

At-a-Glance - Participating Area Alignment

Show Outcomes Aligned with InTASC Standards (California School of Education)

Participating Area : Teacher Credential Programs

Summary : 10 of 10 items addressed.










Selected Set : InTASC Standards



Legend :  Mapped  Assessment/Measure Added

Preliminary Teaching Credential: Standard Intern Option

	Standard 1:	Standard 2:	Standard 3:	Standard 4:	Standard 5:	Standard 6:	Standard 7:	Standard 8:	Standard 9:	Standard 10:
	<p>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</p>	<p>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.</p>	<p>Learning Environments 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.</p>	<p>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.</p>	<p>Application of Context: 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.</p>	<p>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 teacher's and learner's decision making.</p>	<p>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.</p>	<p>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.</p>	<p>Professional Learning 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.</p>	<p>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.</p>

Multiple Subject Credential Standard Intern Option Program Learning Outcomes

<p>PLO 1: Modify curriculum and instruction based on the individual needs of their students (address diversity in teaching/learning).</p>										
<p>PLO 2: Provide a supportive learning environment that reflects diversity and multiple perspectives and promotes the social and civic development of their students.</p>										
<p>PLO 3: Use enduring content in subject and pedagogical knowledge to inform their teaching in the classroom (know content, critically evaluate literature on effective practice).</p>										
<p>PLO 4: Develop relevant, rigorous, and developmentally appropriate curricula (critically evaluate and apply literature on development, learning).</p>										
<p>PLO 5: Use assessment of their students' learning and their own teaching to inform future planning and teaching (reflect on student learning outcome data, problem solve, critically evaluate literature on effective practice for use in a self-contained classroom).</p>										

<p>PLO 6: Engages in ongoing professional development and works respectfully and collaboratively with colleagues and community to ensure quality instructional programs and stewardship of public schools.</p>										
	<p>Learner Development</p>	<p>Learning Differences</p>	<p>Learning Environments</p>	<p>Content Knowledge</p>	<p>Application of Context:</p>	<p>Assessment</p>	<p>Planning for Instruction</p>	<p>Instructional Strategies</p>	<p>Professional Learning</p>	<p>Leadership and Collaboration</p>
	<p>Standard 1:</p>	<p>Standard 2:</p>	<p>Standard 3:</p>	<p>Standard 4:</p>	<p>Standard 5:</p>	<p>Standard 6:</p>	<p>Standard 7:</p>	<p>Standard 8:</p>	<p>Standard 9:</p>	<p>Standard 10:</p>