Tennessee Professional Educational Standards, INTASC Standards, NCATE Standards, and TTU Conceptual Framework Alignment Table

TN Licensure Standards School Counseling	TN Licensure Standards School Psychology	Tennessee Professional Education Standards	INTASC Standards	NCATE Standards	TTU Conceptual Framework
1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge ▓▓▓▓▓ human growth and development and Ž‡ƒ"•‹•‰ — Š‡'"‹‡•â Œ Ž‡ƒ"•‹•‰ '"'„Ž‡‡••â Œ assist teachers and parents in responding to counseling and guidance interventions with students. 3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.	1. Understanding of the knowledge base specific to school psychology: (a) history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emerging technologies, and (f) roles and functions of the school psychologist.	Standard 1. Discipline Taught. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student 1.06r3β3t4B(i8in TDt[(th)-3au)-10(g)-3(h)-10(t)41(.)]TJ 0 Tc 0 Tw 3.494 0 Td ( )Tj36432 55.2 139.2 4.68 ree of the major concepts of the discipline they teach, including those addressed in the licensure standards for the teaching endorsement(s) they seek. 1.2 They understand and are able to use assumptions and the processes of inquiry for the discipline being taught. 1.3 Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills and			

legislation and special education policies and procedures and they provide equitable access to and participation in the general curriculum for students with disabilities.

the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district -based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

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

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the

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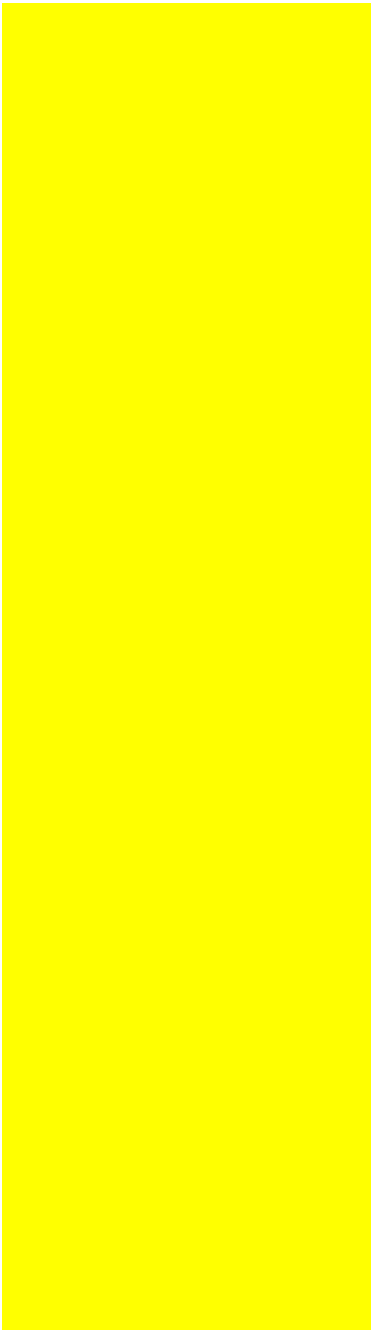
		problems of bias. 4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.			
1. Understanding of the nature and needs of students in grade levels PreK-12. Ability to apply knowledge from the areas of human					

				communities; and the policy contexts within which they work.	
programs (IEPs) for students with special needs.			emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. <u>Critical Dispositions</u> 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. 1(j) The teacher takes responsibility for promoting learners' growth and development. 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.		
2. Understanding the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school. 3. Understanding of the philosophical basis underlying the helping process. Ability to facilitate student	2. Understanding of the psychological foundations of behavior based on knowledge of (e) individual differences. 5. Ability to provide individual assessments of ability, achievement, classroom behavior, and personal and social characteristics of individuals.	<mark>Standard 3. Diverse Learners/Differentiated Instruction. Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. 3.1 Candidates understand and identify differences in student approaches to learning and performance. 3.2 They design instruction and adapt instructional techniques for all students within the broader context</mark>	Standard 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. <u>Performances</u> 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths		

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well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

| | | | information as well as how to evaluate issues of ethics and quality related to information and its use. 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. <u>Critical Dispositions</u> 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning. 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. Standard 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. | | |

Performances
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8(d) The teacher varies his/her role in the instructional process (e.g.
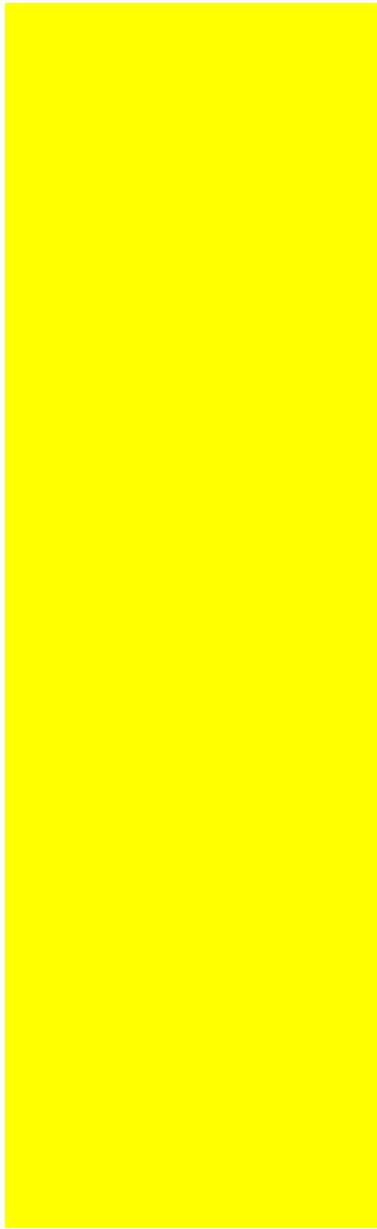
and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) 7(ly)-15(a)-(l)JJ(r)1(a)-(h)-2(n)-2(icapt)2(r(t)(hi)2(n)-15(k)(t .-o).006 (m)-1c 0.00f(s)-3(d)-2(s)-1)-6(s)-2(p)-2(lf(s)-3 5(k)x2(i)(ia)-(l))-(t

functioning learning community.

to-face and virtual environments through applying effective interpersonal communication skills.

<u>Essential Knowledge</u>

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) 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.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

<u>Critical Dispositions</u>

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
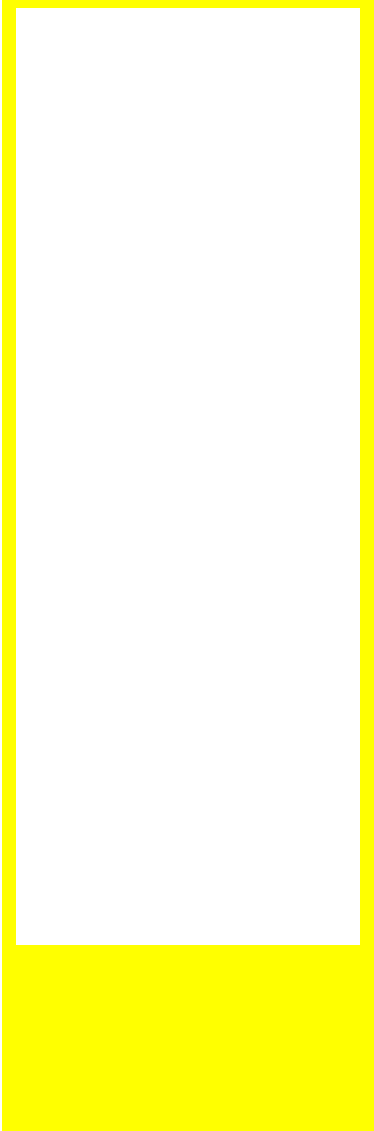
3(o) The teacher values the role of learners in promoting each other's

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6. Ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.

12. Ability to conduct the day to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

Standard 6. Communication. Candidates use knowledge of effective verbal, nonverbal
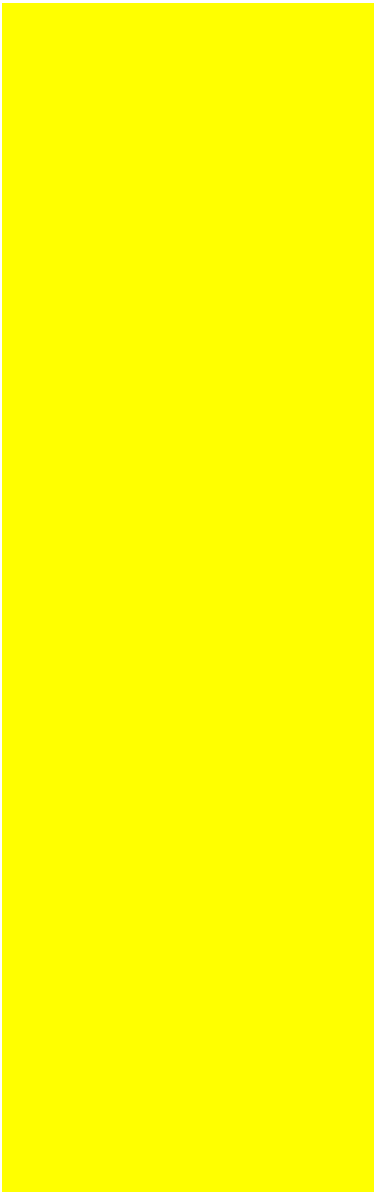
related to authentic local and

making effective educational, social, and career decisions. Ability to use group-administered educational and psychological measurement and appraisal instruments.

12. Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

the delivery of comprehensive school psychological services.

12. Ability to conduct the day-to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

subject matter, students, the community, and curriculum goals.

7.1 Candidates use their knowledge of subject matter, learning theory, curriculum and student development, assessment measures, and assessed student needs in planning instruction for all students.

7.2 They evaluate, select and create learning experiences that are developmentally appropriate, aligned with Tennessee curriculum standards, relevant to students and based upon the principles of effective teaching.

7.3 They are able to help students connect learning to real life and future careers.

7.4 Candidates identify long range instructional goals, sequence short range instructional objectives, and develop units and daily lessons that target these goals and objectives.

7.5 Candidates effectively integrate a variety of resources, including teacher created materials, textbooks, technology, community and business resources, to promote student learning.

7.6 Working with others in developing individualized plans, candidates adjust goals, teaching strategies or supports to help students

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.

Performances

7(a) 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(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content

concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit's program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-i fpc fowm content tha thty(e)5(t)-12hT* [(-5(t)-12(.)]TJ 0 Tc 0 Tc612.91 0 Td ( ]TJ ET EMC /P <</M

with disabilities succeed in
the general curriculum and
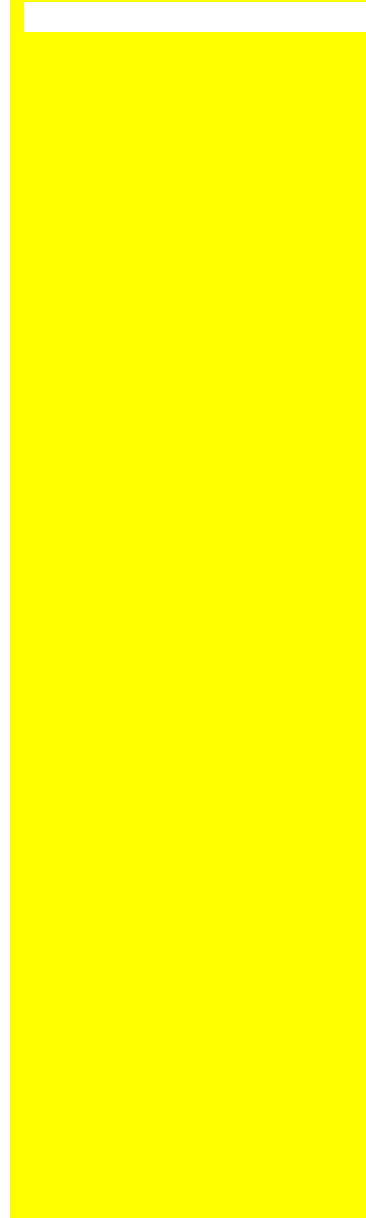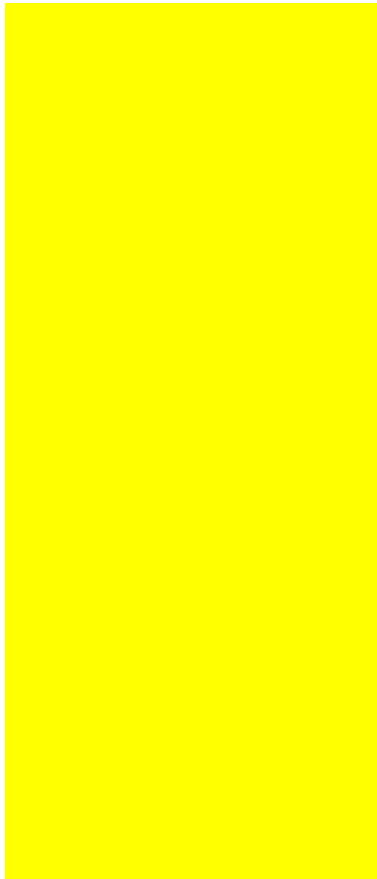
professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or
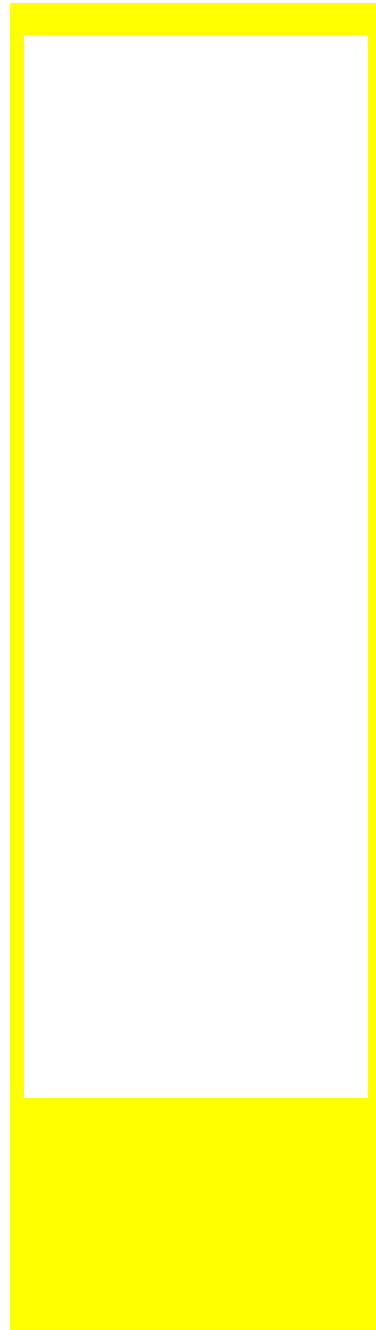
comprehensive PreK-12
professional school
counseling program.
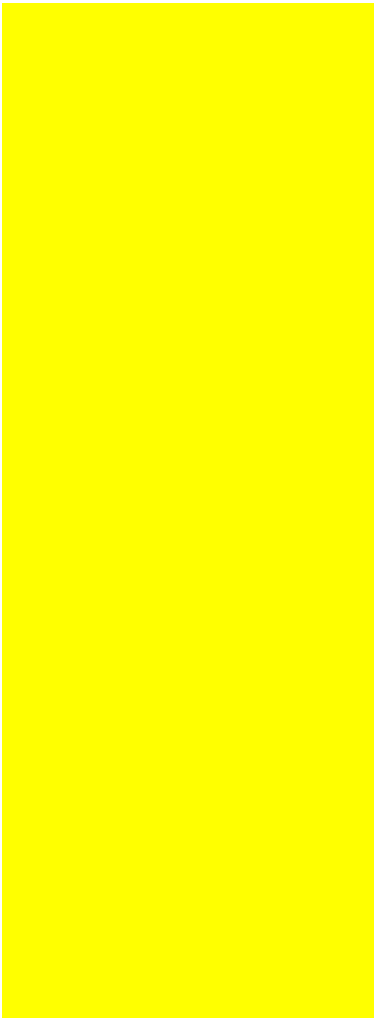Understandi39.199 /o 0 > 13.32
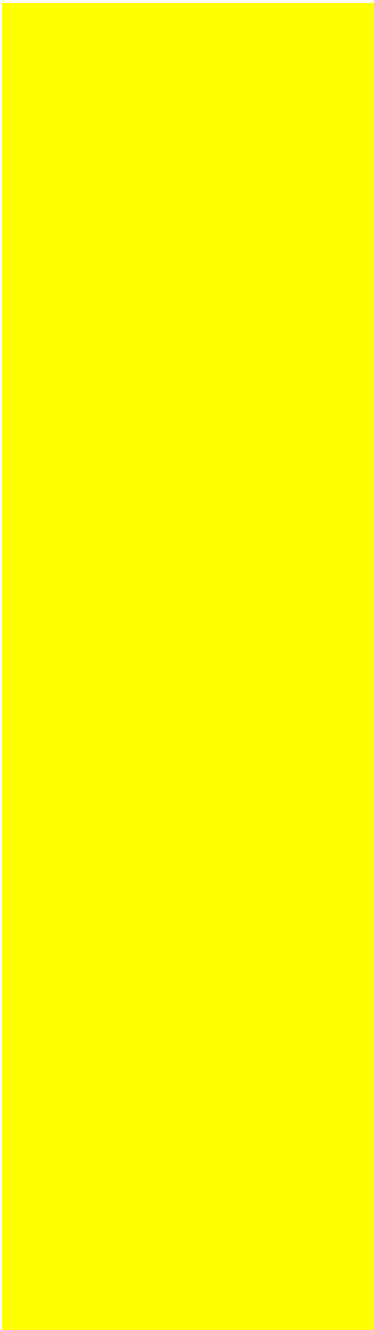
sources of bias.
6(I) The teacher knows how to analyze

11. Ability to inform students, teachers, parents, and the community about
the purposes and activities of the professional school counseling
program.

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).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school-

teachers, parents, and the
community about
the purposes and activities of
the professional school

Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.

11.A.1 Candidates use technology resources to guide classroom decisions regarding student learning.

11.A.2 They integrate instructional technology to facilitate interdisciplinary teaching and learning in their classrooms, to supplement instructional strategies, to design instructional materials, and to enhance hands-on experiences and problem solving activities for all students.

11.A.3 Candidates select and use grade-level and content-specific technology resources, including assistive technology, to increase student participation in the total curriculum.

11.A.4 They apply technology to analyze assessment data and to target individual student learning needs.

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.

Standard 3. 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.

Standard 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 teacher's and learner's decision making.

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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage

of content and content-specific pedagogy delineated in professional, state, and

			learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning. 1e. Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning & professional growth.
	9. Ability to use measurement, statistics, research and program				

the delivery of comprehensive school psychological services.

12. Ability to conduct the day to-day delivery of school psychological services through effective oral and written communication, time management, record keeping, and public and professional relations.

professional growth and productivity.
11.B.1 Candidates use technology in their own learning process and to change their current educational practice.
11.B.2 They use technology to gather, sort, and analyze information needed for their own research projects and to communicate and collaborate effectively with other professionals.
11.B.3Candidates use tools such as databases and spreadsheets for sorting, compiling, and analyzing data gathered from a variety of sources.
11.B.4 They use presentation tools in a networked environment for sharing information in multiple professional formats.

learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 9. Professional Learning and Ethic al 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 tomeet the needs of each learner.
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, and community members to ensure learner growth, and to advance the profession.

professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students.

			profession. 1e. Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.
9. Understanding of the ethical and legal standards of school counseling professionals.	9. Ability to use measurement, statistics, research and program evaluation methodologies in the delivery of comprehensive school psychological services. 11. Ability to provide services that are consistent with provider standards and legal and ethical guidelines of the field of school psychology. 12. Ability to conduct the day to-day delivery of school psychological services through effective oral and written	Standard 11C. Technology Ethics & Resourcefulness. Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources. 11.C.1 Candidates design effective environments for using and managing technology in the classroom. 11.C.2 They are able to perform minor trouble - shooting operations. 11.C.3 When planning units of instruction, candidates address software purchasing agreements, copyright laws, issues related to intellectual	Standard 3. 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. 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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and

communication, time management, record keeping, and public and professional relations.		Standard 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.	practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession. 1e. Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services. Eighty percent or more of the unit's program	provide and adapt instruction to meet the needs of individual students; D1. Scholarship, a. Demonstrate scholarship in subject matter, b. Understands tools of inquiry, c. Effectively integrate learning across the curriculum; D2. Effective communication (verbal, nonverbal, media techniques), b. Collaboration, c. Supportive interaction; D3. Demonstrates positive relationships & effective collaboration with educational partners; D4a. Responsibility to provide an environment that is: i. Supportive, ii. Safe, iii. Technologically integrated; D5b. Create an environment conducive to Dlearning that considers the: i. Values of individual learners, ii. Backgrounds of individual learners, iii. Learning needs of individual learners; D6. Engage in reflection that leads to: a. Appropriate professional behavior, b. Effective educational decision making, c. A commitment to lifelong learning & professional growth.

				completers pass the academic content examinations in states that require such examinations for licensure.	