mobility, reflex, and perceptional information.
5.5.13 PS Uses instructional methods to meet needs for sensory integration/dysfunction, mobility, reflex, and perceptional information.

5.5.14 PS Designs, adapts, implements and evaluates instructional strategies for students within educational environments, including access to and participation in general education environments and extra curricular activities.

Function 5.6: Teacher of students with low incidence disabilities know roles and responsibilities related to instruction, intervention, and direct services for students in preparation for college and career readiness and transitions to adult life.

Content Knowledge (CK)

5.6.1 CK Knows instructional methods and strategies to prepare students for college and career readiness and transitions to adulthood.

Professional Skills (PS)

5.6.2 PS Designs, implements and evaluates instruction programs needed to teach skills identified for college and career readiness, including self-determination, self-advocacy, communication, health care, employment, friendship, civic involvement, and leisure/recreational activities.

Function 5.7: Teacher of students with low incidence disabilities knows roles and responsibilities of teaching assistants related to instruction, intervention, and direct services.

Content Knowledge (CK)

5.7.1 CK Knows roles and responsibilities of teaching assistants during instructional activities.

Professional Skills (PS)

5.7.2 PS Supervises, directs, models techniques, and coaches teaching assistants and others in the use of instructional methods, adaptions and accommodations.

Standard 6: Learning Environments

The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Function 6.1: Teacher of students with low incidence disabilities follows all legal requirements, research, and evidence-based practices and strategies for designing and using learning environments.

Content Knowledge (CK)

6.1.1 CK Knows basic classroom management theories and strategies that lead to effective management of teaching and learning.

6.1.2 CK Knows classroom management that promotes positive social and communicative behaviors.

6.1.3 CK Understands how to adapt the physical and learning environments in order to provide optimal learning opportunities and accessibility during daily routines, activities and instruction.

6.1.4 CK Knows that learning environments can promote positive social and communicative behaviors.

6.1.5 CK Understands the environmental impacts to sensory processing and integration.

6.1.6 CK Understands the importance of accessible environments to promote self-advocacy, self-determination and independence across the lifespan.

Professional Skills (PS)

6.1.7 PS Designs learning environments that encourage active participation of all students in individual and group activities.

6.1.8 PS Designs learning environments that promote positive social and communicative behaviors.

6.1.9 PS Designs learning environments that encourage active participation of all students in individual and group activities.

6.1.10 PS Plans for, modifies, and adapts the learning environment to promote positive social and communicative behaviors.

6.1.11 PS Designs and adapts environments to meet individual needs for sensory input and to improve sensory integration.

6.1.12 PS Creates environments that teach and promote self-advocacy, self-determination, and independence.

Function 6.2: Teacher of students with low incidence disabilities designs learning environments that honor and respect cultural, linguistic, and individual differences.

Content Knowledge (CK)

6.2.1 CK Understands that teacher attitudes, actions, and demeanor can influence student behaviors and appropriate social interactions within all environments.

6.2.2 CK Knows teacher conduct and behaviors that could avert racism and/or bullying.

6.2.3 CK Knows that responsive environments encourage respect and promote each other's language and cultural heritage.

Professional Skills (PS)

6.2.4 PS Exhibits attitudes, actions and a demeanor that all students are competent learners within all environments.

6.2.5 PS Develops and models dispositions that deter racism and bullying and promote acceptance of personal, cultural and linguistic differences.

6.2.6 PS Creates a safe, equitable, positive, and supportive learning environment in which diversities are valued and support positive intra- and intercultural experiences.

Function 6.3: Teacher of students with low incidence disabilities uses equipment and technology within learning environments to meet individual student needs.

Content Knowledge (CK)

6.3.1 CK Knows the use of technology (e.g. instructional, assistive, adaptive, augmentative) and equipment (e.g., mobility, medical, function) to meet individual needs in all learning environments.

6.3.2 CK Understands the use of specialized and/or health care interventions for individuals with physical and health related needs, including needs for privacy during care routines.

Professional Skills (PS)

6.3.3 PS Selects, uses, and maintains required technologies and equipment.

6.3.4 PS Protects privacy needs for students.

Function 6.4: Teacher of students with low incidence disabilities designs safe learning environments.

Content Knowledge (CK)

6.4.1 CK Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures).

6.4.2 CK Knows procedures for protection during emergency (i.e., fire, tornadoes, lock-down safety).

6.4.3 CK Knows universal precautions to promote health in all environments.

6.4.4 CK Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis situations under Kansas Emergency Safety Interventions.

Professional Skills (PS)

6.4.5 PS Uses strategies of positive behavioral supports in all environments including least intrusive interventions.

6.4.6 PS Plan for individual student needs during emergency and crisis situations.

6.4.7 PS Uses universal precautions to promote health in all environments.

6.4.8 PS Employs positive behavioral supports, including approved crisis management strategies under Kansas Emergency Safety Interventions, to keep individuals safe during crisis situations.

Function 6.5: Teacher of students with low incidence disabilities promotes learning in all environments.

Content Knowledge (CK)

6.5.1 CK Knows the strengths and challenges across the continuum of service delivery options to assure maximum access and participation within general and special education environments.

6.5.2 CK Knows the importance and need for providing experiences in multiple environments, including school, home and community.

Professional Skills (PS)

6.5.3 PS Supports participation within all general and special education environments to the maximum extent possible.

6.5.4 PS Plans and provides for intensity of instruction in and across a variety of times and environments, including community settings and supports generalization.

Standard 7: Collaboration

The special educator of students with low incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.

Function 7.1: Teacher of students with low incidence disabilities follows all legal requirements when working in collaboration with family members, students, administrators, related service professionals, and other schools staff.

Content Knowledge (CK)

7.1.1 CK Knows the rights afforded parents/legal guardians, students, and professional team members under general and special education law.

7.1.2 CK Knows laws protecting confidentiality (i.e., IDEA, FERPA).

7.1.3 CK Knows special education process and procedures regarding collaboration, consultation and teaming.

Professional Skills (PS)

7.1.4a PS Explains legal rights and responsibilities afforded to parents/legal guardians in understandable terms.

7.1.4b PS Explains legal rights and responsibilities of professional team members in understandable terms.

7.1.5 PS Follows legal protections of confidentiality.

7.1.6 PS Communicates special education procedures, program needs, processes and outcomes to family members, school and community members.

Function 7.2: Teacher of students with low incidence disabilities knows works in collaboration with family members.

Content Knowledge (CK)

7.2.1 CK Knows the importance of respectful and beneficial relationships with family members.

7.2.2 CK Understands concerns, resources, roles, responsibilities, and preferences of families.

7.2.3 CK Understands roles and responsibilities individually and shared by students, parents, other family members in planning for individual student programs.

7.2.4 CK Knows the importance of collaborating with family members to plan learning experiences in all environments.

7.2.5 CK Knows the importance of collaborating with parents, other family members when planning for transitions.

7.2.6 CK Knows the importance of and skills for collaborating with family members when individualizing for students who are chronically or terminally ill.

Professional Skills (PS)

7.2.7 PS Fosters respectful and beneficial relationships.

7.2.8a PS Communicates with family members to gain information pertinent to their concerns, resources, and preferences regarding the education of their child, and supports their understanding of the family's roles and responsibilities within the special education process.

7.2.8b PS Communicates with parents (and other family members, as appropriate) about the characteristics, strengths, challenges, and needs of their child.

7.2.9 PS Encourages and assists families to become active participants in the educational process, including assessment, developing the IFSP/IEP, selecting services, identifying least restrictive environments, and other processes within general and special education.

7.2.10 PS Plans and collaborates with families in integrating their child into various learning environments, and all natural settings.

7.2.11 PS Collaborates with parents, other family members, when planning for transitions.

7.2.12 PS Collaborates with family members when individualizing for students who are chronically or terminally ill.

Function 7.3: Teacher of students with low incidence disabilities works in collaboration and consultation with administrators, related services professionals, other school staff, and community members.

Content Knowledge (CK)

7.3.1 CK Knows the importance of respectful and beneficial relationships with administrators, related services professionals, other school staff and community members.

7.3.2 CK Understands concerns, resources, roles, responsibilities of administrators, related services professionals and other school staff when collaborating to meet individual and/or collective goals.

7.3.3 CK Understands need for gaining expertise from other professionals/school staff and community members in meeting student needs.

7.3.4 CK Understands group problem-solving strategies to develop, implement, and evaluate collaborative activities.

7.3.5 CK Knows strategies for selecting, planning, and coordinating activities with related services personnel to maximize intentional instruction for students.

7.3.6 CK Knows how to observe, evaluate, mentor, and provide feedback and direction to teaching assistants/paraprofessionals, tutors, and volunteers.

7.3.7 CK Knows the importance of and skills for collaborating with team members to plan transition to adulthood that encourages full community participation.

CK7.3.8 CK Knows the importance of and skills for collaborating with service providers when individualizing for students who are chronically or terminally ill.

Professional Skills (PS)

7.3.9 PS Fosters respectful and beneficial relationships.

7.3.10 PS Communicates with education professionals, related service providers, teaching assistants, administrators, and other school personnel about the characteristics, strengths, challenges, and needs of individuals with low incidence disabilities.

7.3.11 PS Seeks knowledge and skills from others for appropriate techniques, resources, and methods of meeting individual student needs.

7.3.12 PS Uses group problem-solving skills to develop, implement, and evaluate collaborative activities.

7.3.13 PS Selects, plans, and coordinates activities with related services personnel to maximize intentional instruction for students.

7.3.14 PS Observes, evaluates, mentors, and provides feedback and direction to teaching assistants/paraprofessionals, tutors, and volunteers.

7.3.15 PS Collaborates with team members, including school and community members, to plan transition to adulthood that encourages full community participation.

7.3.16 PS Collaborates with service providers when individualizing for students who are chronically or terminally ill.

Function 7.4: Teacher of students with low incidence disabilities knows and uses positive and effective techniques for all modes of communication.

Content Knowledge (CK)

7.4.1 CK Knows positive and effective verbal and non-verbal communication techniques.

7.4.2 CK Understands various modes of communication, including the role and use of technologies in effective communication and collaboration.

Professional Skills (PS)

7.4.3 PS Uses positive and effective verbal and non-verbal communication in all individual and group-based interactions.

7.4.4a PS Seeks preferences in communication modes from family members, administrators, related service professionals, other school staff, and community members.

7.4.4b PS Uses positive and effective oral and written communication in all individual and group-based documents.

7.4.4c PS Uses appropriate technologies to communicate and collaborate with others.

Function 7.5: Teacher of students with low incidence disabilities honors and respects cultural and linguistic differences.

Content Knowledge (CK)

7.5.1 CK Knows the effect of culture, gender, linguistic and other diversity-related influences on communication and collaboration with others.

Professional Skills (PS)

7.5.2 PS Honors and respects cultural and linguistic differences of collaborative team members, including family members, students, professionals, school staff and community members.

Function 7.6: Teacher of students with low incidence disabilities uses appropriate consult and collaboration strategies to strengthen access and participation in general education settings.

Content Knowledge (CK)

7.6.1 CK Knows models and strategies of consultation and collaboration to increase access and participation in general curriculum, content and skill acquisition.

7.6.2 CK Knows models and methods of co-planning and co-teaching to increase access and support in general education settings.

Professional Skills (PS)

7.6.3 PS Uses a variety of models and strategies for effective consultation and collaboration with others to increase access and participation in general curriculum, content and skill acquisition.

7.6.4 PS Uses a variety of models and methods of co-planning and co-teaching with others to increase access and participation in general curriculum, content and skill acquisition.

Function 7.7: Teacher of students with low incidence disabilities knows sources of services, networks and organizations in and outside of the school system.

Content Knowledge (CK)

7.7.1 CK Knows sources of general and unique services, networks and organizations in and outside of the school system.

Professional Skills (PS)

7.7.2 PS Seeks to locate and provide resources to family members, students, school professionals/staff regarding services, networks and organizations both in and outside the school.

SECONDARY EDUCATION UNIFIED

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted Elementary Education Unified preparation program standards on December 12, 2017.

*The Intent of this license: The initial Secondary Education Unified 6-12 License will prepare teacher candidates to work with 6th grade through 12th grade learners** to identify those with special needs and to aid in effective support and intervention through collaboration with professionals and families, behavior and classroom management, transition, co-teaching, and effectively utilizing paraeducators. Additionally, teacher candidates will be able to provide support across the content areas specifically English Language Arts and Mathematics.*

Learners are defined as children including those with or without disabilities or exceptionalities, those who are gifted, and those who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Characteristics/Legal/Historical/Philosophical Foundations

The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.

Function 1.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the historical and philosophical foundation of general, special, and inclusive education.

Content Knowledge

1.1.1 CK Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.
1.1.2 CK Understands the philosophical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.
1.1.3 CK Understands how case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.

Professional Skills

1.1.4 PS Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.
1.1.5 PS Articulates a personal philosophy of education that includes current educational evidence-based research related to the instruction of students with different learning needs.
1.1.6 PS Explains how case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.

Function 1.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the development and characteristics of all learners, including those with special needs.

Content Knowledge

1.2.1 CK Understands the disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.
1.2.2 CK Knows the characteristics, strengths, and challenges of special, gifted, and English language learners.
1.2.3 CK Based on the characteristics of all learners, understands the aspects of differentiation and intervention strategies and theories.

Professional Skills

1.2.4 PS Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).
1.2.5 PS Explains the characteristics of all learners including those with special needs in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors.
1.2.6 PS Integrates the needs of the learner based on data, to analyze practice and then differentiate instruction accordingly.

Function 1.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the impacts of individual differences on education.

Content Knowledge

1.3.1 CK Understands the impact of cognitive, pre- academic, academic, social, behavioral, and adaptive behaviors, on the learner's educational progress and social functioning.
1.3.2 CK Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of education services.

1.3.3 CK Recognizes the teacher candidates' own frames of reference and the impact this has on expectations for and relationships with all learners and their families.

1.3.4 CK Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with special education needs.

Professional Skills

1.3.5 PS Explains the impact of learner characteristics on pre-academic, academic, social, behavioral, and adaptive behaviors on the learner's education progress and social functioning.

1.3.6 PS Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during identification, placement and provision of education services.

1.3.7 PS Evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.

1.3.8 PS Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with special education needs.

Function 1.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the legal parameters appropriate for each learner's educational needs.

Content Knowledge

1.4.1 CK Understands current special education federal and state legislation, and case law, and the impact on educational services.

1.4.2 CK Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.

1.4.3 CK Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.

1.4.4 CK Understands how to apply current federal and state legislation, and case law to the educational program of learners with special education needs.

Professional Skills

1.4.5 PS Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.

1.4.6 PS Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE, including being responsive to culturally or linguistically diverse learners.

1.4.7 PS Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.

1.4.8 PS Applies current federal and state legislation, and case law to the educational program of learners with special education needs.

Standard 2: Assessment

The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Function 2.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Content Knowledge

2.1.1 CK Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses in regards to child find and eligibility.

2.1.2 CK Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.

2.1.3 CK Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and needs.

2.1.4 CK Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.

2.1.5 CK Understands the legal and ethical implications of learner assessment, including the influence of learner diversity on the learner's evaluation procedures and assessment results.

2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.

2.1.7 CK Understands the need for effective communication and collaboration with the learner's IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.

Professional Skills

2.1.8 PS Analyzes data from general education interventions to base the need for a special education evaluation referral.

2.1.9 PS Effectively explains the nature and purpose of evaluation to the learner's Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.

2.1.10 PS Selects appropriate assessment instruments to address learner strengths and needs in the areas of academic, behavioral, social, and postsecondary transition, and the need for assistive technology.

2.1.11 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.

2.1.12 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.

2.1.13 PS Uses assessment data from multiple sources, patterns of learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions.

2.1.14 PS Effectively communicates assessment results (verbally and in writing) with the learner's IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.

Function 2.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge

2.2.1 CK Understands a variety of procedures to analyze learner academic and behavioral data including patterns of learner strengths and weaknesses.

2.2.2 CK Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.

2.2.3 CK Understands the use of learner assessment data to guide instructional planning (i.e., in English language arts, mathematics, and transition planning and post-school school outcomes) to meet the learner's needs.

2.2.4 CK Understands the implications of learner motivation and test-taking skills on assessment performance.

Professional Skills

2.2.5 PS Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.

2.2.6 PS Uses learner characteristics and current evidence-based educational research to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and the arts) and to select appropriate levels of instructional and behavioral intervention strategies.

2.2.7 PS Uses learner assessment data to differentiate instructional content (e.g., middle/secondary content areas) and teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans; determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.

2.2.8 PS Uses appropriate motivational and instructional strategies to improve learner's persistence and assessment performance.

Function 2.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.

Content Knowledge

2.3.1 CK Understands the need for frequent monitoring of learner progress through formal and informal assessments.

2.3.2 CK Understand a variety of methods to use technology to document, organize, and communicate learner progress.

2.3.3 CK Understands the responsibility of teacher candidates to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.

2.3.4 CK Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner's IEP.

Professional Skills

2.3.5 PS Consistently uses progress monitoring data and other performance data (i.e., including teacher-made tests aligned with lesson objectives) to select appropriate instructional activities (i.e., in English language arts, mathematics, science, social studies, and the arts), revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.

2.3.6 PS Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.

2.3.7 PS Includes learners with special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.

2.3.8 PS Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner's IEP.

Function 2.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.

Content Knowledge

2.4.1 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.2 CK Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, school and post-school environments, etc.).

Professional Skills

2.4.3 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.4 PS Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to post-school settings.

Standard 3: Planning Instruction considering individual learner characteristics

The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, knowledge of high leverage pedagogical practices, and technology for effective instructional planning and implementation.

Function 3.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses the Individual Educational Programs (IEPs) for instructional planning and implementation.

Content Knowledge

3.1.1 CK Understands development of the IEP in instructional planning and implementation.

3.1.2 CK Understands baselines from the IEP in instructional planning and implementation.

3.1.3 CK Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.

3.1.4 CK Understands monitoring and reporting in instructional planning and implementation.

Professional Skills

3.1.5 PS Develops an IEP to set the direction for instruction.

3.1.6 PS Uses baselines from the IEP to identify present level of performance.

3.1.7 PS Plans learning activities and supports based on the IEP.

3.1.8 PS Monitors and reports progress of IEP towards meeting annual goals.

Function 3.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands how to create a learning environment that fosters an inclusive setting for all students.

Content Knowledge

3.2.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.

3.2.2 CK Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

3.2.3 CK Has knowledge of learning environments to provide effective use of instructional time.

3.2.4 CK Has knowledge of evidence-based research for instructional planning and implementation.

3.2.5 CK Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.

Professional Skills

3.2.6 PS Develops and implements learning activities based on the physical, social, and learning environment.

3.2.7 PS Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and engage with learning.

3.2.8 PS Develops and implements learning activities that incorporate effective use of instructional time.

3.2.9 PS Develops and implements learning activities using evidence-based research for instructional planning and implementation.

3.2.10 PS Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.

Function 3.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* plans for the varied learning characteristics for effective instructional planning and implementation.

Content Knowledge

3.3.1 CK Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.

3.3.2 CK Understands stages of learner development and the implications for academic progress and social development.

3.3.3 CK Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.

3.3.4 CK Understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.

3.3.5 CK Has knowledge of a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Professional Skills

3.3.6 PS Develops and implements learning activities based on learner strengths, interests and differing learner learning styles and establishes/maintains rapport with learners.

3.3.7 PS Develops and implements learning and social activities based on developmentally and age-appropriate tasks.

3.3.8 PS Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.

3.3.9 PS Plans for and uses learning activities based on learners' academic and social abilities, attitudes, interests and values. 3.3.10 PS Plans for and uses a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.

Function 3.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses assessment data for effective instructional planning and implementation.

Content Knowledge

3.4.1 CK Understands assessment and evaluation for instructional planning.

3.4.2 CK Understands the role of reflection in instructional practices.

3.4.3 CK Understands the use of formal and informal assessments in planning instruction.
3.4.4 CK Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.
3.4.5 CK Has knowledge of affective and social/emotional skills for instructional planning, levels of intervention, and implementation.

Professional Skills

3.4.6 PS Interprets and uses assessment and evaluation data for instructional planning.
3.4.7 PS Reflects regularly and systematically on instructional practices to be more effective.
3.4.8 PS Conducts and uses formal and informal assessment to plan instruction.
3.4.9 PS Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.
3.4.10 PS Integrates affective and social/emotional skills for instructional planning, levels of intervention, and implementation.

Function 3.5: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses high leverage pedagogical practices and evidence-based instructional practices to improve access to learning at varied levels of intensity depending on the support needs of the student.

Content Knowledge

3.5.1 CK Has knowledge of high leverage pedagogical practices that facilitate learning for all students, but particularly those with disabilities or learning challenges.
3.5.2 CK Has knowledge of evidence-based research for instructional planning, levels of intervention, and implementation.
3.5.3 CK Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation at varied levels of intensity depending on the support needs of the student.
3.5.4 CK Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.
3.5.5 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.
3.5.6 CK Understands problem-solving strategies and critical thinking skills.

Professional Skills

3.5.7 PS Can consistently choose and apply high leverage practices with varying degrees of intensity and effectively blend them with content specific pedagogy to facilitate learning.
3.5.8 PS Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.

3.5.9 PS Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation at varied levels of intensity depending on the support needs of the student.

3.5.10 PS Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.

3.5.11 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

3.5.12 PS Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.

Function 3.6: The *Secondary Education Unified (SEU) 6-12 teacher candidate* uses technology for effective instructional planning and implementation.

Content Knowledge

3.6.1 CK Has knowledge of appropriate technologies to accomplish instructional objectives.

3.6.2 CK Has knowledge of technology to plan for IEP implementation.

3.6.3 CK Has knowledge of technology in the learning environment.

3.6.4 CK Has understanding of characteristic of learners to determine appropriate technologies.

3.6.5 CK Has knowledge of technology to view, process, analyze, and/or apply data.

3.6.6 CK Understands how to access and apply learning technologies that support instruction.

3.6.7 CK Understands the role of assistive technology, devices, and services in facilitating learners' access to the general curriculum and/or active participation in educational activities and routines.

Professional Skills

3.6.8 PS Selects and uses appropriate technologies for planning, levels of intervention, and implementation.

3.6.9 PS Selects and uses appropriate technologies to access, generate and collect data; report, manipulate and publish results for IEPs or IEP reporting.

3.6.10 PS Selects and uses appropriate technologies for the learning environment.

3.6.11 PS Selects and uses appropriate technologies, including assistive technology and instructional services, based on learner needs.

3.6.12 PS Selects and uses appropriate technologies to view, process, analyze, and/or apply data.

3.6.13 PS Selects and uses learning technologies that support instruction.

3.6.14 PS Collects and uses data about the learner's environment and curriculum to determine and monitor assistive technology needs to allow for access to the general curriculum and/or active participation in educational activities and routines.

Standard 4: Professional & Family Collaborations

The *Secondary Education Unified (SEU) 6-12 teacher candidate* engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

Function 4.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates ethical and culturally responsive communication skills to enhance collaboration and consultation among families and school professionals.

Content Knowledge

4.1.1 CK Understands various models and strategies of consultation and collaboration.

4.1.2 CK Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts that are culturally responsive.

4.1.3 CK Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.

4.1.4 CK Understands effective collaboration and consultation techniques with school and agency professionals to promote success.

Professional Skills

4.1.5 PS Collaborates and consults in culturally responsive ways with family members and school professionals to plan and facilitate meeting the needs of diverse learners.

4.1.6 PS Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.

4.1.7 PS Adheres to ethical practices and legal requirements while discussing learners and learner data, and maintains best practices regarding maintaining records of communication with stakeholders.

4.1.8 PS Works with families, school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.

Function 4.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

Content Knowledge

4.2.1 CK Understands the shared roles and responsibilities in planning the learner's individual education program, including the roles and responsibilities of paraeducators and related service personnel.

4.2.2 CK Understands the collaborative and consultative roles of teachers in the integration of learners into the general curriculum and classroom.

Professional Skills

4.2.3 PS Communicates the shared roles and responsibilities of paraeducators and related service personnel.

4.2.4 PS Plans and collaborates with other teachers, school and community personnel as needed and appropriate in integrating learners into the general education curriculum and classrooms and other learning environments.

Function 4.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the importance of family and community relationships in the special education process.

Content Knowledge

4.3.1 CK Understands the importance of establishing proactive relationships with families through culturally responsive, respectful, open communication (oral and written) using the primary language used in learners' homes.

4.3.2 CK Understands the impact of the families' culture including traditions, customs, and values on educational process for the learner.

4.3.3 CK Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.

Professional Skills

4.3.4 PS Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner's home.

4.3.5 PS Acknowledges the families' culture and traditions during planning for the education process for the learner.

4.3.6 PS Acknowledges the benefits community resources can provide to the learner's IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.

Function 4.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* includes and empowers families in general and special education program development and implementation.

Content Knowledge

4.4.1 CK Understands the importance of family engagement regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the learner's IEP team decisions.

4.4.2 CK Understands the importance of the family's ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide assessments, formative and summative evaluations, and learner progress.

4.4.3 CK Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.

Professional Skills

4.4.4 PS Demonstrates how to obtain and apply input from the families regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.

4.4.5 PS Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner's education needs and subsequent outcomes.

4.4.6 PS Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.

Function 4.5: The *Secondary Education Unified (SEU) 6-12 teacher candidate* works to actively engage and empower families as partners in the education of the learner in ways that are culturally responsive.

Content Knowledge

4.5.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.

4.5.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable them to participate in the leaner's education, as well as, be an advocate for the learner.

4.5.3 CK Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner's educational program.

4.5.4 CK Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.

Professional Skills

4.5.5 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.

4.5.6 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.

4.5.7 PS Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.

4.5.8 PS Demonstrates the knowledge to engage and empower parents in culturally responsive ways, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.

Function 4.6: The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.

Content Knowledge

4.6.1 CK Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.

4.6.2 CK Understands the meaning and purpose of parental consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance to state and federal laws.

4.6.3 CK Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

4.6.4 CK Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Professional Skills

4.6.5 PS Recognizes the "person acting as a parent" with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.

4.6.6 PS Explains the meaning and intent of parent consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance with state and federal laws.

4.6.7 PS Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.

4.6.8 PS Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Standard 5: Behavior and Classroom Management

The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Function 5.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge and skill in effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning.

Content Knowledge

5.1.1 CK Knows how to effectively organize the physical space including understanding developmentally appropriate practice and its impact on organization.
5.1.2 CK Knows how to create classroom rules and routines.
5.1.3 CK Understands the importance of creating an environment conducive to learning.
5.1.4 Understands the importance and role of documentation.
5.1.5 CK Knows that the learning environment should include safety procedures and precautions.
5.1.6 CK Understands the importance and role of documentation.

Professional Skills

5.1.7 PS Effectively organizes the physical space including understanding developmentally appropriate practice and its impact on organization.
5.1.8 PS Creates and implements effective classroom rules and routines.
5.1.9 PS Creates an environment conducive to learning.
5.1.10 PS Keeps appropriate and accurate records of behaviors and interventions.
5.1.11 PS Identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).
5.1.12 PS Keeps appropriate and accurate records of behaviors and interventions.

Function 5.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge and skill in the use of problem solving models, including PBIS, within the MTSS framework.

Content Knowledge

5.2.1 CK Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.
5.2.2 CK Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.
5.2.3 CK Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.
5.2.4 CK Understands evidence-based strategies for crisis prevention and intervention.
5.2.5 CK Understands crisis prevention and strategies that support the Kansas Emergence Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as impact of this intervention on the physical, emotional, and social well-being of the learner.

Professional Skills

5.2.6 PS Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.

5.2.7 PS Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.

5.2.8 PS Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.

5.2.9 PS Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.

5.2.10 PS Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions.

Function 5.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.

Content Knowledge

5.3.1 CK Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.

5.3.2 CK Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.

5.3.3 CK Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response; and complete progress monitoring.

Professional Skills

5.3.4 PS Uses a variety of evidence-based problem- solving models including the use of PBIS within an MTSS framework.

5.3.5 PS Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.

5.3.6 PS Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response, and completes progress monitoring.

Function 5.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates cultural sensitivity in the development and use of social skills curricula.

Content Knowledge

5.4.1 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula.

5.4.2 CK Understands a variety of evidence-based social skills curricula and interventions, and promotes social skill generalization across school settings and activities used in PBIS within an MTSS framework.

5.4.3 CK Understands the importance of a culturally sensitive and anti-biased learning environment.

Professional Skills

5.4.4 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula.

5.4.5 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization across school settings and activities used in PBIS within an MTSS framework.

5.4.6 PS Uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).

Function 5.5: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge and skills to promote the self-determination skills of learners.

Content Knowledge

5.5.1 Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.

5.5.2 Understands the importance of addressing self-determination skills in the IEP development for all learners, including 6-12 transition.

5.5.3 Understands the relationship of self- determination curricula to learner motivation, learning, and achievement of 6-12 transition goals.

Professional Skills

5.5.4 Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self- determination.

5.5.5 Develops learner IEPs and 6-12 post-secondary transition plans that address the learner's current self-determination skills and instructional needs.

5.5.6 Uses effective self-determination instructional methods to increase learner motivation, enhance learning, and improve the learner's success in meeting 6-12 post-secondary transition goals.

Standard 6: English Language Arts

The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge of English language arts subject matter content that specifically includes literature, multimedia texts, language, and writing, as well as knowledge of the nature of adolescents as readers. Given this knowledge, the *Secondary Education Unified (SEU) 6-12 teacher candidate* plans instruction and designs assessments for reading, the study of literature, and composing texts (i.e. oral, written, and visual) to promote learning for all students.

Function 6.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge of literature, multimedia texts, language and writing.

Content Knowledge

6.1.1 CK Demonstrates knowledge of texts--print and non-print texts, media texts, classic texts and contemporary texts, including young adult--that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes.

6.1.2 CK Knows conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); principles of language acquisition; the influence of English language history on ELA content; and the impact of language on society.

6.1.3 CK Knows writing as a recursive process.

6.1.4 CK Knows contemporary technologies and/or digital media as tools for composition.

Professional Skills

6.1.5 PS Uses literary theories to interpret and critique a range of texts.

6.1.6 PS Uses the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics).

6.2.7 PS Composes a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose.

6.1.8 PS Uses contemporary technologies and/or digital media to compose multimodal discourse.

Function 6.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* demonstrates knowledge of adolescents as readers.

Content Knowledge

6.2.1 CK Knows how adolescents read texts and make meaning through interaction with media environments.

6.2.2 CK Possesses knowledge of how adolescents compose texts and make meaning through interaction with media environments.

Professional Skills

6.2.3 PS Designs instruction that helps adolescents read texts and makes meaning through interaction with media environments.

6.2.4 PS Designs instruction that helps adolescents compose texts and make meaning through interaction with media environments.

Function 6.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* plans instruction and design assessments for reading and the study of literature to promote learning for all students.

Content Knowledge

6.3.1 CK Knows theory, research, and practice in English Language Arts.

6.3.2 CK Knows standards-based, coherent, and relevant learning experiences in reading.

6.3.3 CK Knows language -- structure, history, and conventions.

6.3.4 CK Knows curriculum integration and interdisciplinary teaching methods and materials.

6.3.5 CK Knows a range of authentic assessments (e.g., formal and informal, formative and summative) reading and literature.

6.3.6 CK Knows appropriate reading assessments.

Professional Skills

6.3.7 PS Plans standards-based, coherent and relevant learning experiences utilizing a range of different texts--across genres, periods, forms, authors, cultures, and various forms of media--and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

6.3.8 PS Plans standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies.

6.3.9 PS Plans instruction that incorporates knowledge of language--structure, history, and conventions--to facilitate students' comprehension and interpretation of print and non-print texts.

6.3.10 PS Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

6.3.11 PS Designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

6.3.12 PS Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Function 6.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* plans instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.

Content Knowledge

6.4.1 CK Knows language conventions (grammar, usage, and mechanics).

6.4.2 CK Knows how audience and purpose influence rhetorical situations and how to integrate students' home and community languages into instruction.

6.4.3 CK Knows current research and theory related to a range of assessments.

6.4.4 CK Knows writing response theory.

Professional Skills

6.4.5 PS Plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

6.4.6 PS Designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

6.4.7 PS Designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

6.4.8 PS Designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.

6.4.9 PS Responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Standard 7: Mathematics

The *Secondary Education Unified (SEU) 6-12 teacher candidate* understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, statistics and probability. The *Secondary Education Unified (SEU) 6-12 teacher candidate* applies knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Function 7.1: Number and Quantity

The *Secondary Education Unified (SEU) 6-12 teacher candidate*, to be prepared to develop student mathematical proficiency, should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

7.1.1 CK Knows fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.

7.1.2 CK Knows how number theory is related to structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers using multiple strategies including number lines, concrete

manipulatives (i.e. algebra tiles, Cuisenaire rods, fraction strips), area models, and pictorial representations.

7.1.3 CK Knows quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.1.4 CK Knows vector and matrix operations, modeling, and applications.

7.1.5 CK Knows historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and diverse cultures.

Professional Skills

7.1.6 PS Extends the learning of concepts from K-6 and determines how to appropriately utilize multiple strategies (i.e. number lines, concrete manipulatives, algebra tiles, Cuisenaire rods, fraction strips, area models, and pictorial representations) to support student learning of secondary concepts.

Function 7.2: Algebra and Functions

The *Secondary Education Unified (SEU) 6-12 teacher candidate*, to be prepared to develop student mathematical proficiency, should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

7.2.1 CK Knows algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.

7.2.2 CK Knows the structure of an expression in terms of its context; chooses and produces equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understands the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.

7.2.3 CK Knows function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.

7.2.4 CK Knows functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.

7.2.5 CK Knows patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.

7.2.6 CK Knows linear algebra including vectors, matrices, and transformations.

7.2.7 CK Knows historical development and perspectives of algebra including contributions of significant individuals and diverse cultures.

Professional Skills

7.2.8 PS Utilizes the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and it's relation to 6-12 curriculum. Practice the research in the field supporting each and the impact on organization of student learning.

Function 7.3: Geometry

The *Secondary Education Unified (SEU) 6-12 teacher candidate*, to be prepared to develop student mathematical proficiency, should know the following topics related to geometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge

7.3.1 CK Knows core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.

Professional Skills

7.3.2 CK Knows transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.

7.3.3 CK Knows congruence, similarity and scaling, and their development and expression in terms of transformations.

7.3.4 CK Knows right triangles and trigonometry.

7.3.5 CK Knows identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.

7.3.6 CK Knows formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.

7.3.7 CK Knows geometric constructions, inductive and deductive reasoning, axiomatic reasoning, and proof.

7.3.8 CK Knows analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

7.3.9 CK Knows historical development and perspectives of geometry including contributions of significant figures and diverse cultures.

7.3.10 PS Utilizes the geometry topics and their contents and practices, and their relation to 6-12 curriculum, including concrete manipulatives. Practice the research in the field supporting each and the impact on organization of student learning.

Function 7.4: Statistics and Probability

The *Secondary Education Unified (SEU) 6-12 teacher candidate*, to be prepared to develop student mathematical proficiency, should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

Content Knowledge

7.4.1 CK Knows statistical variability and its sources and the role of randomness in statistical inference.

7.4.2 CK Knows creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.

7.4.3 CK Knows univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.

7.4.4 CK Knows empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.

7.4.5 CK Knows random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.

7.4.6 CK Knows historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.

Professional Skills

7.4.7 PS Understands the statistics and probability topics and their contents and practices, and their relation to 6-12 curriculum, including concrete models, appropriate technology, and varied representational tools. Practice the research in the field supporting each and the impact on organization of student learning.

Function 7.5: The *Secondary Education Unified (SEU) 6-12 teacher candidate* will apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

Content Knowledge

7.5.1 CK Applies knowledge of mathematics curriculum standards for secondary in their teaching within and across mathematical domains.

7.5.2 CK Relates mathematical curriculum standards to student learning.

Professional Skills

7.5.3 PS Demonstrates how mathematics curriculum standards and learning progressions impact the teaching of secondary students at different developmental levels.

7.5.4 PS Examines the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.

Function 7.6: The *Secondary Education Unified (SEU) 6-12 teacher candidate* will analyze and consider research in planning for and leading students in rich mathematical learning experiences.

Content Knowledge

7.6.1 CK Incorporates research-based methods when leading students in rich mathematical learning experiences.

Professional Skills

7.6.2 PS Analyzes and consider research in planning for mathematics instruction.

7.6.3 PS Extends their repertoire of research-based instructional methods that address students' diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.

Function 7.7: The *Secondary Education Unified (SEU) 6-12 teacher candidate* will plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Content Knowledge

7.7.1 CK Includes mathematics-specific and instructional technologies in planned lessons and units.

7.7.2 CK Includes in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.

Professional Skills

7.7.3 PS Plans lessons and units that incorporate a variety of strategies.

7.7.4 PS Plans lessons and units addressing student differences and diverse populations and how these differences influence student learning of mathematics.

7.7.5 PS Builds all students' conceptual understanding and procedural proficiency in planned lesson and units.

Function 7.8: The *Secondary Education Unified (SEU) 6-12 teacher candidate* will provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Content Knowledge

7.8.1 CK Designs and implement activities and investigations that require communication about mathematics.

7.8.2 CK Designs and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.

Professional Skills

7.8.3 PS Encourages students to employ a variety of forms of communication that target varied audiences and purposes across content areas.

Function 7.9: The *Secondary Education Unified (SEU) 6-12 teacher candidate* will implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

Content Knowledge

7.9.1 CK Implements techniques for actively engaging students in learning and doing mathematics.

7.9.2 CK Provides instruction that incorporates high quality tasks and a range of questioning strategies.

7.9.3 CK Engages students in communicating about mathematics.

Professional Skills

7.9.4 PS Guides productive mathematical discussion in classrooms centered on key mathematical ideas.

7.9.5 PS Selects and applies instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning.

Function 7.10: The *Secondary Education Unified (SEU) 6-12 teacher candidate* will plan, select, implement, interpret, and use formative and summative assessments to monitor student progress and inform instruction by reflecting on mathematical proficiencies essential for all students.

Content Knowledge

7.10.1 CK Interprets and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

7.10.2 CK Monitors students' progress using a variety of assessment tools that gauge advancement toward stated learning goals.

Professional Skills

7.10.3 PS Plans, selects, and implements formative and summative assessments.

7.10.4 PS Uses assessment results for subsequent instructional planning.

Standard 8: Co-teaching and Paraeducators

The *Secondary Education Unified (SEU) 6-12 teacher candidate* plans with co-teachers and supports co-teaching to include building relationships and utilizing paraeducators for quality educational support.

Function 8.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* plans with co-teachers as defined as a classroom taught by both general education and special education teachers, with supplementary aids and services provided in the general education setting to serve the needs of students with and without disabilities.

Content Knowledge

8.1.1 CK Understands collaborative planning of units of instruction and daily lesson plans according to state framework and standards.

8.1.2 CK Understands collaborative planning with respect to modalities of strength, multiple intelligences, and universal design.

8.1.3 CK Understands the need for collaborative review of classroom assignments, student homework, and periodic assessments.

8.1.4 CK Understands collaboration and reflection with co-teacher to improve instructional practices.

8.1.5 CK Understands collaboration with co-teacher on students' performance.

8.1.6 CK Understands the need for planning and providing learning stations, and implementing heterogeneous cooperative group structures; planning and providing instruction to the entire class, half the class, or small groups.

8.1.7 CK Understands planning for the pacing of instruction to include a variety of activities within one class period.

8.1.8 CK Understands the need for development of a co-taught classroom system that establishes and maintains standards for student behavior.

Professional Skills

8.1.9 PS Collaboratively plans units of instruction and daily lesson plans according to state framework and standards.

8.1.10 PS Collaboratively plans with respect to modalities of strength, multiple intelligences, and universal design.

8.1.11 PS Collaboratively reviews classroom assignments, student homework, and periodic assessments.

8.1.12 PS Collaborates and reflects with co-teacher to improve instructional practices.

8.1.13 PS Collaborates with co-teacher on students' performance.

8.1.14 PS Plans and provides for learning centers, stations, and implementing heterogeneous cooperative group structures; planning and providing instruction to the entire class, half the class, or small groups.

8.1.15 PS Plans for the pacing of instruction to include a variety of activities within one class period.

8.1.16 PS Develops a co-taught classroom system that establishes and maintains standards for student behavior.

Function 8.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* supports co-teaching as defined as a classroom taught by both general education and special education teachers, with supplementary aids and services provided in the general education setting to serve the needs of students with and without disabilities.

Content Knowledge

8.2.1 CK Understand the need to jointly develop and modify instructional materials.
8.2.2 CK Understands the need to jointly monitor guided and independent practice including offering tutoring and enrichment activities at an alternative time for all students; circulating the classroom to check for student comprehension of a lecture or assignment and re-teaching of key concepts.
8.2.3 CK Understands co-teaching transitional signals and directives between activities.
8.2.4 CK Knows the use of cooperative structures to promote social development and group responsibility.
8.2.5 CK Knows how to use heterogeneous grouping to promote fairness and respect and promote social justice.
8.2.6 CK Understands the importance of promoting active learning to decrease student passivity.
8.2.7 CK Understands the need of 1:1 support in the co-teaching setting.
8.2.8 CK Understands peer supports in the co-teaching setting.
8.2.9 CK Understands assessments with accommodations (such as proctoring a small group and reading assessment questions for formative and summative assessments).
8.2.10 CK Understands authentic assessments to include oral responses and project-based assessments and portfolios.
8.2.11 CK Knows how to use proximity, voice modulation, facial expressions, and planned ignoring for classroom management in the co-taught classroom.

Professional Skills

8.2.12 PS Jointly develops and modifies instructional materials.
8.2.13 PS Jointly monitors guided and independent practice including offering tutoring and enrichment activities at an alternative time for all students; circulating the classroom to check for student comprehension of a lecture or assignment and re-teaching of key concepts.
8.2.14 PS Uses joint transitional signals and directives between activities.
8.2.15 PS Uses cooperative structures to promote social development and group responsibility.
8.2.16 PS Uses heterogeneous grouping to promote fairness and respect and promote social justice.
8.2.17 PS Promotes active learning to decrease student passivity.
8.2.18 PS Offers 1:1 support in the co-teaching setting.
8.2.19 PS Implements a system for peer supports.
8.2.20 PS Provides assessment with accommodations, (such as proctoring a small group and reading assessment questions for formative and summative assessments).
8.2.21 PS Provides authentic assessments to include oral responses and project-based assessments, and portfolios.
8.2.22 PS Uses proximity, voice modulation, facial expressions, and planned ignoring for classroom management in the co-taught classroom.

Function 8.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* builds co-teaching relationships as defined as a classroom taught by both general education and special education teachers, with supplementary aids and services provided in the general education setting to serve the needs of students with and without disabilities.

Content Knowledge

8.3.1 CK Understands the need to develop trusting and professional teacher relationships with all students.

8.3.2 CK Understands the need to develop and maintain a parent, teacher, and student communication system.

Professional Skills

8.3.3 PS Development of a trusting and professional teacher relationship with all students.

8.3.4 PS Developing and maintaining a parent, teacher, and student communication system.

Function 8.4: The *Secondary Education Unified (SEU) 6-12 teacher candidate* utilizes paraeducators for quality educational support.

Content Knowledge

8.4.1 CK Knows how to observe, evaluate, mentor, and provide feedback and direction to paraeducators.

8.4.2 CK Understands the roles and responsibilities of the paraeducator related to instruction, intervention, and direct services and the limits of the defined paraeducator role.

8.4.3 CK Understands and respects the role differences of teachers and paraeducators and is able to forge respectful relationships between the two.

8.4.4 CK Recognizes the need for continued learning for paraeducators.

8.4.5 CK Recognizes the importance on reflection and the use of feedback for paraeducator continued learning.

8.4.6 CK Support the paraeducator's use of learning strategies and study skills to promote acquisition of academic content for all students.

Professional Skills

8.4.7 PS Observes, evaluates, mentors, and provides feedback and direction to paraeducators.

8.4.8 PS Assigns roles and responsibilities to paraeducators related to instruction, intervention, and direct services according to laws and regulations.

8.4.9 PS Forges respectful relationships with paraeducators based on respect for the role differences of teachers and paraeducators.

8.4.10 PS Provides paraeducators with professional growth opportunities for continued learning.

8.4.11 PS Facilitates an environment that encourages the paraeducator to reflect on their skill needs and limits, to request and use feedback, and to obtain assistance as needed to improve their practice.

8.4.12 PS Provides continued learning for paraeducators in learning strategies and study skills to promote acquisition of academic content for all students.

Standard 9: Transition

The Secondary Education Unified (SEU) 6-12 teacher addresses college and career readiness, self-determination and transitions to adulthood.

Function 9.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* addresses college and career readiness.

Content Knowledge

9.1.1 CK Knows curricular and evidence-based practices and interventions addressing college and career readiness.

9.1.2 K CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing college and career readiness.

9.1.3 CK Knows how to modify transition assessments to meet individual student needs.

9.1.4 CK Understands how to interpret results of transition assessments for students, families, and professionals.

9.1.5 CK Understands how to match student preferences and interests with assessment results with skills and demands of post-school environments.

9.1.6 CK Understands how transition assessment results develop natural support systems in post-school settings.

9.1.7 CK Understand monitoring progress in work-based experiences.

Professional Skills

9.1.8 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing college and career readiness

9.1.9 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in addressing college and career readiness.

9.1.10 PS Modifies transition assessments to meet individual student needs.

9.1.11 PS Interpret results of transition assessments for students, families, and professionals.

9.1.12 PS Matches student preferences and interests with assessment results with skills and demands of post-school environments.

9.1.13 PS Applies transition assessment results to develop natural support systems in post-school settings.

9.1.14 PS Assesses student progress in work-based experiences.

Function 9.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* addresses self-determination as it relates to transition to adulthood.

Content Knowledge

9.2.1 CK Knows curricular and evidence-based practices and interventions addressing self-determination.

9.2.2 CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing self-determination.

9.2.3 CK Knows self-advocacy and self-determination information and resources.

Professional Skills

9.2.4 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing self-determination.

9.2.5 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in self-determination.

9.2.6 PS Delivers self-advocacy and self-determination information and resources.

Function 9.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* addresses transitions to adulthood.

Content Knowledge

9.3.1 CK Knows curricula and evidence-based practices and interventions to address daily and independent living skill needs for current and future environments.

9.3.2 CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing the transition to adulthood.

9.3.3 CK Knows school-based experiences and community evidence-based experiences and curricula to prepare students for postsecondary education and community integration.

9.3.4 CK Understands student instructional and related activities facilitate movement toward identified postsecondary goals.

9.3.5 CK Knows student-centered transition planning approaches.

9.3.6 CK Knows transition strategies, models, and curricula.

9.3.7 CK Knows job-seeking and retention skills identified by employers as essential for successful employment.

9.3.8 CK Understands the range of post-school outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living).

9.3.9 CK Understands how to develop annual goals and objectives related to measurable postsecondary goals.

9.3.10 CK Understand relevant transition services and course of study needed to achieve postsecondary goals and objectives.

9.3.11 CK Knows roles and responsibilities of educators, employers, and other stakeholders in the variety of settings related to postsecondary outcomes.

9.3.12 CK Understands training district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities.

9.3.13 CK 6 Understands the need for leadership to ensure that individuals with exceptionalities experience the same opportunities and resources as those without exceptionalities; ensure same career and vocational opportunities as peers without disabilities.

9.3.14 CK Understands the need to include and prepares students, families, teams, and other related-agency members for the transition planning process.

9.1.15 CK Knows how to develop measurable postsecondary goals based on transition assessment results.

Professional Skills

9.3.16 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing daily and independent living skills for current and future environments.

9.3.17 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in addressing the transition to adulthood.

9.3.18 PS Develops school-based employment and community evidence-based experiences and curricula in preparation for postsecondary education and community integration.

9.3.19 PS Evaluations student instructional and related activities facilitate movement toward identified postsecondary goals.

9.3.20 PS Facilitates student-centered transition planning approaches.

9.3.21 PS Utilizes and aligns strategies, models, and curricula for providing community-based training, linking transition goals to academic content, and career or professional technical education.

9.3.22 PS Utilizes strategies to develop job-seeking and retention skills for transition to adulthood.

9.3.23 PS Implements a range of post-school outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living).

9.3.24 PS Develops annual goals and objectives related to measurable postsecondary goals.

9.3.25 PS Selects relevant transition services and course of study needed to achieve postsecondary goals and objectives.

9.3.26 PS Plans postsecondary outcomes taking into consideration roles and responsibilities of educators, employers, and other stakeholders in various settings related to postsecondary outcomes.

9.3.27 PS Trains district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities.

9.3.28 PS Provides leadership to ensure that individuals with exceptionalities experience the same opportunities and resources as those without exceptionalities; ensure same career and vocational opportunities as peers without disabilities.

9.3.29 PS Includes and prepares students, families, teams, and other related-agency members for the transition planning process.

9.1.30 PS Develops measurable postsecondary goals based on transition assessment results.

Standard 10: Professional and Ethical Practice

The *Secondary Education Unified (SEU) 6-12 teacher candidates* identify and conduct themselves as members of the Secondary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

Function 10.1: The *Secondary Education Unified (SEU) 6-12 teacher candidate* engages continuous learning and reflective practice to inform instruction; analyze and evaluate the implications of current trends and issues within the field of Secondary education.

Content Knowledge

10.1.1 CK Understands the importance of engaging in continuous learning.

10.1.2 CK Understands that the field education is continuously developing and changing.

10.1.3 CK Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

10.1.4 CK Recognizes the role of reflective practice for improvement of curriculum and instruction.

10.1.5 CK Understands the importance of integrating the knowledge, reflective, and critical perspectives on education.

Professional Skills

10.1.6 PS Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

10.1.7 PS Can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.

10.1.8 PS Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.

10.1.9 PS Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.

10.1.10 PS Applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and "stretching" experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.

Function 10.2: The *Secondary Education Unified (SEU) 6-12 teacher candidate* knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession.

Content Knowledge

10.2.1 CK Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

10.2.2 CK Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).

10.2.3 CK Knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.

Professional Skills

10.2.4 PS Can access, assess and manage information and data in an appropriate, professional and ethical manner.

10.2.5 PS Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.

10.2.6 PS Adheres to laws, regulations, and policies that regulate the field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Function 10.3: The *Secondary Education Unified (SEU) 6-12 teacher candidate* is a continuous, collaborative learner.

Content Knowledge

10.3.1 CK Recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).

10.3.2 CK Understands the importance and role of research-driven practice.

10.3.3 CK Is aware of all appropriate professional organizations.

Professional Skills

10.3.4 PS Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

10.3.5 PS Takes responsibility for contributing to and advancing the profession.

10.3.6 PS Can access professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.

VISUALLY IMPAIRED

Early Childhood and Early Childhood through Late Adolescence/Adulthood
Birth through Third Grade, PreK-12

Standard #1 The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.

Knowledge

1. The teacher has a working knowledge of federal and state entitlements, laws and state regulations that relate to the provision of specialized equipment, materials, and services for learners with visual impairments. The teacher can identify major legislation related to the above.
2. The teacher has knowledge of Braille literacy issues, history, and laws.
3. The teacher has knowledge of historical foundations for the education of children with visual impairments, including those with deaf-blindness and multiple disabilities.
4. The teacher understands the current educational definitions of students with visual impairments, including identification criteria, labeling issues, and current incidence and prevalence figures.
5. The teacher is aware of current issues in early intervention, special education and visual impairment.
6. The teacher is aware of visual impairment consumer advocacy issues.

7. The teacher understands the components of appropriate, high quality service delivery models for infants and children with visual impairments and their families and knows how to advocate for their provision within the school bureaucracy.

Performance

1. The teacher articulates a personal philosophy of education related to instructing infants and children who are visually impaired and their families.
2. The teacher safeguards due process rights related to assessment, eligibility, and placement for infants and toddlers who are visually impaired.
3. The teacher conducts instruction and other professional activities in accordance with the requirements of federal and state law and local district policies and procedures.

Standard #2 The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.

Knowledge

1. The teacher understands the functional and educational implications of eye conditions and the ways they affect student learning.
2. The teacher knows about the normal development of the human visual system.
3. The teacher knows the basic terminology related to the structure and function of the human visual system.
4. The teacher knows the basic terminology related to diseases and disorders of the human visual system.
5. The teacher knows how visual impairment affects the development and use of the secondary senses.
6. The teacher knows the effects of a visual impairment on human development.
7. The teacher understands the implications of dual sensory impairments and other disabilities on the learning and development of infants and children with visual impairments.
8. The teacher understands the psychosocial aspects of a visual impairment.
9. The teacher understands the effects of medications on the visual system and on learning.
10. The teacher has knowledge of visual and perceptual processes in learning the utilization of low vision.

Performance

1. The teacher communicates with parents, educators, and others, in easily understood language, the implications of an infant or a child's visual impairment upon the learning experience and the psychosocial aspects of the child's life, and ensures that instructional strategies across the school address these implications.
2. The teacher collaborates with children, parents, and the instructional team to ensure that individual learning styles and characteristics and their interface with visual impairments are considered in the development of instructional strategies.

Standard #3 The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.

Knowledge

1. The teacher understands how visual impairments affect learning and experience.
2. The teacher understands specialized terminology used in assessing individuals who are visually impaired.
3. The teacher understands the ethical considerations and legal provisions, regulations, and guidelines (federal, state, and local) related to assessment of individuals with visual impairments, including the legal, as compared to functional, definitions of blindness and low vision, and the reliability issues of instruments not designed for individuals with visual impairments.
4. The teacher understands the relationships between assessment, individualized education program (IEP) development, placement and instruction as they affect vision impairment related services.

5. The teacher is knowledgeable of disability-specific assessment instruments and procedures, and understands the many areas of functioning, i.e., communication skills, technology, orientation and mobility, social/emotional, etc., that should be considered.
6. The teacher knows how to obtain necessary resources to organize an assessment process for infants and children with visual impairments that have dual sensory loss or additional disabilities and their families.

Performance

1. The teacher interprets eye reports and other vision-related diagnostic information.
2. The teacher adapts and uses various assessment procedures appropriately when evaluating individuals with visual impairments.
3. The teacher gathers and interprets background information about academic, medical and family history, as it relates to the infant or child's visual impairment.
4. The teacher assesses communication skills and develops instructional strategies from these evaluation results.
5. The teacher assesses disability-specific technology needs.
6. The teacher identifies instruments and techniques appropriate for transition planning for infants and children with visual impairments.
7. The teacher performs the procedures used for screening, pre-referral, and referral of infants and children who are visually impaired, including functional vision evaluations, and learning media assessments. The teacher ensures that the recommendations indicated by the screening, assessment and evaluation data form the basis of the vision-related intervention strategies used across the learning environment.
8. The teacher collaborates with health professionals as needed to ensure that school-wide vision screening efforts benefit from the teacher's knowledge of specialized assessment techniques.

Standard #4 The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.

Knowledge

1. The teacher understands that the visual system is heavily relied upon for learning, conceptualization, problem solving, and knows alternative techniques to maximize student access to developmentally appropriate activities (for young children) and to the general education curriculum (for school-aged children).
2. The teacher knows what constitutes an appropriate, disability-specific curriculum for visually impaired individuals and how to individualize that curriculum to meet student needs within the context of the general educational curriculum.
3. The teacher understands the educational implications of deaf-blindness and multiple disabilities, and knows how to address the vision impairment related learning needs of such individuals.
4. The teacher knows teaching methods for the development of special auditory, tactual, and modified visual communication skills for infants and children who are visually impaired, including Braille reading and writing, including slate and stylus, handwriting, listening skills and compensatory *auditory* skills, typing and keyboarding skills; and technology for individuals with visual impairments. The teacher is also aware of current best practices utilized in the general curriculum to teach reading and communication arts.
5. The teacher knows disability-unique teaching methods and tools to assist learners to acquire compensatory academic skills, including the use of an abacus and talking calculator, tactile graphics, adapted science equipment, and tape recorders, etc.
6. The teacher knows alternative methods to develop basic concepts needed by infants and children

who do not learn visually.

7. The teacher knows methods to teach visual efficiency skills, including instruction in the use of print adaptations, optical devices, and non-optical devices for students who have usable vision.
8. The teacher knows methods to develop alternative organization and study skills for students who are visually impaired.
9. The teacher knows methods to prepare students who are visually impaired for structured orientation and mobility assessment and instruction, and understands the limits of intervention by non-orientation mobility certified personnel.
10. The teacher knows methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
11. The teacher knows methods to teach human sexuality to students who are visually impaired, using tactual models and other appropriate instructional materials.
12. The teacher knows methods to develop adapted physical and recreational skills for infants and children who are visually impaired.
13. The teacher knows methods to develop social and daily living skills as needed by students with visual impairments, with an emphasis on family input and participation.
14. The teacher knows strategies for developing career awareness for students who are visually impaired.
15. The teacher knows strategies for promoting self-advocacy and responsibility in students who are visually impaired.
16. The teacher knows functional life skills instruction strategies relevant to independent community and personal living, and employment for individuals who are visually impaired including methods for accessing printed public information, methods for accessing community services, methods for accessing public transportation, and methods for acquiring practical skills.
17. The teacher knows techniques for modifying instructional methods and materials for students who are visually impaired and how to assist regular classroom teachers in implementing these modifications.
18. The teacher knows methods to communicate instructional objectives in ways that enhance the abilities of visually impaired learners to conceptualize key elements, particularly concepts generally presented in a visual format.
19. The teacher knows strategies for fostering higher level thinking and problem solving, including alternative reasoning and decision making skills appropriate for students with visual impairments.
20. The teacher knows how to obtain specialized instructional materials for students with visual impairments.

<u>Performance</u>

1. The teacher interprets and uses assessment data to plan instruction for infants and children with visual impairments.
2. The teacher selects and uses appropriate technologies to accomplish instructional objectives for infants and children who are visually impaired, and integrates the technologies into the instructional process, including the production of tactile or visually enhanced graphics, the use of adaptive technology devices, and other instructional tools.
3. The teacher can modify instruction to the individual needs of infants and children with visual impairments and additional disabilities.
4. The teacher sequences, implements, and evaluates individual disability-related learning objectives for infants and children with visual impairments and their families.
5. The teacher implements and collaborates with other service providers on techniques related to the development of ocular-motor skills in infants and children with visual impairments such as focus, tracking, accommodations, and eye-hand coordination.

6. The teacher utilizes strategies such as concept mediation, organization skills and hands-on, realistic experiences to enhance learning opportunities for students with visual impairments.
7. The teacher demonstrates proficiency in writing, transcribing, proofreading, and interlining Grade II Braille and Nemeth Code Braille materials, using slate and stylus, braillewriter, and computer technology in order to provide students with visual impairments literacy skills and access to text materials at the same level as their sighted peers, and in a manner appropriate to students' individual learning objectives.

Standard #5 The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning environments conducive to learning by infants and children with visual impairments.

Knowledge

1. The teacher understands the appropriate duties and responsibilities of paraeducators and other related service personnel who work directly with and/or provide special materials to infants and children who are visually impaired.
2. The teacher understands how to integrate specialized technologies and approaches to instruction into the larger school environment by working collaboratively with various instructional team members involved in educating students with visual impairments.
3. The teacher is sufficiently familiar with the computer technology and other devices used by students with visual impairments to support their usage throughout the school environment.
4. The teacher understands the requirements of the general education curriculum sufficiently to support students with visual impairments accessing that curriculum, and knows how to ensure that the disability-specific curriculum works in unison with general education.

Performance

1. The teacher collaborates with other instructional team members to create learning environments that develop and encourage self-advocacy and independence in students who are visually impaired.
2. The teacher prepares, obtains, organizes, and efficiently provides modified learning materials for students who are visually impaired, including the management and supervision of paraprofessionals and other related service personnel assigned to assist in the process.
3. The teacher creates learning environments that are multi-sensory and accessible to students with visual impairments, including those with dual sensory loss or additional disabilities.
4. The teacher plans and conducts community-based learning experiences beneficial to learners who are visually impaired.
5. The teacher develops plans to identify, assess, and teach daily living skills necessary for independence of infants and children who are visually impaired and their families.

Standard #6 The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.

Knowledge

1. The teacher understands that infants and children with visual impairments may face unique challenges within the social environment of the home, school, and community, and knows how to address such issues.
2. The teacher understands common behavioral issues associated with visual impairments, and knows how to help infants and children, parents, and instructional teams address such concerns.

Performance

1. The teacher collaborates with infants and children, parents, and instructional teams on strategies to increase social interactions between individuals with visual impairments and their peers in school and community.

2. The teacher provides strategies to students with visual impairments for dealing with real and perceived discriminatory attitudes on the part of individuals who are non-disabled.
3. The teacher collaborates with students, parents, and instructional teams to provide experiences that enhance the development of positive self-esteem and self-advocacy skills in students with visual impairments.
4. The teacher coordinates interventions that address the psycho-social needs of infants and families with visual impairments and their families.
5. The teacher uses strategies for promoting responsibility in students with visual impairments regarding the management of their schoolwork and arranging for materials and supports as needed.
6. The teacher serves as a resource to students, parents, and instructional teams in meeting the behavioral and social needs of students with dual sensory impairments or additional disabilities.
7. The teacher assists students with degenerative eye conditions to achieve a smooth transition to alternative skills.

Standard #7 The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.

Knowledge

1. The teacher knows how to work collaboratively across the learning environment with parents and instructional teams to ensure that infants and children with visual impairments receive adequate support.
2. The teacher has knowledge of disability advocacy organizations, support groups, and professional organizations and their importance as resources to assist in learning outcomes and transition planning for students with visual impairments and their families.
3. The teacher understands the current importance of parents as partners in educational planning for infants and children with visual impairments, and knows how this collaboration can be used to achieve greater learning outcomes for students.

Performance

1. The teacher creates opportunities for students, parents, and instructional teams to access networks of adults with visual impairments and disability-related organizations that may support student learning objectives and transition planning.
2. The teacher uses the skills of collaborative teaming to assist the school as a whole in all aspects of educating a student who is blind or visually impaired.
3. The teacher uses strategies for collaborating with parents and other professionals in planning appropriate transitions for individuals who are visually impaired.
4. The teacher of the visually impaired accesses specialized resources in planning for the instruction and transition of infants and children with dual sensory impairments or additional disabilities.
5. The teacher serves as a liaison, as appropriate, between parents and eye care professionals to help ensure infants and children receive needed health services and to promote greater understanding of treatment plans on the part of infants and children, parents, and instructional team members.
6. The teacher creates opportunities for inclusion of infants and children with visual impairments in extra-curricular activities with non-disabled and disabled peers.

Standard #8 The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.

Knowledge

1. The teacher understands the responsibilities inherent in entering the field of blindness and visual impairments, and paramount among these responsibilities is the duty to ensure that all infants and

children with visual impairments have access to the same quality of education offered their peers who are not visually impaired.

Performance

1. The teacher actively seeks to keep skills and knowledge current by participating in continuing education and professional development opportunities and in professional and consumer organizations related to visual impairments.

LEADERSHIP CONTENT AREAS

BUILDING LEADERSHIP

Early Childhood through Late Adolescence/Adulthood

PreK-12

The Kansas State Board of Education adopted new Building Leadership preparation program standards on June 09, 2020.

Learner(s) is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas Building Leadership preparation standards are adapted from the Building Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, equity, diversity, digital citizenship, and community.

Function 1.1: Program completers understand and demonstrate the ongoing capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.

Content Knowledge: Program provides evidence of candidate knowledge of

1.1.1 CK Research to understand the role and importance of a school's vision and mission as well as processes for evaluating a mission and vision.

1.1.2 CK Processes for collaboratively developing an actionable mission and vision attentive to values and priorities that include data use, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.

1.1.3 CK Characteristics of well-written mission and vision statements.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

1.1.4 PS Evaluate existing mission and vision processes and statements.

1.1.5 PS Collaboratively design a school mission and vision attentive to values and priorities that include data, technology, values, equity, diversity, digital citizenship, social-emotional well-being, academic needs, and community.

1.1.6 PS Develop a comprehensive plan for communicating the mission and vision to all stakeholders.

Function 1.2: Program completers understand and demonstrate the capacity to lead sustainable improvement processes that include mission coherence, data use, design, implementation, accreditation, and ongoing evaluation.

Content Knowledge: Program provides evidence of candidate knowledge of

1.2.1 CK Current research on school improvement and accreditation processes.

1.2.2 CK Formal processes of iterative, evidence informed improvement.

1.2.3 CK Data collection, analysis, and use to support data-informed decisions.

1.2.4 CK School improvement implementation theory and research.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

1.2.5 PS Evaluate existing improvement processes and cycles.

1.2.6 PS Use research and data to develop a collaborative improvement process that includes key components (i.e., diagnosis, design, implementation, and evaluation).

1.2.7 PS Develop an implementation process that supports the components and goals of the accreditation and improvement plans.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Function 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Content Knowledge: Program provides evidence of candidate knowledge of

2.1.1 CK Professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn), which support student success and well-being.
2.1.2 CK Practices that reflect professional norms.
2.1.3 CK Approaches to cultivating professional norms in others.
2.1.4 CK Reflective practice.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.1.5 PS Engage in reflective practice.
2.1.6 PS Cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.
2.1.7 PS Communicate professional norms to diverse constituencies.
2.1.8 PS Model professional norms (i.e., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).

Function 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Content Knowledge: Program provides evidence of candidate knowledge of

2.2.1 CK Research on decision making.
2.2.2 CK Decision-making processes.
2.2.3 CK Guidelines for ethical and legal decision making.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.2.4 PS Evaluate ethical dimensions of issues.
2.2.5 PS Analyze decisions in terms of established ethical frameworks.
2.2.6 PS Develop a communication plan to advocate for ethical and legal decisions.

Function 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge: Program provides evidence of candidate knowledge of

2.3.1 CK Ethical practice.
2.3.2 CK Approaches to cultivating ethical behavior in others.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.3.3 PS Formulate a school-level ethical leadership platform.
2.3.4 PS Model ethical practice.
2.3.5 PS Cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote and advocate for the social emotional well-being of each student and adult, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to

develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Function 3.1: Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Content Knowledge: Program provides evidence of candidate knowledge of

3.1.1 CK Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, resilient and respectful).

3.1.2 CK Research on inclusive school cultures.

3.1.3 CK Processes for evaluating school culture.

3.1.4 CK Processes for effecting changes to school culture.

3.1.5 CK Ways of engaging in advocacy.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.1.6 PS Evaluate school culture.

3.1.7 PS Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture.

3.1.8 PS Develop strategies for improving school culture.

3.1.9 PS Advocate for a supportive and inclusive school culture.

Function 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and social emotional well-being of each student.

Content Knowledge: Program provides evidence of candidate knowledge of

3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.

3.2.2 CK Equitable allocation of educational resources, procedures, and opportunities (i.e., materials, technologies, media, teachers, social and behavioral supports, interventions, and adult relationships).

3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources, procedures, and opportunities.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational resources and opportunities.

3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.

3.2.6 PS Advocate for the equitable access to educational resources, procedures, and opportunities.

Function 3.3: Program completers understand and demonstrate the capacity to use data and other evidence to evaluate, design, cultivate, and advocate for equitable, inclusive, and

culturally responsive instruction and social-emotional behavior support practices among teachers and staff.

Content Knowledge: Program provides evidence of candidate knowledge of

3.3.1 CK Culturally responsive instructional and behavior support practices.

3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice, especially among teachers and staff.

3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practices.

3.3.4 CK Broader social and political concern with equity and inequality in schools.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.3.5 PS Evaluate root causes of inequity and bias.

3.3.6 PS Develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.

3.3.7 PS Support the use of differentiated, content- based instructional materials and strategies.

3.3.8 PS Advocate for equitable practice among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent instructional leadership, including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems.

Function 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for all academic and non-academic student programs.

Content Knowledge: Program provides evidence of candidate knowledge of

4.1.1 CK Research on the leadership of academic and non-academic programs.

4.1.2 CK Approaches to coordinating among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.

4.1.3 CK Evidence-based curricula, use of technology, and other supports for academic and non-academic programs.

4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.

Professional Skills: Programs provide evidence that candidates demonstrate skills required to

4.1.5 PS Evaluate (a) curricula, use of technology, and other supports and (b) academic and non- academic systems.

4.1.6 PS Propose designs and implementation strategies for high-quality, technology-rich, and coherent curricula and supports for academic and non- academic programs.

Function 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Content Knowledge: Program provides evidence of candidate knowledge of

4.2.1 CK Evidence-based instructional practices for different student populations.

4.2.2 CK Curricula, educational technologies, and other educational resources that support digital literacy among students and adults.

4.2.3 CK Expertise provided by educational service providers.

4.2.4 CK Approaches to coordinating resources and services in support of the school's academic and non-academic services.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.2.5 PS Evaluate coordination and coherence among the practices, resources, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.2.6 PS Propose designs and implementation strategies for improving the impact of academic and non- academic practices, resources, and services that support student learning.

Function 4.3: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and social emotional well-being.

Content Knowledge: Program provides evidence of candidate knowledge of

4.3.1 CK Research on the effective and ineffective assessment of student learning and social emotional well-being.

4.3.2 CK Research on assessment practices that are culturally responsive and accessible for each student.

4.3.3 CK Formative and summative measures of student learning and well-being.

4.3.4 CK Approaches to coordinating among assessments, instructional improvement, and educational service delivery.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.3.5 PS Use research to evaluate the quality of formative and summative assessments of learning.

4.3.6 PS Implement formal and informal culturally responsive and accessible assessments of student learning.

4.3.7 PS Interpret data from formative and summative assessments for use in educational planning.

4.3.8 PS Cultivate teachers' capacity to improve instruction based on analysis of assessment data.

Function 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Content Knowledge: Program provides evidence of candidate knowledge of

4.4.1 CK Appropriate and ethical use of data to monitor and continuously improve the school's curriculum, instruction technology, and assessment practices.

4.4.2 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.

4.4.3 CK Approaches and strategies for building a coherent and equitable system of academic (curriculum, instruction, and assessment) and non-academic services.

4.4.4 CK Approaches and strategies for supporting faculty collaboration.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.4.5 PS Engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, and assessment practices.

4.4.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, and assessment practices.

4.4.7 PS Use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, and assessment practices and results.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage, communicate, and intentionally collaborate with families, community members, business leaders, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Function 5.1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Content Knowledge: Program provides evidence of candidate knowledge of

5.1.1 CK Research on the role of families in supporting student learning in and out of school.

5.1.2 CK Research on student and family diversity.

5.1.3 CK Strategies for understanding and cultivating relationships with families and engaging them in their children's education.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

5.1.4 PS Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning.

5.1.5 PS Cultivate collaboration among staff and families in support of student learning and success.

5.1.6 PS Foster two-way communication with families.

Function 5.2: Program completers understand and demonstrate the capacity to collaboratively engage, cultivate and build partnerships with diverse community members, business stakeholders, and other constituencies for the benefit of school improvement and student development.

Content Knowledge: Program provides evidence of candidate knowledge of

5.2.1 CK School organizational cultures that promote community engagement.

5.2.2 CK Research on how community members, partners, and other constituencies can support school improvement and student success.

5.2.3 CK Collaboration methods to develop and sustain productive relationships with diverse community partners.

5.2.4 CK Practices for accessing and integrating external resources into the school.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.2.5 PS Collaboratively engage with diverse community members, partners, and other constituencies around shared goals.

5.2.6 PS Cultivate regular, two-way communication with community members, partners, and other constituencies.

5.2.7 PS Identify and use diverse community resources to benefit school programs and student learning.

Function 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.

Content Knowledge: Program provides evidence of candidate knowledge of

5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.

5.3.2 CK Strategies for effective oral, written, and digital communication with members of the organization, community, and policy communities.

5.3.3 CK Educational policy and advocacy.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.3.4 PS Develop a plan for identifying and accessing resources.

5.3.5 PS Gather information about the policy and district context.

5.3.6 PS Develop targeted communication for oral, written, and digital distribution.

5.3.7 PS Advocate for school and community needs.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Function 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Content Knowledge: Program provides evidence of candidate knowledge of

6.1.1 CK Research on school management, operations, use of technologies, communication, and governance systems.

6.1.2 CK Principles of systems management and continuous improvement.

6.1.3 CK Management theories on the effective use of school resources and structures (i.e., school time and schedules) to achieve equitable outcomes for diverse student populations.

6.1.4 CK Processes for developing and implementing management, communication, technology,

school-level governance, and operation systems.

6.1.5 CK Use of technology to enhance learning and program management.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

6.1.6 PS Use a process for auditing the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes.

6.1.7 PS Use research and evidence to analyze and identify strategic and tactical challenges for the school's systems.

6.1.8 PS Develop and implement management, communication, assessment, technology, school-level governance, and operation systems.

6.1.9 PS Develop a school's master schedule.

Function 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan, including financial management, that supports school improvement and student development.

Content Knowledge: Program provides evidence of candidate knowledge of

6.2.1 CK School-based budgeting.

6.2.2 CK Strategies for acquiring resources.

6.2.3 CK Processes for gathering, synthesizing, and evaluating data (i.e., data literacy) to develop and implement management, communication, school-level governance, and operation systems.

6.2.4 CK Strategies for aligning and allocating resources according to school priorities and student needs.

6.2.5 CK Methods and procedures for managing school resources.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.2.6 PS Evaluate resource needs.

6.2.7 PS Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities.

6.2.8 PS Advocate for resources in support of needs.

Function 6.3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Content Knowledge: Program provides evidence of candidate knowledge of

6.3.1 CK Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults.

6.3.2 CK Implications of laws, rights, policies, and regulations for diverse student populations, subgroups, and communities.

6.3.3 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.3.4 PS Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues.

6.3.5 PS Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school.

6.3.6 PS Communicate policies, laws, regulations, and procedures to appropriate school stakeholders.

6.3.7 PS Monitor and ensure adherence to laws, rights, policies, and regulations.

Standard 7 Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a transformational collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Function 7.1: Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Content Knowledge: Program provides evidence of candidate knowledge of

7.1.1 CK Research on teacher recruitment, hiring, selection, and retention.

7.1.2 CK Practices for recruiting, selecting, hiring, and retaining school staff.

7.1.3 CK Strategic staffing based on student, school, and staff needs.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.1.4 PS Evaluate school's professional staff capacity needs.

7.1.5 PS Evaluate applicant materials.

7.1.6 PS Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.

Function 7.2: Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Content Knowledge: Program provides evidence of candidate knowledge of

7.2.1 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.

7.2.2 CK Effective communication.

7.2.3 CK The role of relationships, trust, and well-being in the development of a healthy and effective professional culture.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.2.4 PS Use research to design and cultivate a collaborative professional culture.

7.2.5 PS Model and foster effective communication.

7.2.6 PS Develop a comprehensive plan for providing school community members with a healthy and positive school building environment.

Function 3: Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

7.3.1 CK Research on teacher professional learning.

7.3.2 CK Practices for supporting and developing school staff.

7.3.3 CK Practices for cultivating and distributing leadership among staff.

7.3.4 CK Providing professional learning that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.

7.3.5 CK How to use digital technology in ethical and appropriate ways to foster professional learning for self and others.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.3.6 PS Evaluate professional staff capacity needs and management practices.

7.3.7 PS Identify leadership capabilities of staff.

7.3.8 PS Plan opportunities for professional growth that promotes reflection, cultural responsiveness, digital literacy, school improvement, and student success.

7.3.9 PS Engage staff in leadership roles.

7.3.10 PS Utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.

Function 4: Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

7.4.1 CK Research-based strategies for personnel supervision and evaluation.

7.4.2 CK Importance of, and the ability to access, specific personnel evaluation procedures for a given context.

7.4.3 CK Multiple approaches for providing actionable feedback and support systems for teachers.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.4.4 PS Observe teaching in a variety of classrooms.

7.4.5 PS Gather and analyze district policies on instructional expectations.

7.4.6. PS Provide teaching staff with actionable feedback to support improvement.

7.4.7 PS Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

DISTRICT LEADERSHIP

Early Childhood through Late Adolescence/Adulthood

PreK-12

The Kansas State Board of Education adopted new District Leadership preparation program standards on June 09, 2020.

Learner(s) is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

The Kansas District Leadership preparation standards are adapted from the District Level National Educational Leadership Preparation Program Recognition Standards (NELP); the NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) standards.

Standard 1: Mission, Vision, and Improvement.

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the systemic capacity to promote the current and

future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include change process, data use, technology, values, equity, diversity, digital citizenship, and community.

Function 1.1: Program completers understand and demonstrate the systemic capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Content Knowledge: Program provides evidence of candidate knowledge of

1.1.1 CK Research on the role and importance of a district's vision and mission.

1.1.2 CK Processes for collaboratively developing a mission and vision.

1.1.3 CK Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community.

1.1.4 CK The characteristics of well-written mission and vision statements.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

1.1.5 PS Evaluate existing mission and vision processes and statements.

1.1.6 PS Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community.

1.1.7 PS Develop a comprehensive plan for communicating the mission and vision to multiple constituencies.

Function 1.2: Program completers understand and demonstrate the systemic capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, accreditation, and evaluation.

Content Knowledge: Program provides evidence of candidate knowledge of

1.2.1CK Research on and process of strategic planning, continuous improvement, and accreditation.

1.2.2CK Formal processes of system-wide, continuous, evidence-informed improvement.

1.2.3 CK Research-based strategic planning processes.

1.2.4 CK Data collection, diagnosis, and use.

1.2.5 CK School improvement implementation processes and effective program evaluation.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

1.2.6 PS Evaluate existing improvement processes.

1.2.7 PS Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation.

1.2.8 PS Articulate a process for strategic planning.
1.2.9 PS Develop an implementation plans to support the improvement and accreditation processes.

Standard 2: Ethical Decisions and Professional Norms.

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the systemic capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

Function 2.1: Program completers understand and demonstrate the systemic capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Content Knowledge: Program provides evidence of candidate knowledge of

2.1.1 CK Professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn) that promote a productive, equitable, and effective district system.
2.1.2 CK Approaches to cultivating professional norms in others.
2.1.3 CK Approaches to building organizational culture.
2.1.4 CK Reflective practice.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.1.5 PS Engage in reflective practice.
2.1.6 PS Cultivate professional norms among diverse constituencies.
2.1.7 PS Model and communicate professional norms (i.e., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness, and the belief that each child can learn).
2.1.8 PS Use professional norms as a basis for building organizational culture.

Function 2.2: Program completers understand and demonstrate the systemic capacity to evaluate and advocate for ethical and legal decisions.

Content Knowledge: Program provides evidence of candidate knowledge of

2.2.1 CK Research on and practices for decision making.
2.2.2 CK Knowledge of law and ethics.
2.2.3 CK Guidelines for ethical and legal decision making.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.2.4 PS Evaluate ethical dimensions of complex issues, including stewardship and use of district resources.
2.2.5 PS Analyze decisions in terms of established ethical frameworks.
2.2.6 PS Advocate for ethical decisions.

Function 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Content Knowledge: Program provides evidence of candidate knowledge of

2.3.1 CK Ethical practice.

2.3.2 CK Approaches to cultivating ethical behavior in others.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

2.3.3 PS Model ethical behavior in their personal conduct and relationships with others.

2.2.4 PS Cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote and advocate for the social emotional well-being of each student and adult, and promote the current and future success of each student and adult, by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

Function 3.1: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Content Knowledge: Program provides evidence of candidate knowledge of

3.1.1 CK Research on inclusive district cultures.

3.1.2 CK Dimensions of positive and inclusive district culture (i.e., fair, safe, healthy, caring, responsive, resilient, inclusive, and respectful).

3.1.3 CK Processes for evaluating district culture.

3.1.4 CK Processes for fostering cultural change.

3.1.5 CK Strategies for advocacy.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.1.6 PS Evaluate district culture.

3.1.7 PS Use research and evidence to design and cultivate a supportive and inclusive district culture.

3.1.8 PS Advocate for a supportive and inclusive district culture.

Function 3.2: Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Content Knowledge: Program provides evidence of candidate knowledge of

3.2.1 CK Research on the consequences for students of equitable and inequitable use of educational resources and opportunities.

3.2.2 CK Equitable allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships.

3.2.3 CK Broader social and political concerns with equity and inequality in the use of educational resources and opportunities.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.2.4 PS Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships.

3.2.5 PS Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values.

3.2.6 PS Advocate for equitable access to educational resources, procedures, and opportunities.

Function 3.3: Program completers understand and demonstrate the capacity to design, evaluate, cultivate, and advocate for a district culture that is supportive, inclusive, and implements social-emotional practices.

Content Knowledge: Program provides evidence of candidate knowledge of

3.3.1 CK Culturally responsive instructional and behavior support practices.

3.3.2 CK Characteristics and foundations of equitable and inequitable educational practice.

3.3.3 CK Research on implications for students of equitable, culturally responsive, and inclusive practice.

3.3.4 CK Broader social and political concerns with equity and inequity in schools and districts.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

3.3.5 PS Evaluate root causes of inequity and bias.

3.3.6 PS Develop district policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.

3.3.7 PS Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools.

3.3.8 PS Cultivate culturally responsive instructional and behavior support practices across the district and its schools.

Standard 4: Learning and Instruction

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying emerging knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent instructional leadership including: leading change; curriculum; instruction; assessments; support systems; technology integration; and data systems throughout the district.

Function 4.1: Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Content Knowledge: Program provides evidence of candidate knowledge of

4.1.1 CK Research on the leadership of academic and non-academic programs.

4.1.2 CK Research-based curricula, technologies, and other supports for academic and non-academic programs.

4.1.3 CK Approaches to coordinating among (a) curricula, (b) the use of technology, and (c) academic and non-academic systems of support.

4.1.4 CK Infrastructures for the ongoing support of academic and non-academic programs.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.1.5 PS Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports.

4.1.6 PS Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems.

Function 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Content Knowledge: Program provides evidence of candidate knowledge of

4.2.1 CK Research on instructional leadership at the school and district level.

4.2.2 CK Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

4.2.3 CK Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.).

4.2.4 CK Approaches and strategies for supporting district and school collaboration.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.2.5 PS Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders.

4.2.6 PS Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Function 4.3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Content Knowledge: Program provides evidence of candidate knowledge of

4.3.1 CK Research, theory, and best practice regarding effective and ineffective assessments of academic and non-academic factors (i.e., instruction, student learning and well-being, instructional leadership, etc.).

4.3.2 CK Research on assessment practices that are culturally responsive and accessible.

4.3.3 CK Research and best practices regarding systems for collecting, analyzing, managing, and utilizing assessment results and other sources of data.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.3.4 PS Evaluate the quality of formative and summative assessments of student learning.

4.3.5 PS Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership.

4.3.6 PS Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible.

Function 4.4: Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Content Knowledge: Program provides evidence of candidate knowledge of

4.4.1 CK Research on the coordination (or lack thereof) within and among academic and non-academic services and its impact on student learning and well-being.

4.4.2 CK Appropriate and ethical use of data to monitor and continuously improve the district's curriculum, instruction, and assessment practices.

4.4.3 CK Approaches and strategies for developing and implementing coherent and equitable systems of curriculum, instruction, assessment, student services, technology, and instructional resources.

Professional Skills: Program provides evidence that candidates demonstrate skills required to

4.4.4 PS Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and non- academic services.

4.4.5 PS Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems.

4.4.6 PS Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results.

Standard 5: Community and External Leadership

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage, communicate, and intentionally collaborate with families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Function 5.1: Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Content Knowledge: Program provides evidence of candidate knowledge of

5.1.1 CK Research on the role of families in supporting student learning in and out of school.

5.1.2 CK Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.1.3 PS Represent the district and its schools.

5.1.4 PS Support the efforts of district schools in engaging diverse families in strengthening
student learning in and out of school.

5.1.5 PS Make decisions about when and how to engage families.

Function 5.2: Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate, build partnerships, and communicate with, through oral, written, and digital means, diverse families, community members, business stakeholders, and other constituencies to benefit learners, schools, and the district as a whole.

Content Knowledge: Program provides evidence of candidate knowledge of

5.2.1 CK Research on student, family, and community diversity.

5.2.2 CK Research on how community members, partners, and other constituencies effectively engage in and support district and school improvement and student success.

5.2.3 CK Effective practice for communicating through oral, written, and digital means.

5.2.4 CK Strategies for understanding and engaging district constituents.

5.2.5 CK Governance and decision-making processes that support family-school communications and engagement.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.2.6 PS Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies.

5.2.7 PS Collaborate with diverse community members, partners, and other constituencies.

5.2.8 PS Foster regular, two-way communication with community members, partners, and other constituencies.

5.2.9 PS Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community.

5.2.10 PS Engage community members, partners, and other constituents in district efforts.

Function 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Content Knowledge: Program provides evidence of candidate knowledge of

5.3.1 CK Research on the importance and implications of social, cultural, economic, legal, and political contexts.

5.3.2 CK Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community.

5.3.3 CK Strategies for cultivating relationships with members of the business, civic, and policy community.

5.3.4 CK Public relations.

5.3.5 CK Educational advocacy.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

5.3.6 PS Conduct a needs assessment of the district, school, students, and community.

5.3.7 PS Develop a plan for accessing resources that addresses district needs.

5.3.8 PS Cultivate collaborative relationships with district constituencies.

5.3.9 PS Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts.

5.3.10 PS Advocate for district and community needs.

Standard 6: Operations and Management

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by adapting and applying the knowledge, skills, and commitments necessary to lead change, develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

Function 6.1: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management,

communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Content Knowledge: Program provides evidence of candidate knowledge of

6.1.1 CK Research, theories, and best practices concerning continuous improvement and the use of data to achieve equitable outcomes for diverse student populations.

6.1.2 CK Research, theories, and best practices concerning the management of operations, technology, communications, and governance systems.

6.1.3 CK Methods for analyzing the design and effectiveness of management, communication, technology, district-level governance, and operation systems in supporting equity.

6.1.4 CK Use of technology to enhance learning and the management of systems.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.1.5 PS Evaluate management and operation systems.

6.1.6 PS Use data and research to propose designs for improving the coordination and impact of district management, communication, technology, governance, and operation systems.

6.1.7 PS Communicate with relevant stakeholders about the relationship between the district's management, operation, and governance systems and the district's mission and vision.

6.1.8 PS Develop an implementation plan to support improved district systems.

Function 6.2: Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan, including financial management, fiscal budgeting and planning, and support schools in developing their school-level resourcing plans.

Content Knowledge: Program provides evidence of candidate knowledge of

6.2.1 CK School and district-based fiscal budgeting and financial management.

6.2.2 CK Processes for gathering, synthesizing, and evaluating data to develop resourcing plans.

6.2.3 CK Research and best practices for allocating district- and school-level resources to support equity and excellence.

6.2.4 CK Methods for accessing and integrating external resources into the district and schools.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.2.5 PS Use data to evaluate district resource needs and practices.

6.2.6 PS Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs.

6.2.7 PS Communicate about district resources needs and plans.

6.2.8 PS Develop an implementation plan for the district's resourcing plan.

Function 6.3: Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Content Knowledge: Program provides evidence of candidate knowledge of

6.3.1 CK Research-based practices for recruiting, hiring, supporting, supervising, developing, and retaining school and district staff.

6.3.2 CK Strategies for engaging school and district staff in the recruitment and selection process.

6.3.3 CK Strategic data-informed staffing based on student, school, and district needs.

6.3.4 CK Research on and strategies for developing a collaborative professional culture designed to support improvement, retention, learning, and well-being.

6.3.5 CK Strategies for cultivating leadership among school and district staff.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

6.3.6 PS Use data to evaluate district human resources needs.

6.3.7 PS Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel.

6.3.8 PS Evaluate candidates' materials for instructional and leadership positions.

6.3.9 PS Implement systems of leadership supervision, evaluation, feedback, and support.

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by adapting and applying the knowledge, skills, and commitments necessary to cultivate relationships; lead district transformation, collaborative decision making, and governance; and, represent and advocate for district needs in broader policy conversations.

Function 7.1: Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Content Knowledge: Program provides evidence of candidate knowledge of

7.1.1 CK Research and best practice focused on school board governance and relations.

7.1.2 CK Management Theory.

7.1.3 CK Communication Strategies.

7.1.4 CK Negotiation Strategies.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.1.5 PS Represent the district and its mission, strengths, and needs to the board of education.

7.1.6 PS Cultivate a positive, respectful, and responsive relationship with the board.
7.1.7 PS Advocate for board actions that will support the mission and vision of the district and meet district needs.

Function 7.2: Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Content Knowledge: Program provides evidence of candidate knowledge of
7.2.1 CK Research and best practice concerning effective systems for district governance.
7.2.2 CK Processes for engaging multiple and diverse community stakeholders.
7.2.3 CK Developing and sustaining effective board relations.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to
7.2.4 PS Evaluate district governance and stakeholder engagement systems.
7.2.5 PS Design governance systems that engage multiple and diverse stakeholder groups.
7.2.6 PS Implement strategies (i.e., communication) that support stakeholder engagement in district governance.
7.2.7 PS Cultivate and coordinate an effective and collaborative system for district governance.

Function 7.3: Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Content Knowledge: Program provides evidence of candidate knowledge of
7.3.1 CK Educational policy, laws, rules, and regulations.
7.3.2 CK Educational policy systems, formulation, adoption, and actors.
7.3.3 CK Strategies for accessing information about: (a) policy, (b) local, state, and federal contexts, and (c) the policy implications for various contexts.
7.3.4 CK Strategies for collaborating with and/or influencing local, state, and federal policy and policy leaders.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to
7.3.5 PS Evaluate the implications of educational policy for district practices.
7.3.6 PS Develop a plan for the implementation of laws, rights, policies, and regulations.
7.3.7 PS Communicate about district, state, and national policy, laws, rules, and regulations.
7.3.8 PS Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities.

Function 7.4: Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy

conversations and advocate for district needs and priorities at the local, state, and national level.

Content Knowledge: Program provides evidence of candidate knowledge of

7.4.1 CK Research on the implications of culture, societal trends, economic conditions, laws, and political factors for the students, schools, staff, and practices of school districts.

7.4.2 CK Research on emerging challenges such as privacy, social media (i.e., cyber-bullying), and safety.

7.4.3 CK Approaches for identifying district and school needs.

7.4.4 CK Prioritization processes.

Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to

7.4.5 PS Use evidence to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges.

7.4.6 PS Represent the district and its priorities and needs at the local, state, and national level.

7.4.7 PS Advocate for the needs and priorities of the district at the local, state, and national level.

SCHOOL SPECIALIST CONTENT AREAS

LIBRARY MEDIA SPECIALIST

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Library Media Specialist preparation program standards on September 8, 2015.

Standard 1: Leader: The librarian and information teacher models leadership and best practices throughout the school community to develop an effective school library program and serve as an advocate for student learning in support of career and technical education.

Content Knowledge: The librarian and information teacher knows theories of:

1.1 CK leadership that provide the basis for the school librarian's role in student learning and achievement within the context of current educational initiatives.

1.2 CK networking that enable establishment of connections with other educators for curriculum planning, implementation, and evaluation.

1.3 CK professionalism relevant to continuous professional learning through participation and membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

1.4 CK advocacy that provide the basis for best educational practices for identifying stakeholders within and outside the school community, and to develop a plan to advocate for school library and information programs, resources, and services.

Professional Skills: The librarian and information teacher:

1.5 PS evaluates, selects, and organizes the library collection as the essential information base for the school.

1.6 PS engages in professional learning by reading publications, attending conferences, and participating in professional networks that foster best practices in school libraries.

1.7 PS collaborates with colleagues to maintain and promote a professional learning collection.

1.8 PS uses research-based evidence to contribute to and lead school improvement and professional development initiatives.

Standard 2: Instructional Partner: The librarian and information teacher participates with members of the school community to develop district and school building level policies, practices, and curricula to guide student learning in content areas including instruction of information and technology literacy.

Content Knowledge: The librarian and information teacher knows:

2.1 CK theories of policy development and identifies exemplars of district and school building level policies, practices, and curricula in content areas, including information and technology literacy, to guide P-12 student learning.

2.2 CK theories of co-teaching and curriculum integration.

2.3 CK good communication, consultation, and problem-solving skills.

2.4 CK content area curriculum and effective instructional techniques to integrate information and technology literacy instruction.

2.5 CK information literacy standards as delineated by the American Library Association.

2.6 CK technology literacy standards as delineated by International Society for Technology and Education.

2.7 CK relationships between professional learning and student performance.

Professional Skills: The librarian and information teacher collaborates with:

2.8 PS teachers and school specialists to design, implement, and evaluate inquiry-based lessons and units that integrate multimedia, research, and information literacy skills into instruction.

2.9 PS teachers and school specialists in teaching P-12 students essential content skills, effective communication skills, and information literacy as an integral component of the school's

comprehensive literacy instruction.

2.10 PS teachers and students by providing instruction to teachers and students in finding and using age and ability appropriate resources.

2.11 PS parents, members of the community, museums, municipal services, private organizations, and commercial entities to include their expertise and utilize their assistance in integrated inquiry-based lessons and units.

2.12 PS administrators to actively promote, support, and implement collaboration and content integration.

2.13 PS students by seeking input from students on the learning process including identifying critical content.

Standard 3: Information Specialist: The librarian and information teacher models the use of information and technology literacy skills, and promotes their importance in the curriculum as foundational learning tools.

Content Knowledge: The librarian and information teacher knows:

3.1 CK theories of information-seeking behavior.

3.2 CK principles of information ethics including intellectual freedom, intellectual property, privacy, and professional ethics.

3.3 CK ethical code of the American Library Association.

3.4 CK strategies for providing and promoting flexible, open access to library services and information.

3.5 CK research-based models for addressing physical, social, and intellectual barriers to equitable access.

3.6 CK instructional design models for creating authentic learning experiences that engage students.

3.7 CK current and emerging technology tools to locate, analyze, evaluate, and use information resources to support research, learning, communication, and creativity.

3.8 CK current computer technology that supports research, learning, communication, and creativity.

3.9 CK research concepts and methods for the collection, interpretation, and use of data to create new practices and to enhance existing practices in school libraries.

Professional Skills: The librarian and information teacher:

3.10 PS demonstrates expertise with computer technologies to prepare and deliver instruction.

3.11 PS demonstrates expertise with computer technologies for information creation, access, interpretation, storage, retrieval, organization, management, communication, and use.

3.12 PS enables open and equitable access by collaborating with school community members to address physical, social, and intellectual barriers to library resources and services.

3.13 PS models and promotes efficient and ethical information seeking behaviors through the design and delivery of authentic learning experiences for P-12 students, teachers, and administrators in professional learning communities.

3.14 PS conducts research to enhance instruction.

Standard 4: Teacher (knowledge of learners and learning): The librarian and information teacher uses effectively instructional practices to teach students to become enthusiastic readers, critical thinkers, skillful researchers, and ethical users of information.

Content Knowledge: The librarian and information teacher knows:

4.1 CK a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.
4.2 CK strategies that promote leisure reading and models personal enjoyment of reading to promote creative expression.
4.3 CK models of collection development for reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students.
4.4 CK strategies for collaboration with content teachers to reinforce comprehensive literacy instruction that ensures P-12 students are able to create meaning from text.
4.5 CK strategies for evaluation of text complexity.

Professional Skills: The librarian and information teacher participates with reading specialists and other teachers:

4.6 PS in comprehensive literacy instruction: reading, writing, thinking, listening, and speaking.
4.7 PS to promote reading for children and young adults through the use of high-quality and high-interest literature that reflects the diverse developmental, cultural, social and linguistic needs of P-12 students.
4.8 PS to teach the evaluation of visual, quantitative, and oral information in multiple formats.
4.9 PS to use authentic and engaging instructional strategies that reinforce classroom reading in support of lifelong learning and to develop in children and youth an appreciation for literature in support of personal and creative pursuits.
4.10 PS to promote reading through readers' advisory services, literature selection, and other focused activities in the school and community.
4.11 PS to teach effective reading strategies to build P-12 student comprehension.

Standard 5: Teacher (knowledge of pedagogy): The librarian and information teacher uses principles of effective teaching and learning to create an active, inquiry-based learning environment.

Content Knowledge: The librarian and information teacher knows:

5.1 CK theories of learning styles, stages of human growth and development, and cultural influences on learning.
5.2 CK formative and summative assessment strategies that can be used to design instruction based on the American Association of School Librarian's twenty-first century skills and educational best practices that reflect student's age-range, abilities, and interests.
5.3 CK principles of effective teaching and learning that contribute to an active, inquiry-based learning environment for all students with regard to diverse learning styles, interests, needs, and intellectual and physical disabilities.
5.4 CK strategies for documentation and communication of the impact of collaborative instruction on student achievement.

Professional Skills: The librarian and information teacher:

5.5 PS uses knowledge of learning styles and human development to shape instructional decisions.
5.6 PS uses reading, viewing, and listening activities to foster motivation and learning.
5.7 PS recognizes and makes appropriate accommodations including selecting appropriate materials and resources for individual differences.
5.8 PS builds a local library media curriculum integrating content, information, and technology standards.
5.9 PS designs and delivers inquiry-based instruction that enhances information, media, visual, and technical literacies of P-12 students.
5.10 PS integrates use of current technologies into a variety of instructional strategies to support the diverse learning styles, interests, and abilities of all students to inquire, think critically, gain, and create knowledge.
5.11 PS collaborates with teachers and other stakeholders in professional development activities involving curriculum development and school improvement in support of student achievement.
5.12 PS collects and analyzes data, and reports impact of collaborative instruction on student learning and achievement.

Standard 6: Administrator: The librarian and information teacher manages and administers the school library and advocates for the success of its educational program in collaboration with building and district colleagues.

Content Knowledge: The librarian and information teacher knows:

6.1 CK the vision, mission statement, goals, objectives, policies, and procedures of their local professional learning community.
6.2 CK school improvement and accreditation processes.
6.3 CK district, state, and national standards.
6.4 CK management theories that support an effective school library program, including budget, personnel, facilities, evaluation, selection, acquisitions, cataloging, processing, deselection, inventory, client access, and circulation.

Professional Skills: The librarian and information teacher:

6.5 PS models ethical and responsible behavior in use of information.
6.6 PS provides equitable intellectual and physical access to resources and services.
6.7 PS develops a balanced collection that is up-to-date, and represents multiple points-of-view.
6.8 PS respects and upholds the rights of users in matters of privacy and confidentiality.
6.9 PS promotes the library media program within the school, the district, and the community.
6.10 PS participates in the school improvement process through support of and involvement in curriculum planning, departmental committees, and personal professional learning.
6.11 PS establishes connections with students, staff, administrators, parents, and community members.

READING SPECIALIST

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new Reading Specialist preparation program standards on September 08, 2020.

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools. (ILA S1) (IDA S1)

Function 1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g. concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy. (ILA 1.1)

Content Knowledge

1.1.1 CK Understand the research about various learners (e.g., English learners, those with difficulties learning to read, the gifted).

Professional Skills

[none]

Function 1.2: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy. (ILA 1.2)

Content Knowledge

1.2.1 CK Understand the research and literature about foundational aspects of writing, especially as they relate to enhancing the reading and writing skills of students experiencing difficulty with reading and writing tasks.

Professional Skills

[none]

Function 1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy. (ILA 1.3)

Content Knowledge

1.3.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills

[none]

Function 1.4: Candidates demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist. (ILA 1.4)

Content Knowledge

1.4.1 CK Given the ways in which the role of the reading/literacy specialist has evolved through the years, candidates have a knowledge of the research and literature about the instructional and leadership dimensions of the role and understand the research that identifies the importance of relationships among the cultural context of the school, the community, and literacy learning.

Professional Skills

[none]

Function 1.5: Candidates understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. (IDA 1.1)

Content Knowledge

1.5.1 CK Understand that oral language comprises interrelated components (i.e., phonology, morphology, semantics, syntactics, and pragmatics).

Professional Skills

[none]

Function 1.6: Candidates understand that learning to read, for most people, requires explicit instruction. (IDA 1.2)

Content Knowledge

1.6.1 CK Understand the relationship between language acquisition and learning to read and the ways in which young readers develop concepts of print.

Professional Skills

[none]

Function 1.7: Candidates understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge. (IDA 1.3)

Content Knowledge

1.7.1 CK Understand the underlying research and literature about various components of reading, including foundational skills (concepts of print, phonological awareness, phonics, word recognition, and fluency), vocabulary, and comprehension.

Professional Skills

[none]

Function 1.8: Candidates identify and explain aspects of cognition and behavior that affect reading and writing development. (IDA 1.4)

Content Knowledge

1.8.1 CK Understand how the theories of motivation, new literacies, digital learning, and the connections and the potential integration of reading with other aspects of literacy influence reading instruction throughout the grades and in the academic disciplines.

Professional Skills

[none]

Function 1.9: Candidates identify (and explain how) environmental, cultural, and social factors contribute to literacy development. (IDA 1.5)

Content Knowledge

1.9.1 CK Understand that students, influenced by their culture and family, come to school with marked differences in language, and understand the effect that these differences have on students' instructional needs.

Professional Skills

[none]

Function 1.10: Candidates explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. (IDA 1.6)

Content Knowledge

1.10.1 CK Understand the underlying research and literature about the development of language, speaking, and listening, and their importance as prerequisites for learning to read and write.

Professional Skills

[none]

Function 1.11: Candidates understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). (IDA 1.7)

Content Knowledge

1.11.1 CK Understand the research underlying the ways to effectively teach diverse learners (e.g., English learners, those with difficulties learning to read, the gifted) across the grades and in the academic disciplines.

Professional Skills

[none]

Function 1.12: Candidates know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. (IDA 1.8)

Content Knowledge

1.12.1 CK Understand the underlying research and literature about how writing develops and the importance of experiences in communicating in writing through a variety of styles and genres (e.g., narrative, expository, persuasive).

Professional Skills

[none]

Function 1.13: Candidates understand the changing relationships among the major components of literacy development in accounting for reading achievement. (IDA 1.9)

Content Knowledge

1.13.1 CK Understand how the new literacies and digital learning have influenced the need for viewing and visually representing skills and how the connections and integration of language instruction influences the other dimensions of literacy across the grades and in the disciplines.

Professional Skills

[none]

Standard 2: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices. (ILA S2) (IDA S4)

Function 2.1: Candidates use foundational knowledge to design, select critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners. (ILA 2.1)

Content Knowledge

2.1.1 CK Demonstrate foundational knowledge to create literacy curricula.

Professional Skills

2.1.2 PS Create evidence-based literacy curricula in a field placement experience and mentoring other educators.

Function 2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen speak, view, or visually represent. (ILA 2.2)

Content Knowledge

2.2.1 CK Demonstrate knowledge of evidence-based literacy instruction. .

Professional Skills

2.2.2 PS Apply appropriate evidence-based literacy instruction in a field placement experience and mentoring other educators.

Function 2.3: Candidates select adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs: such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of student, especially those who experience difficulty with read and writing. (ILA 2.3)

Content Knowledge

2.3.1 CK Demonstrate knowledge of multiple types of evidence-based literacy instruction.

Professional Skills

2.3.2 PS Apply and scaffold appropriate types of evidence-based literacy for all students in a field experience and mentoring other educators.

Function 2.4: Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum. (ILA 2.4)

Content Knowledge

2.4.1 CK Demonstrate knowledge of collaboration and coaching of appropriate literacy instruction and curriculum.

Professional Skills

2.4.2 PS Apply collaboration and coaching skills of appropriate literacy instructional practices and curriculum in a field experience and mentoring other educators.

Function 2.5: Substandard A Essential Principles and Practices of Structured Literacy Instruction: Candidates understand/apply in practice the general principles and practices of structured language and literacy teaching; candidates understand/apply in practice the rationale for multisensory and multimodal language-learning techniques; and candidates understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. (IDA 4 A.1-3)

Content Knowledge

2.5.1 CK Understand components of structured literacy principles and practices.

Professional Skills

2.5.2 PS Apply appropriate components of structured literacy principles and practices in a field placement.

Function 2.6: Substandard B Phonological and Phonemic Awareness: Candidates understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English; candidates understand/apply in practice considerations for levels of phonological sensitivity; candidates understand/apply in practice consideration for phonemic-awareness difficulties; candidates know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade; candidates know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction; candidates know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory=verbal; candidates know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English. (IDA 4 B.1-7)

Content Knowledge

2.6.1 CK Understand components of phonological and phonemic awareness.

Professional Skills

2.6.2 PS Apply appropriate components of phonological and phonemic awareness in a field placement.

Function 2.7: Substandard C Phonics and Word Recognition: Candidates know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading; know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills; know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan; know/apply in practice considerations for using multisensory routines to enhance student engagement and memory; know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed; know/apply in practice considerations for teaching irregular words in small increments using special techniques; know/apply in practice considerations for systematically teaching the decoding of multisyllabic words; know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers. (IDA 4 C.1-8)

Content Knowledge

2.7.1 CK Understand components of phonics and word recognition.

Professional Skills

2.7.2 PS Apply appropriate components of phonics and word recognition in a field placement.

Function 2.8: Substandard D Automatic, Fluent Reading of Text: Candidates know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read; know/apply in practice considerations for varied techniques and methods of building reading fluency; know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices; know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency. (IDA 4 D.1-4)

Content Knowledge

2.8.1 CK Understand components of automatic, fluent reading of text.

Professional Skills

2.8.2 PS Apply appropriate components of automatic, fluent reading of text in a field placement.

Function 2.9: Substandard E Vocabulary: Candidates know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension; know/apply in practice considerations for the sources of wide differences in students' vocabularies; know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction; know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. (IDA 4 E.1-4)

Content Knowledge

2.9.1 CK Understand components of vocabulary instruction.

Professional Skills

2.9.2 PS Apply appropriate components of vocabulary instruction in a field placement.

Function 2.10: Substandard F Listening and Reading Comprehension: Candidates know/apply in practice considerations for factors that contribute to deep comprehension; know/apply in practice considerations for instructional routines appropriate for each major genre – informational text, narrative text, and argumentation; know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension; know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research; know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes. (IDA 4 F.1-5)

Content Knowledge

2.10.1 CK Understand components of reading comprehension.

Professional Skills

2.10.2 PS Apply appropriate components of reading comprehension in a field placement.

Function 2.11: Substandard G Written Expression: Candidates understand the major skill domains that contribute to written expression; know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive; know/apply in practice considerations for research-based principles for teaching written spelling and punctuation; know/apply in practice considerations for the developmental phases of the writing process; know/apply in practice considerations for the appropriate uses of assistive technology in written expression. (IDA 4 G.1-5)

Content Knowledge

2.11.1 CK Understand components of written expression.

Professional Skills

2.11.2 PS Apply appropriate components of written expression in a field placement.

Standard 3: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders. (ILA S3) (IDA S3)

Function 3.1: Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools. (ILA 3.1)

Content Knowledge

3.1.1 CK Demonstrate knowledge of the purposes, attributes, formats, strengths/limitations and influences of assessment tools.

Professional Skills

3.1.2 PS Apply knowledge of the purposes, attributes, formats, strengths/limitations and influences of appropriate assessment tools in a field experience and mentoring other educators.

Function 3.2: Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students. (ILA 3.2)

Content Knowledge

3.2.1 CK Demonstrate knowledge to administer, interpret, and use data for assessment decisions for all students.

Professional Skills

3.2.2 PS Apply ability to collaborate with colleagues to administer, interpret, and use data for assessment decisions for all students in a field experience and mentoring other educators.

Function 3.3: Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools. (ILA 3.3)

Content Knowledge

3.3.1 CK Demonstrate knowledge of participating in professional learning experiences.

Professional Skills

3.3.2 PS Apply knowledge of participating in and leading professional learning experiences in a field experience and by mentoring other educators.

Function 3.4: Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students administrators, teachers, other educators, and parents/guardians. (ILA 3.4)

Content Knowledge

3.4.1 CK Demonstrate knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders.

Professional Skills

3.4.2 PS Apply knowledge of using appropriate written and oral communication to explain assessment results to all stakeholders in a field experience and by mentoring other educators.

Function 3.5: Candidates understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. (IDA 3.1)

Content Knowledge

3.5.1 CK Demonstrate knowledge of the differences among and purposes for assessments.

Professional Skills

3.5.2 PS Apply knowledge of the differences among and purposes for assessments in a field placement.

Function 3.6: Candidates understand basic principles of test construction and formats (e.g., reliability validity, criterion, normed). (IDA 3.2)

Content Knowledge

3.6.1 CK Demonstrate knowledge of basic principles of test construction and formats.

Professional Skills

3.6.2 PS Apply knowledge of basic principles of test construction and formats in a field placement.

Function 3.7: Candidates interpret basic statistics commonly utilized in formal and informal assessment. (IDA 3.3)

Content Knowledge

3.7.1 CK Demonstrate knowledge of basic statistics used in formal and informal assessments.

Professional Skills

3.7.2 PS Apply knowledge of basic statistics used in formal and informal assessments in a field placement.

Function 3.8: Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties. (IDA 3.4)

Content Knowledge

3.8.1 CK Demonstrate knowledge of screening tests.

Professional Skills

3.8.2 PS Apply knowledge of screening tests in a field placement.

Function 3.9: Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs). (IDA 3.5)

Content Knowledge

3.9.1 CK Demonstrate knowledge of progress-monitoring and reporting with CBMs.

Professional Skills

3.9.2 PS Apply knowledge of progress-monitoring and reporting with CBMs in a field placement.

Function 3.10: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. (IDA 3.6)

Content Knowledge

3.10.1 CK Demonstrate knowledge of informal literacy diagnostic surveys.

Professional Skills

3.10.2 PS Apply knowledge of informal literacy surveys in a field placement.

Function 3.11: Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators. (IDA 3.7)

Content Knowledge

3.11.1 CK Demonstrate knowledge of how to read and interpret common literacy diagnostic tests.

Professional Skills

3.11.2 PS Apply knowledge of how to read and interpret common literacy diagnostic tests in a field placement.

Function 3.12: Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers. (IDA 3.8)

Content Knowledge

3.12.1 CK Candidates demonstrate knowledge of the meaning of educational assessment data.

Professional Skills

3.12.2 PS Apply knowledge of the meaning of educational assessment data and appropriate sharing with various stakeholders in a field placement.

Standard 4: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels. (ILA S4) (IDA S2)

Function 4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction. (ILA 4.1)

Content Knowledge

4.1.1 CK Demonstrate knowledge of foundational theories about culturally responsive instruction.

Professional Skills

4.1.2 PS Apply knowledge of culturally responsive instruction in a field experience and by mentoring other educators.

Function 4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community. (ILA 4.2)

Content Knowledge

4.2.1 CK Demonstrate knowledge of people as cultural beings both within and outside the school community.

Professional Skills

4.2.2 PS Apply knowledge of people as cultural beings both within and outside the school community in a field experience and by mentoring other educators.

Function 4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society. (ILA 4.3)

Content Knowledge

4.3.1 CK Demonstrate knowledge of an inclusive and affirming classroom.

Professional Skills

4.3.2 PS Create an inclusive and affirming classroom in a field experience and by mentoring other educators.

Function 4.4: Candidates advocate for equity at school, district, and community levels. (ILA 4.4)

Content Knowledge

4.4.1 CK Demonstrate knowledge of equity at school, district, and community levels.

Professional Skills

4.4.2 PS Advocate for equity at school, district, and community levels in a field experience and by mentoring other educators.

Function 4.5: Candidates recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof. (IDA 2.1)

Content Knowledge

4.5.1 CK Demonstrate knowledge of the tenets of the current definition of dyslexia.

Professional Skills

4.5.2 PS Apply knowledge of the tenets of the current definition of dyslexia in a field placement.

Function 4.6: Candidates know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. (IDA 2.2)

Content Knowledge

4.6.1 CK Demonstrate knowledge of federal and state laws pertaining to learning disabilities.

Professional Skills

4.6.2 PS Apply knowledge of federal and state laws pertaining to learning disabilities in a field placement.

Function 4.7: Candidates identify the distinguishing characteristics of dyslexia. (IDA 2.3)

Content Knowledge

4.7.1 CK Demonstrate knowledge of the distinguishing characteristics of dyslexia.

Professional Skills

4.7.2 PS Apply knowledge of the distinguishing characteristics of dyslexia in a field placement.

Function 4.8: Candidates understand how reading disabilities vary in presentation and degree. (IDA 2.4)

Content Knowledge

4.8.1 CK Demonstrate knowledge of the varying presentation and degree of reading disabilities.

Professional Skills

4.8.2 PS Apply knowledge of the varying presentation and degree of reading disabilities in a field placement.

Function 4.9: Candidates understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction. (IDA 2.5)

Content Knowledge

4.9.1 CK Demonstrate knowledge of how and why symptoms of reading difficulties change over time.

Professional Skills

4.9.2 PS Apply knowledge of how and why symptoms of reading difficulties change over time in a field placement.

Standard 5: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment. (ILA S5)

Function 5.1: Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors. (ILA 5.1)

Content Knowledge

5.1.1 CK Demonstrate knowledge of how to meet the developmental needs of all learners.

Professional Skills

5.1.2 PS Apply knowledge of how to meet the developmental needs of all learners in a field experience and by mentoring other educators.

Function 5.2: Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners. (ILA 5.2)

Content Knowledge

5.2.1 CK Demonstrate knowledge of collaborating with educators to provide opportunities, to engage and to motivate all learners.

Professional Skills

5.2.2 PS Collaborate with other educators to provide opportunities, to engage and to motivate all learners in a field experience and by mentoring other educators.

Function 5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts. (ILA 5.3)

Content Knowledge

5.3.1 CK Demonstrate knowledge of integrating appropriate digital technologies into literacy instruction.

Professional Skills

5.3.2 PS Integrate appropriate digital technologies into literacy instruction in a field experience and by mentoring other educators.

Function 5.4: Candidates facilitate efforts to foster a positive climate that supports the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions. (ILA 5.4)

Content Knowledge

5.4.1 CK Demonstrate knowledge of efforts to foster a positive literacy-rich environment.

Professional Skills

5.4.2 PS Foster appositive literacy-rich environment in a field experience and by mentoring other educators.

Standard 6: Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities. (ILA S6) (IDA S5)

Function 6.1: Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice. (ILA 6.1)

Content Knowledge

[none]

Professional Skills

6.1.1 PS Demonstrate ability to be critical consumers of research, policy, practice and belong to a professional literacy organization in a field experience and by modeling for other educators.

Function 6.2: Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms. (ILA 6.2)

Content Knowledge

[none]

Professional Skills

6.2.1 PS Apply knowledge of adult learning by collaborating with colleagues in all aspects of literacy decisions in a field experience and by modeling for other educators.

Function 6.3: Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups. (ILA 6.3)

Content Knowledge

[none]

Professional Skills

6.3.1 PS Develop, refine and demonstrate leadership in a field experience and by modeling for other educators.

Function 6.4: Candidates consult with and advocate on behalf of teachers, students, families and communities for effective literacy practices and policies. (ILA 6.4)

Content Knowledge

[none]

Professional Skills

6.4.1 PS Advocate for effective literacy practices and policies in a field experience and by modeling for other educators.

Function 6.5: Candidates strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders. (IDA 5.1)

Content Knowledge

[none]

Professional Skills

6.5.1 PS Act in the best interests of struggling readers in a field placement.

Function 6.6: Candidates maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. (IDA 5.2)

Content Knowledge

[none]

Professional Skills

6.6.1 PS Provide accurate information about best literacy practices in a field placement.

Function 6.7: Candidates avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments. (IDA 5.3)

Content Knowledge

[none]

Professional Skills

6.7.1 PS Avoid misrepresenting the efficacy of literacy treatments in a field placement.

Function 6.8: Candidates respect objectivity by reporting assessment and treatment results accurately, and truthfully. (IDA 5.4)

Content Knowledge

[none]

Professional Skills

6.8.1 PS Objectively and accurately report assessment and treatment results in a field placement.

Function 6.9: Candidates avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. (IDA 5.5)

Content Knowledge

[none]

Professional Skills

6.9.1 PS Avoid making unfounded claims about those providing literacy services in a field placement.

Function 6.10: Candidates respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA. (IDA 5.6)

Content Knowledge

[none]

Professional Skills

6.10.1 PS Respect established organizations supported by CERI and IDA in a field placement.

Function 6.11: Candidates avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur. (IDA 5.7)

Content Knowledge

[none]

Professional Skills

6.11.1 PS Avoid and/or acknowledge conflicts of interest in a field placement.

Function 6.12: Candidates support treatment of individuals with dyslexia and related learning difficulties. (IDA 5.8)

Content Knowledge

[none]

Professional Skills

6.12.1 PS Support treatments of individuals with learning difficulties in a field placement.

Function 6.13: Candidates respect confidentiality of students or clients. (IDA 5.9)

Content Knowledge

[none]

Professional Skills

6.13.1 PS Respect all confidentialities in a field placement.

Function 6.14: Candidates respect the intellectual property of others. (IDA 5.10)

Content Knowledge

[none]

Professional Skills

6.14.1 PS Respect intellectual property in a field placement.

Standard 7: Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors. (ILA S7)

Function 7.1: Candidates work with individual and small groups of students at various grade levels to assess students' literacy strengths and needs, develop literacy intervention plans, implement instructional plans, create supportive literacy learning environments, and assess impact on student learning. Settings may include a candidates' own classroom, literacy clinic, other school, or community settings. (ILA 7.1)

Content Knowledge

[none]

Professional Skills

7.1.1 PS Work with individuals and groups to assess, develop interventions, implement instruction, create supportive literacy environments, and assess the impact on student learning in a variety of field experiences.

Function 7.2: Candidates collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices. (ILA 7.2)

Content Knowledge

[none]

Professional Skills

7.2.1 PS Collaborate with and learn from other educators in field experiences.

Function 7.3: Candidates have ongoing opportunities for authentic, school-based practicum experiences. (ILA 7.3)

Content Knowledge

[none]

Professional Skills

7.3.1 PS Take advantage of opportunities for authentic field experiences.

Function 7.4: Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand literacy processes, have literacy content knowledge, understand literacy assessment and evidence-based instructional strategies and preferable, have experience as reading/literacy specialists. (ILA 7.4)

Content Knowledge

[none]

Professional Skills

7.4.1 PS Accept supervision and feedback in all field experiences as a reading/literacy specialist.

SCHOOL COUNSELOR

Early Childhood through Late Adolescence/Adulthood
PreK-12

The Kansas State Board of Education adopted new School Counselor preparation program standards on January 13, 2015.

Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.

Function 1.1: The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices.

Content Knowledge (CK)

1.1.1.CK The counselor understands the philosophical, social, and historical foundations of contemporary education, learning theories and counseling practices.

1.1.2.CK The counselor understands the traditional and transformed role and function of the school counselor.

Professional Skills (PS)

1.1.3.PS The counselor implements a data-driven comprehensive school counseling program based on philosophical, social, legal, and historical foundations.

1.1.4.PS The counselor utilizes appropriate strategies in articulating and disseminating information on the role and function of the counselor.

Function 1.2: The professional school counselor has graduate level educational preparation based on professional standards, is licensed with professional credentialing practices and practice legal and ethical behaviors.

Content Knowledge (CK)

1.2.1.CK The counselor understands the ethical standards and principles and legal issues related to school counseling and how they apply to professional activities.

1.2.2.CK The counselor understands professional preparation standards, including credentialing and accreditation practices.

1.2.3.CK The counselor identifies resources and professional organizations relevant to school counselors and their professional development.

1.2.4.CK The counselor understands the importance of lifelong professional development, staying current in research and best practice.

Professional Skills (PS)

1.2.5.PS The counselor practices legal and ethical behavior in professional activities.

1.2.6.PS The counselor applies knowledge of professional preparation standards for obtaining credentialing.

1.2.7.PS The counselor engages in relevant professional development activities and implements new skills in counseling and counselor program.

1.2.8.PS The counselor demonstrates current data-driven approaches and techniques for effective counseling with current needs, issues and trends.

Standard 2: The professional school counselor possesses the knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program.

Function 2.1: The professional school counselor demonstrates the ability to implement a data-informed district-wide, comprehensive, developmental school counseling program based on the ASCA program components aligned with district missions and goals.

Content Knowledge (CK)

2.1.1.CK The counselor understands how the counseling curriculum integrates with the overall school curriculum.

2.1.2.CK The counselor understands the management and consultation skills needed for program development, implementation, promotion, and maintenance.

2.1.3.CK The counselor is aware of additional services and referral sources that can help meet learners' needs.

Professional Skills (PS)

2.1.4.PS The counselor develops and utilizes appropriate strategies for integrating other school personnel into the counseling program.

2.1.5.PS The counselor disseminates information for program development and implementation.

2.1.6.PS The counselor consults with community referral sources and uses these sources to assist learners in meeting their developmental needs.

Function 2.2: The professional school counselor demonstrates legal and ethical uses of assessment, measurement, and data to implement learner and program evaluation to enhance student learning and program effectiveness.

Content Knowledge (CK)

2.2.1.CK The counselor understands the principles, practices and applications of needs assessment and program evaluation.

Professional Skills (PS)

2.2.2.PS The counselor uses assessment processes to analyze counseling programs and make adjustments.

2.2.3.PS The counselor utilizes appropriate research data, program evaluation and other appraisal methods in continual program evaluation.

2.2.4.PS The counselor uses assessment of learners' needs as a basis for program development and implementation.

2.2.5.PS The counselor uses data to identify and effectively address the existing gaps between and among different groups of learners.

2.2.6.PS The counselor accomplishes measurable program objectives demonstrating skills in promotion, implementation, integration and management of programming.

Standard 3 The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, possesses knowledge of related human behavior at all developmental levels and in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics.

Function 3.1: The professional school counselor demonstrates theory based counseling skills to address the developmental needs of individuals across the lifespan and in multicultural contexts.

Content Knowledge (CK)

3.1.1.CK The counselor understands the theories of individual and family development and transition across the lifespan.

3.1.2.CK The counselor understands the theories of learning and personality as they relate to the developmental process.

3.1.3.CK The counselor understands the typical needs of learners at each developmental stage.

Professional Skills (PS)

3.1.4.PS The counselor applies knowledge of individual and family development in counseling learners.

3.1.5.PS The counselor applies techniques in individual and group counseling and classroom lesson design appropriate to the developmental stages of learners.

3.1.6.PS The counselor applies knowledge of developmental stages in implementing programs, strategies and interventions with individual and group counseling and classroom lesson design.

Function 3.2: The professional school counselor implements data-informed interventions within a multi-tier approach, collaborations, and consultations to enhance school success and family transitions.

Content Knowledge (CK)

3.2.1.CK The counselor understands the dynamics of normal and abnormal behavior.

Professional Skills (PS)

3.2.2.PS The counselor applies knowledge of the dynamics of normal and abnormal behavior in addressing the needs of all learners through the use of the multi-tier approach including counselor consultation, assessment, and referral.

3.2.3.PS The counselor applies data-informed programs and interventions designed to enhance learner character development and social emotional learning (e.g. include resilience, perseverance, empathy and self-discipline).

Standard 4: The professional school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of learners.

Function 4.1: Professional school counselors demonstrate using technology as a counseling tool in individual, group and classroom counseling to promote academic, career and personal/social development of learners.

Content Knowledge (CK)

4.1.1.CK The counselor understands the major theories of individual and group counseling.

4.1.2.CK The counselor understands the basic counseling skills and how technology can enhance the counseling program.

4.1.3.CK The counselor understands individual and group counseling strategies and methods.

4.1.4.CK The counselor understands characteristics and behaviors that influence the counseling process, including age, gender, social, and cultural diversity.

4.1.5.CK The counselor understands counseling theories and techniques for group and classroom lessons designed to promote academic, career, and personal/social development of learners.

4.1.6.CK The counselor understands the importance of personal, cultural, and behavioral characteristics in the counseling process.

Professional Skills (PS)

4.1.7.PS The counselor demonstrates skills in theoretical-based counseling interventions consistent with current best practice and professional research.

4.1.8.PS The counselor uses legally and ethically appropriate responsive services in the counseling process.

4.1.9.PS The counselor demonstrates skill of effective strategies and methods, including technology, in individual and group counseling and classroom lesson design.

4.1.10.PS The counselor implements a school counseling core curriculum in the counseling program that meets the academic, career and personal/social developmental needs of learners.

Function 4.2: The professional school counselor implements a developmentally appropriate data-informed program respectful of personal, cultural, and behavioral characteristics. (Examples of best practice interventions include multi-tiered approaches, peer helper programs, individual plans of study, career mentoring, healthy decision-making processes, and responsive services to address change, stress, transition, grief, and crisis situations.)

Content Knowledge (CK)

none

Professional Skills (PS)

4.2.1.PS The counselor applies the principles of the multi-tiered approach that may include, but not limited to peer helper programs, individual plans of study, career mentoring, crisis intervention, grief and bereavement counseling, and suicide prevention models responsive services to address change, stress, and transition within the context of a comprehensive school counseling program.

4.2.2.PS The counselor demonstrates knowledge of personal, cultural and behavioral characteristics in the counseling process.

Function 4.3: The professional school counselor demonstrates effective communication and leadership in the school setting.

Content Knowledge (CK)

none

Professional Skills (PS)

4.3.1.PS The counselor demonstrates effective communication and leadership in implementation of crisis intervention, grief and bereavement counseling, and suicide prevention models.

Standard 5: The professional school counselor understands and demonstrates legal and ethical use of assessment, evaluation, and research in multicultural contexts.

Function 5.1: The professional school counselor selects and implements best practice of using assessment, evaluation, and research to enhance the learning of all learners.

Content Knowledge (CK)

5.1.1.CK The counselor understands the basic types of research.

5.1.2.CK The counselor understands legal, ethical, and counselor best practice procedures for interpreting and disseminating learner data.

5.1.3.CK The counselor understands the appropriate technology in analysis, management, and storage of data.

5.1.4.CK The counselor understands the ethical standards and counselor best practice for selecting, administering, and interpreting assessment instruments and techniques.

5.1.5.CK The counselor understands how diversity affects individual and group assessment.

Professional Skills (PS)

5.1.6.PS The counselor evaluates assessment instruments to determine their appropriateness for use in counseling all learners.

5.1.7.PS The counselor implements traditional and digital procedures for managing, interpreting, and disseminating data obtained through assessment, research, and program evaluation.

5.1.8.PS The counselor utilizes appropriate programs, techniques, technology and methods of assessment in counseling learners.

Function 5.2: The professional school counselor implements theory-based strategies in the counseling curriculum designed to improve the learning and achievement of all learners based on school mission and program goals.

Content Knowledge (CK)

none

Professional Skills (PS)

5.2.1.PS The counselor uses appropriate academic and behavioral data to implement strategies in school counseling core curriculum, individual and group counseling, classroom lessons, and closing the gap action plans.

5.2.2.PS The counselor uses learner and program data to design and implement action plans aligning with the school mission and school counseling program goals.

5.2.3.PS The counselor implements technology in conducting research and program evaluation using legal and ethical standards and counselor best practices.

5.2.4.PS The counselor demonstrates ethical standards and best practice strategies for selecting, administering, and interpreting assessment; and evaluation instruments and techniques in counseling.

Standard 6: The professional school counselor has knowledge of career development and applies a multi-tier approach for counseling all learners through their developmental stages.

Function 6.1: The professional school counselor implements data-informed and developmentally appropriate individual, group, and classroom career development processes and counseling.

Content Knowledge (CK)

6.1.1.CK The counselor understands the relationship between academic experiences and future careers.

6.1.2.CK The counselor understands various career development theories.

6.1.3.CK The counselor understands the developmental stages in career planning throughout lifespan.

6.1.4.CK The counselor understands a variety of factors related to career development including work, employability skills, family, community, economics, diverse populations, and gender issues.

6.1.5.CK The counselor understands the various programs, techniques, technology, and methods of assessment for assisting learners in career planning.

6.1.6.PS The counselor facilitates an understanding of the relationship between learning and work, career and labor market information and resources, and career information systems in assisting learners in career development.

Professional Skills (PS)

6.1.7.PS The counselor utilizes various theories of career development in the counseling process based on the needs and developmental stage of the learner.

6.1.8.PS The counselor demonstrates skill in enhancing learner decision-making, goal-setting, personal/social, transition, and post-secondary planning.

6.1.9.PS The counselor collaborates with other educators to implement college and career ready, social emotional character education, and/or other curricular designed to prepare learners for post high school academic and career success.

Standard 7: The professional school counselor understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.

Function 7.1: The professional school counselor demonstrates leadership and conducts theory based consultation and collaboration with families, school colleagues, and community stakeholders.

Content Knowledge (CK)

7.1.1.CK The counselor understands team dynamics.

7.1.2.CK The counselor knows that teaming involves integrating the components of the counseling program.

7.1.3.CK The counselor is aware of the collaborative roles in teaming and knows the function of other school personnel as consultants.

7.1.4.CK The counselor understands the importance of collaboration, coordination and consultation with other school personnel.

Professional Skills (CK)

7.1.5.PS The counselor applies principles of team dynamics.

7.1.6.PS The counselor integrates the components of the counseling program to enhance learner development.

7.1.7.PS The counselor collaborates and consults with other school personnel in assessing and meeting the needs of learners.

7.1.8.PS The counselor utilizes collaboration, coordination, and consultation in the teaming process to promote change.

Function 7.2: The professional school counselor facilitates the positive interactions between learners and their environment.

Content Knowledge

7.2.1.CK The counselor is aware of community support services and appropriate referral procedures.

7.2.2.CK The counselor utilizes community support services and makes appropriate referrals to community resources and community agencies.

Professional Skills

7.2.3.PS The counselor serves as a leader in the school and community relations to promote and support learner success.

7.2.4.PS The counselor provides team leadership to the school and community in a crisis.

7.2.5.PS The counselor communicates and collaborates with key stakeholders to identify needs and strategies and promote learner achievement and success.

Standard 8: The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.

Function 8.1: The professional school counselor positively influences school culture by addressing the social justice, identity development, character development and social emotional learning of all learners in a diverse world.

Content Knowledge (CK)

8.1.1.CK The counselor is cognizant of the impact social and cultural differences may have on learning and achievement and the results driven best counseling practices for all learners.

8.1.2.CK The counselor is knowledgeable of one's own social and cultural heritage and how it affects counseling practices.

8.1.3.CK The counselor understands how social and cultural differences affect counseling practices.

Professional Skills (PS)

8.1.4.PS The counselor develops the skills and techniques necessary to work with learners of varied social and cultural backgrounds.

8.1.5.PS The counselor identifies and addresses issues unique to specific social and cultural groups that affect the counseling process.

8.1.6.PS The counselor influences a positive school culture of respect and dignity for all learners by addressing social justice, identity development, character development, and social emotional learning of all learners.

Function 8.2: The professional school counselor demonstrates cultural competency by implementing individual and group counseling interventions and classroom lessons addressing the needs of all learners.

Content Knowledge (CK)

none

Professional Skills (PS)

8.2.1.PS The counselor uses appropriate techniques to address the needs of diverse populations.

8.2.2.PS The counselor creates and implements classroom lessons that recognize social and cultural diversity.

SCHOOL PSYCHOLOGIST

Early Childhood and Early Childhood through Late Adolescence/Adulthood
Birth through Third Grade, PreK-12

The Kansas State Board of Education adopted new School Psychologist preparation program standards on September 14, 2021.

School psychologists are uniquely qualified members of school teams that support students' abilities to learn and teachers' abilities to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections among home, school, and the community.

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Professional practices associated with data-based decision making include the following:

1.1 School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for

special education, and to provide information relevant to the development of individual service plans.

1.2 School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.

1.3 School psychologists incorporate various techniques for collection, measurement, and analysis of data, accountability, and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.

1.4 School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention.

1.5 School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.

1.6 School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.

1.7 School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.

1.8 School psychologists use information and technology resources to enhance data collection and decision making.

Standard 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Professional practices associated with consultation and collaboration include the following:

2.1 School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.

2.2 School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.

2.3 School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
2.4 School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
2.5 School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and/or school systems.
2.6 School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
2.7 School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and/or national levels.
2.8 School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

Standard 3: Academic Interventions and Instructional Supports
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Professional practices associated with academic interventions and instructional supports include the following:
3.1 School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
3.2 School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
3.3 School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
3.4 School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
3.5 School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
3.6 School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.

3.7 School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
3.8 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
3.9 School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and/or the community to promote improvement in instruction and student achievement.
3.10 School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and managing academic demands.
3.11 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Standard 4: Mental and Behavioral Health Services and Interventions
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Professional practices associated with mental and behavioral health services and interventions include the following:
4.1 School psychologists recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision-making.
4.2 School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and/or school-wide social–emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

4.3 School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
4.4 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychologists use assessment data to select and implement evidence based mental and behavioral health interventions.
4.5 School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
4.6 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
4.7 School psychologists develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of evidence-based ecological and behavioral approaches to promote effective student discipline practices and classroom management strategies.
4.8 School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
4.9 School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

Standard 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Professional and leadership practices associated with school-wide promotion of learning include the following:

5.1 School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
5.2 School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective

instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.

5.3 School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.

5.4 School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.

5.5 School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).

5.6 School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.

5.7 School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.

5.8 School psychologists work collaboratively with other school personnel to create and maintain a multi-tiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.

5.9 School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Standard 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Services to promote safe and supportive schools include the following:

6.1 School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
6.2 School psychologists promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
6.3 School psychologists advocate for state and local policies that promote safe and inclusive school environments.
6.4 School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
6.5 School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
6.6 School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
6.7 School psychologists participate in school crisis response teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
6.8 School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
6.9 School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
6.10 School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
6.11 School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Standard 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Professional practices associated with family, school, and community collaboration include the following:

7.1 School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.

7.2 School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.

7.3 School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.

7.4 School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.

7.5 School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.

7.6 School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.

7.7 School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

Standard 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential

influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Professional practices that respect diversity and promote equity include:

8.1 School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.

8.2 School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.

8.3 School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

8.4 School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.

8.5 School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.

8.6 School psychologists employ a strengths-based approach to address the learning needs of English language learners.

8.7 School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities.

8.8 School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities, and, thus, they collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.

8.9 School psychologists recognize both within- and between-group differences when working with diverse student populations.

8.10 School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Standard 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Professional practices associated with research and evidence-based practice include the following:

9.1 School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.

9.2 School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavior supports at the individual, group, school, and district levels.

9.3 School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.

9.4 School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.

9.5 School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.

9.6 School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision-making.

9.7 School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Legal, ethical, and professional practice include the following:

10.1 School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.

10.2 School psychologists engage in effective, collaborative, and ethical professional relationships.

10.3 School psychologists seek and utilize professional supervision, peer consultation, and mentoring for effective practice.

10.4 School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.

10.5 School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.

10.6 School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.

10.7 School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.

10.8 School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.

10.9 School psychologists collect data to evaluate and document the effectiveness of their own services.

10.10 School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.

10.11 School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.

10.12 School psychologists participate in continuing professional development activities at a level consistent with Kansas School Psychologist license renewal expectations.

10.13 As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

Standard 11: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

11.1 The candidate must enroll in supervised internship program credit hours, 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 under the initial license. For candidates completing a doctoral degree program in

school psychology, the candidate must complete a specialist-level internship in a school setting, or 600-hour advanced practicum experience in a school setting prior to internship that provided a comparable experience to a formal specialist-level internship in addition to a doctoral level internship. The program works with the employing district to ensure that the candidate has a mentor with at least 3 years of post-internship experience as a credentialed school psychologist. The university must assign a supervisor during the internship period. The university-assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.

TEACHER LEADER

PreK-12

Standard #1 The teacher leader is able to apply strategies of adult learning across teacher leadership activities.

Knowledge: The teacher leader demonstrates knowledge of

1. The differences in knowledge acquisition and transfer for children and adults
2. Stages of career development and learning for colleagues
3. Effective use of individual and group interactions such as collaboration, networking, facilitation, team building, and conflict resolution
4. Effective listening, oral communication, presentation skills, and expression in written communication
5. Research and exemplary practice on "organizational change and innovation"

Performance: The teacher leader

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups
2. Assesses teachers' content knowledge and skills throughout professional learning
3. Fosters mutually respectful and productive relationships among colleagues
4. Uses effective communication skills and processes
5. Demonstrates the ability to adapt to the contextual situation and make effective decisions
6. Demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
7. Improves colleagues' acquisition and application of knowledge and skills

Standard #2 The teacher leader is able to advance the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing quality feedback in order to support reflective practice focused on improving curriculum, instruction, and assessment.

Knowledge: The teacher leader demonstrates knowledge of

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
2. Models and protocols for effective observation and feedback
3. Role and use of critical reflection in improving professional practice

Performance: The teacher leader

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices

2. Uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
4. Develops, leads and promotes a culture of self-reflection and reflective dialogue
5. Applies mentoring as well as coaching practices to support colleagues' individual and group professional improvement and career development

Standard #3 The teacher leader is able to improve the quality of colleagues' collaboration and interaction with families and other stakeholders.

Knowledge: The teacher leader demonstrates knowledge of

1. Child development and conditions in the home, culture and community and their influence on educational processes
2. Contextual considerations of the family, school, and community and their interaction with educational processes
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

Performance: The teacher leader

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

Standard #4 The teacher leader is able to initiate and facilitate colleagues' design and implementation of action research and analysis of data for individual and group decision making.

Knowledge: The teacher leader demonstrates knowledge of

1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes

Performance: The teacher leader

1. Models and facilitates relevant and targeted action research
2. Models and facilitates analysis and application of research findings to improve educational outcomes
3. Engages colleagues in identifying research questions as well as designing and conducting action research to improve educational outcomes
4. Facilitates the analysis of data for informed decision making to improve educational results with a focus on increased productivity, effectiveness and accountability
5. Assists with application and supports dissemination of action research findings to improve educational outcomes

Standard #5 The teacher leader is able to develop and support collaborative teams and promote collegial interactions that improve the effectiveness of practice.

Knowledge: The teacher leader demonstrates knowledge of

1. Collaboration, facilitation, team building, and conflict resolution techniques
2. Influence of individual characteristics on group interactions
3. Structures and processes for collaborative work
4. The process of development of group goals and objectives

Performance: The teacher leader

1. Facilitates development of a responsive culture with shared vision, values, and responsibility
2. Applies understanding of team members' characteristics to develop collaborative teams
3. Guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives
4. Promotes team-based responsibility for assessing and advancing the effectiveness of practice
5. Creates structures and processes for collaborative teams that promote collegiality and result in improved practice

Standard #6 The teacher leader is able to identify and assess opportunities for educational improvement, and advocate effectively for them within and beyond the school community

Knowledge: The teacher leader demonstrates knowledge of

1. Effective identification and interpretation of data, research findings, and exemplary practices (e.g. Multi-Tiered System of Support)
2. Alignment of opportunities with identified needs
3. Synthesis of information to support a proposal for educational improvement
4. Local, state and national policy decisions and their influence on instruction
5. The process to impact policy and to advocate on behalf of students and the community

Performance: The teacher leader

1. Identifies and evaluates needs and opportunities
2. Generates ideas to effectively address solutions/needs
3. Analyzes feasibility of potential solutions and relevant policy context
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities

Standard #7 The teacher leader is able to inform and facilitate colleagues' selection or design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions that improve the quality of instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes
2. Analysis and interpretation of data from multiple sources
3. Use of formative and summative data to inform the continuous improvement process

Performance: The teacher leader

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement
2. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other relevant sources) to guide instructional decisions and improve educational practice

Standard #8 The teacher leader is able to inform and facilitate the design and implementation of coherent, integrated and differentiated professional development based on assessed student and teacher needs.

Knowledge: The teacher leader demonstrates knowledge of

1. Selection and evaluation of professional development resources appropriate to the identified need(s) along the professional career continuum.
2. The standards of high quality professional development and their relevance to improved learning
3. Application of the concepts of adult learning to the design and implementation of professional development
4. Effective use of professional development needs assessment, designs, protocols, and evaluation tools
5. The role of 21st century skills and technologies in educational practice
6. The role of shifting cultural demographics in educational practice

Performance: The teacher leader

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs
3. Involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals
4. Utilizes and facilitates the use of technology and media literacy as appropriate
5. Continually assesses the effectiveness of professional development activities and adjusts appropriately

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

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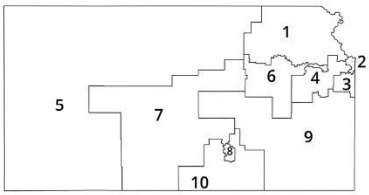

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