

1P1: demonstrates a comprehensive understanding of subject matter by being able to plan instruction and make subject matter meaningful to students.

1P3: effectively represents and uses multiple representations, theories, methods of inquiry, and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

1P6: develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

2P2: Candidate stimulates student reflection on prior knowledge and links new ideas to already familiar ideas by making connections to students' experiences, providing opportunities for the active engagement, manipulation, and testing of ideas and materials.

2P3: stimulates student reflection on prior knowledge and links new ideas to already familiar ideas by making connections to students' experiences, providing opportunities for the active engagement, manipulation, and testing of ideas and materials.

3P1 Lesson approaches the subject matter from multiple perspectives, including attention to students' personal, family, and community experiences and cultural norms.

3P4: uses knowledge of students' stages of development, learning styles, strengths, and needs to make appropriate provisions for the education of all children.

4K2: Uses an understanding of the students and subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions, and student ownership of learning.

4P4: uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

4P7: develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

5P1: creates a physically, socially, and emotionally safe learning community in which individual differences are respected.

5P2: Creates a learning climate that supports the development of student abilities.

5P4: organizes, allocates, and manages the resources of time, space, activities, and attention to independent and group work in a way that ensures active and equitable engagement of students in productive tasks.

5P5: maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior.

6P1: Uses computer and technology skills effectively.

6P3: models effective skills in writing, reading, and speaking English clearly in conveying ideas and information not only with students, but with colleagues and community members.

6P4: supports and expands learner expression in speaking, writing, and other media.

6P5: knows how to ask questions and stimulate discussion in different ways for particular purposes.

6P6: Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and the community at large.

6P7: Profits from evaluative feedback.

7P1: Plans instruction based upon a knowledge of subject matter, students, the community and curricular goals.

7P3: Establishes appropriate instructional goals and objectives.

7P4: creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

8P2: uses multiple methods for formative assessment of understanding of content, and modifies teaching and learning strategies based on information from those methods.

8D2 8K5 8P2 (consolidated): Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions.

8P1: Evaluates student performance and determines the amount of progress.

8P4: uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8P5 : Reflects on teaching practice by evaluating continually the effects of instruction.

8P6: Communicates student status and progress to students, their parents, (when directed to by the cooperating teacher) and appropriate others.

9: During lesson, candidate models professional ethics in dress, speech, and respect to students as well as school schedule and personnel.

10K1, 10D6 (consolidated): Performs professional responsibilities efficiently.

9P4: Engages in professional development (seeks professional literature, colleagues, and other resources to support their own development as teachers.

10P5: talks with and listens to the students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

10P7: Collaborates with colleagues and appropriate others.