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| **INTASC Standard(s)** | **NCATE Standard(s)** | **NBPTS Standard(s)** | **COMPASS/LCET (LASS)** | **COE CF** | **Educational Leadership** | |
| **The Learner and Learning** | **Conceptual Framework** includes candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology.  **Standard 1 Candidate Knowledge, Skills, and Professional Dispositions:** Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge…necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.  **Standard 2 Assessment System and Unit Evaluation:** The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs | Proposition 1: Teachers are committed to students and their learning. \* NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.  \* They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.  \* NBCTs understand how students develop and learn.  \* They respect the cultural and family differences students bring to their classroom.  \* They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.  \* NBCTs are also concerned with the development of character and civic responsibility. | 1. Planning and Preparation  2c. Managing Classroom Procedures | **Knowledge of the Learner** | **EdL M.Ed. ELCC** | **Ed.D EdL** |
| **#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 and challenging learning experiences. | **Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction**  The educational unit prepares candidates to demonstrate and **value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern. As effective professionals, they continue that practice throughout their careers. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.**  **Diversity: All forms of differences among all levels of learners.**  **Technology: Access and delivery for assessment, problem solving, and productivity.**  **Dispositions: Values, beliefs, attitudes the** foundation of the profession. | **ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders. | **P2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.**  **To enhance the knowledge and competencies of leaders so they provide optimal leadership for the education of all learners, both youth and adult.** |
| **#2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | **ELCC Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. | P1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.  G7. To prepare leaders who value, understand, and support diversity in their school organizations. |
| **#3: Learning Environment** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | P3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships. |

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| **Content** | **Conceptual Framework** includes candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology.  **Standard 1 Candidate Knowledge, Skills, and Professional Dispositions:** Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge…necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. | Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.\* NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.\* They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.\* They are able to use diverse instructional strategies to teach for understanding. | 1c. Setting Instructional Outcomes | Content Knowledge | **EdL M.Ed. ELCC** | **Ed.D EdL** |
| **#4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.  **#5: Application of Content.** 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. | **Candidates’ thorough understanding of the content appropriate to the area of specialization**  Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.  **Diversity:** All forms of differences among all levels of learners.  **Technology:** Access and delivery for assessment, problem solving, and productivity.  **Dispositions:** Values, beliefs, attitudes the foundation of the profession. | ELCC Standard 2.0- A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning  environment with high expectations for students; creating and evaluating a comprehensive,  rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment. | P5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.  G2. To prepare leaders who are inquiring, reflective practitioners.  G4. To prepare leaders who understand the multitude of leadership and management theories and practice techniques related to their professional settings. |
| **ELCC Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership  internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor. | **P4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.**  **To prepare leaders who are competent in identifying and solving complex problems in education.** |
| **Instructional Practice** | **Standard 3 Field Experiences and Clinical Practice**: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.  **Standard 4 Diversity**: The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. | Proposition 3: Teachers are responsible for managing and monitoring student learning. \* NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.  \* They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.  \* NBCTs know how to assess the progress of individual students as well as the class as a whole.  \* They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. | 3d. Using Assessment in Instruction 1. Planning and Preparation  2c. Managing Classroom Procedures  3b. Questioning and Discussion Techniques  3c. Engaging Students in Learning | Strategies and Methods |  |  |
| **#6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacherʼs and learnerʼs decision making.  **#7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting 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.  **#8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | **Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals**  The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.  **Diversity:** All forms of differences among all levels of learners.  **Technology:** Access and delivery for assessment, problem solving, and productivity.  **Dispositions:** Values, beliefs, attitudes the foundation of the profession. |

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| **Professional Responsibility** | **Standard 5: Faculty Qualifications, Performance, and Development**: The unit’s responsibility for the performance of professional education faculty includes systematic and comprehensive evaluations conducted by both candidates and peers. They are used to improve faculty performance. | Proposition 4: Teachers think systematically about their practice and learn from experience. \* NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.  \* They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.  \* They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. |  | Professional Standards | **EdL M.Ed. ELCC** | **EdL M.Ed. ELCC** |
| **#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. | **Established criteria that guide effective professionals in each discipline area**  The educational unit is based on professional standards that enable candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.  **Diversity:** All forms of differences among all levels of learners.  **Technology:** Access and delivery for assessment, problem solving, and productivity.  **Dispositions:** Values, beliefs, attitudes the foundation of the profession. | **ELCC Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources  on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community;  building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners. | **P6. Emphasizes the generation, transformation, and use of professional knowledge and practice.**  **To prepare leaders who value, encourage, and facilitate the professional development of self and others in their organization.** |
| **#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, and community members to ensure learner growth, and to advance the profession. | **Standard 6 Unit Governance and Resources:**  The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards. Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners. | Proposition 5: Teachers are members of learning communities. NBCTs collaborate with others to improve student learning.  They are leaders and actively know how to seek and build partnerships with community groups and businesses.  They work with other professionals on instructional policy, curriculum development and staff development.  They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.  They know how to work collaboratively with parents to engage them productively in the work of the school. |