

CoEd & PTSTB STANDARDS COMPARISON

With CoEd Revisions as of 5.21.04

COE STANDARD	PTSB STANDARD
<p>COE 1: DISCIPLINE KNOWLEDGE</p> <p>The preservice teacher understands</p> <ol style="list-style-type: none"> 1.1 the central concepts of the discipline(s), 1.2 the tools of inquiry used in the discipline(s), 1.3 the structures of the discipline(s), 1.4 connections among disciplines, 1.5 and the importance of presenting multiple perspectives and representations within the discipline(s). 1.6 The preservice teacher uses these understandings to create learning experiences for students that make these aspects of the discipline(s) meaningful to students. 	<p>PTSB I.i: Academic Discipline</p> <p>I.i.1 The teacher candidate understands the central concepts within the discipline(s) he or she teaches, as stated in the Professional Teaching Standards Board program standards;</p> <p>I.i.2 is competent in selecting subject matter that addresses the curriculum and standards at the school district, state and national levels;</p> <p>I.i.3 and believes all students' lives are enhanced through gaining knowledge of the academic discipline.</p>
<p>COE 2: DEVELOPMENTAL THEORIES</p> <ol style="list-style-type: none"> 2.1 The preservice teacher has knowledge of human cognitive, social, physical, emotional and moral development 2.2 and understands how these factors influence learning. 2.3 The preservice teacher understands the importance of teacher observation of students to gauge developmental abilities; 2.4 sees development as both a socio-cultural and biological phenomenon; 2.5 understands the limitations of developmental theories; 2.6 and he or she is capable of forming a responsive pedagogy. 	<p>PTSB I.ii: Student Learning</p> <p>I.ii.1 The teacher candidate understands all children have similar patterns of learning, and these patterns vary individually within the areas of cognitive, social, emotional and physical development;</p> <p>I.ii.2 is competent in using developmental theories to provide appropriate learning opportunities to influence all students' learning;</p> <p>I.ii.3 and is respectful of all students' diverse developmental levels.</p>
<p>COE 3: DIVERSE LEARNERS/DIFFERENTIATED INSTRUCTION</p> <ol style="list-style-type: none"> 3.1 The preservice teacher understands that schools are comprised of diverse learners who differ in their approaches to learning 3.2 and that there are multiple theoretical models for understanding and addressing student diversity. 3.3 He or she plans instruction with the assumptions that all students can learn and employs instructional methods in ways that connect learning with the students' diverse experiences and needs. 3.4 The preservice teacher cultivates a mutually respectful learning community that values all students. 	<p>PTSB I.iii: Students' Diversity</p> <p>I.iii.1 The teacher candidate understands how all students differ in their approaches to learning;</p> <p>I.iii.2 is competent in creating instructional opportunities that are adapted to all students' diverse life experiences and developmental levels;</p> <p>I.iii.3 and believes all students benefit from a mutually respectful learning community.</p>
<p>COE 4: INSTRUCTIONAL STRATEGIES</p> <ol style="list-style-type: none"> 4.1 The preservice teacher understands, employs, evaluates, and adjusts a variety of instructional strategies using a wide range of instructional materials and technology in order to achieve learning goals for all students. 4.2 The preservice teacher understands and applies multiple instructional strategies, learning theories, and cognitive processes associated with types of learning. 	<p>PTSB I.iv: Instruction to Students</p> <p>I.iv.1 The teacher candidate is knowledgeable about instructional strategies used to encourage all students' development of critical thinking and problem solving skills and achievement of performance standards;</p> <p>I.iv.2 is competent in developing instructional strategies which incorporate technology, multimedia, commercial/teacher/student materials and collaboration;</p> <p>I.iv.3 and believes appropriate learning experiences enhance all students' opportunities to learn.</p>

<p>COE 5: DEMOCRATIC LEARNING ENVIRONMENTS</p> <p>5.1 The preservice teacher works to facilitate purposeful classroom and school learning environments that foster social interaction, active engagement, and collaboration with all stakeholders.</p> <p>5.2 The preservice teacher uses knowledge of the historical, social, and political roles of schooling in the U.S. to ensure equity for all children, especially given the relationship between schooling and the reproduction/mitigation of inequalities in the broader society.</p> <p>5.3 The preservice teacher knows and models principles of ethics, schooling for a democratic society, and social justice, especially in the development of mutual respect, support, and critical inquiry in the classroom.</p> <p>5.4 She or he is competent in behavior management that is reflective of the needs and practices of diverse students. This competence includes knowledge of classroom management skills, intervention strategies, motivational techniques, and monitoring and documenting student behavior.</p> <p>5.5 He or she critically reflects on personal history, beliefs, values, biases in relation to and as an agent of change within school and society.</p>	<p>PTSB I.v: Classroom Environment</p> <p>I.v.1 The teacher candidate is knowledgeable about classroom management theories which encourage individual and group motivation to learn;</p> <p>I.v.2 is competent in facilitating a positive classroom environment while collaborating with parents, education professionals and support staff;</p> <p>I.v.3 and is respectful of our democratic society's support of public education and seeks to achieve equity for all children.</p>
<p>COE 6: COMMUNICATION TECHNIQUES</p> <p>The preservice teacher</p> <p>6.1 understands effective communications strategies and the role of language in learning;</p> <p>6.2 models effective communication (including writing, speaking, and listening) using a variety of communications tools;</p> <p>6.3 and demonstrates sensitivity to differences in communication.</p> <p>6.4 She or he uses effective questioning and other discourse strategies that promote learner understanding and encourage convergent and divergent thinking.</p> <p>6.5 The preservice teacher uses, and facilitates the use of a variety of media communications tools and technology to enrich learning opportunities.</p>	<p>PTSB I.vi: Language and Communication</p> <p>The teacher candidate</p> <p>I.vi.1 is knowledgeable about the connections between a student's use of language and his/her success in learning;</p> <p>I.vi.2 is competent in developing all students' language skills and communication techniques across the curriculum;</p> <p>I.vi.3 and models effective language skills and communication techniques.</p>

<p>COE 7: PLANNING</p> <p>7.1 The preservice teacher can select and create appropriate learning experiences based upon principles of effective instruction, both as an individual and team member.</p> <p>7.2 The preservice teacher considers the following factors when planning for short and long-term learning: individual nature of the student; national, state, and district standards; curriculum goals; subject matter; assessment; instructional strategies; learning theory; student development; and learning styles.</p> <p>7.3 He or she evaluates plans and makes systematic adjustments as needed to address needs of the class and individual needs of diverse learners.</p> <p>7.4 The preservice teacher's planning includes critically evaluating, adapting, and incorporating a variety of commercially and teacher-made materials to enhance instruction.</p>	<p>PTSB I.vii: Planning Instruction</p> <p>The teacher candidate</p> <p>I.vii.1 is knowledgeable about his/her academic discipline's curriculum and school district, state and national standards;</p> <p>I.vii.2 is competent in designing, implementing, evaluating and refining the plan so all students are successful in learning the required curriculum and standards;</p> <p>I.vii.3 and believes that all students can perform at increasingly higher levels and individually, challenging expectations should be set by the teacher.</p>
<p>COE 8: ASSESSMENT</p> <p>8.1 The preservice teacher understands, selects, constructs, and uses a variety of assessment methods and strategies such as standardized, performance-based, individual, whole group, self, peer, and teacher evaluations.</p> <p>8.2 The preservice teacher understands issues related to the accuracy of assessment results.</p> <p>8.3 She or he uses assessment in conjunction with students' experiences, learning behaviors, and parent reports to guide instruction, promote student growth, and for documentation.</p> <p>8.4 The preservice teacher understands tools of assessment, appropriate use of tools, relationship of instruction and assessment, and assessment issues.</p>	<p>PTSB I.viii: Student Assessments</p> <p>The teacher candidate</p> <p>I.viii.1 is knowledgeable about multiple methods of formative and summative assessment for assessing all students' development of critical thinking and problem solving skills and achievement of standards;</p> <p>I.viii.2 is competent in using assessments' results as a guide to plan instruction;</p> <p>I.viii.3 and believes a variety of appropriate assessments can accurately evaluate all students' knowledge level of understanding and their ability to meet standards.</p>
<p>COE 9: REFLECTIVE PRACTITIONER</p> <p>9.1 The preservice teacher demonstrates self-assessment, individual and collective inquiry and life-long learning traits to support personal growth and professional development.</p> <p>9.2 The preservice teacher accesses resources such as literature, colleagues, observations, and/or classroom data to support her or his growth and development and that of colleagues.</p>	<p>PTSB I.ix: Professional Qualities</p> <p>The teacher candidate</p> <p>I.ix.1 understands the profession's history and moral expectations;</p> <p>I.ix.2 is competent in using reflection and self-assessment to enhance his/her teaching</p> <p>I.ix.3 and actively seeks opportunities for professional growth;</p> <p>I.ix.4 and models respect for all students, parents and colleagues.</p>

<p>COE 10: FOSTERING RELATIONSHIPS</p> <p>10.1 The preservice teacher fosters collaborative relationships with school colleagues, parents, and others in the larger community.</p> <p>10.2 The preservice teacher cares about all students' well-being; as a result the preservice teacher understands and implements relevant laws and participates in appropriate consultation in respectful, productive ways with all stakeholders.</p> <p>10.3 He or she understands and appreciates that factors outside school influence students' lives and learning and is an advocate for students.</p>	<p>PTSB I.x: Community Participant</p> <p>The teacher candidate</p> <p>I.x.1 is knowledgeable about all students and parental rights within the federal, state and local legal responsibilities and legislation;</p> <p>I.x.2 is competent in fostering relationships between colleagues, parents and community relationships to promote all students' learning and development;</p> <p>I.x.3 and advocates for all students, believing he or she has some responsibility to insuring the success of the community's educational system.</p>
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<p>PTSB II.i: Supervised Experiences</p> <p>The teacher candidate</p> <p>II.i.1 has observed a variety of education settings with students of all ages, grades and diversity;</p> <p>II.i.2 and has utilized a variety of educational theories to identify his/her knowledge, competencies and dispositions of the professional education standards.</p>
<p>PTSB II.ii: Professional Experiences</p> <p>The teacher candidate</p> <p>II.ii.1 documents teaching students in the appropriate age group for the academic subjects corresponding to his/her endorsement level and area;</p> <p>II.ii.2 documents evidence of proficiency in compliance to Standard I: Teaching & Learning;</p> <p>II.ii.3 and documents teaching experience for a sufficient length of time of no less than eight consecutive weeks.</p>