

Course of Study

Teacher Academy

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted 05-17-07

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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Teacher Academy Warren County Career Center

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***Warren County Career Center
Resolution Of School Board Approval***

WHEREAS, representatives of Career-Technical Advisory Committee of the Warren County Career Center have reviewed the Teacher Academy Course of Study; and

WHEREAS, this Course of Study is based upon Integrating Technical and Academic Competencies adopted by the State of Ohio for the Teacher Academy program; and

WHEREAS, the Teacher Academy faculty and the Career-Technical Advisory Committee have reviewed and added competencies as needed to address local labor market needs and trends in the industry;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Warren County Career Center adopt the Teacher Academy Course of Study.

District Superintendent

Date

President, Board of Education

Date

Statement of Recommendation

The Teacher Academy Advisory Committee at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Teacher Academy class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 05-17-07

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that the mission of the Teacher Academy is to attract young people to careers in education. The Teacher Academy is considered an introduction or orientation to the teaching profession that provides students with the support and training necessary for success as both students and teachers. Its main purpose is to encourage talented high school students who possess a high level of academic achievement and the personality traits found in a good teacher to consider teaching as a career.

Course Goals

The course goals for the Teacher Academy are to: :

- Promote positive attitudes toward teaching
- Provide education related to teaching and learning
- Provide internship experiences in early childhood, elementary, middle, and high schools under the guidance of experienced teachers
- Create a realistic “teacher identity”
- Ensure college readiness and exposure to college

The Teacher Academy is committed to preparing students who will meet the requirements and rigors of a teacher education program in college. By having had these experiences, students will be better prepared to choose a major field of study in college, saving time and money.

Course Description

The Teacher Academy Program is a half-day, senior-only program that provides hands-on opportunities to develop and practice skills essential for successful teaching. Beginning with classroom instruction on understanding the learner, planning instruction, teaching strategies, etc., students will progress to working side by side with a mentor teacher in the classroom. The students in this program will participate in internships at all grade levels, from kindergarten through high school. Students will also job shadow other careers in education such as administrators, counselors, coaches & specialists. They will also visit and observe other school settings such as private & parochial schools, inner city and rural schools. Students enrolled in the Teacher Academy Program will receive three elective credits for a 150' per day class that meets yearlong. The class is offered either in the morning or in the afternoon, depending upon the student's academics, which is scheduled at their home school. The Teacher Academy is partnering with area colleges to receive college credit for the successful completion of their Teacher Academy Portfolio.

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities.

At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Job Shadowing/Internships/Career Placement

The Warren County Career Center Internship/Placement/Job Shadowing Program involves placing students in meaningful career-based learning experiences to complement their classroom learning. The experiences relate to student interests within their chosen career-technical program and may include job shadowing, group and individual internships, or career placement. This process is coordinated by the Educational Services/Career Pathways Department and supervised by the career-technical instructor.

Job Shadowing

Job Shadowing is designed to give the student a short-term overview of the many opportunities within a career field. Career-technical instructors confer with students to determine appropriate experiences.

Internships and Job Placement vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship/placement (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved Internship Learning Plan that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to "real world" business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the Internship Learning Plan.
4. Reflect upon the internship/placement/job shadowing in terms of post-secondary education/career options.

The criterion for participation in career-based learning experiences is included in the approved packet for each activity and may be obtained by the instructor from the Career Pathways office.

The specifics of how these opportunities are offered in this career-technical program or statement of academic support are:

Students that meet the requirements set forth by the Early Placement Committee are eligible to work with local businesses during the second semester of their senior year. This allows the student to work during designated lab time with the approval of the Instructor. The Instructor will monitor academic eligibility along with the status of their field progress using contractor evaluations. In addition, parent approval and a written contract with the student for certain goals to be achieved will be required.

Students Served

The population served by this program is senior high school students who are planning to pursue teacher education licensing in college or for those who are undecided in selecting education as a college major. The following are the Teacher Academy requirements:

- Students must have senior credit status
- Students must have a B average (no D's or F's on transcripts during sophomore or junior year)
- Excellent Attendance – 95%
- Students must provide own transportation to class and internship sites
- Students must complete a student profile sheet that is to be submitted with the application
- Students must have a letter of recommendation from a teacher or counselor
- Students must be interviewed by the Teaching Academy Team
- Students must complete all required paperwork prior to participating in field experiences. It is understood that the Academy Internships and experiences are required for course credit.
- Student applicants who do not meet the criteria may be provisionally accepted based upon the recommendations of the Teacher Academy Team.
- Any students provisionally accepted will have an intervention plan written and included in the parent letter notification.
- Students must maintain grade, attendance, and discipline standards to remain eligible for the Teacher Academy Program. Students who are accepted on a provisional status will be evaluated during the first semester to determine continuation in the Teacher Academy Program.
- Students will participate in the FEA (Future Educators of America) club sponsored by Phi Delta Kappa

Scope and Sequence

Teaching Professions

I. Orientation to the Teaching Profession

- 1 Explore the teaching profession
- 2 Define the meaning of a professional career
- 3 Match the characteristics of a profession to the characteristics of the practice of teaching
- 4 Identify career opportunities for teachers
- 5 Report current demographic information affecting the teaching profession (e.g., employment trends, salaries,
- 6 student enrollment projections)
- 7 Report educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special
- 8 education, and career-technical education)
- 9 Identify established codes of ethics for teachers
- 10 Outline the history and functions of labor unions in education
- 11 Identify legal responsibilities and liabilities of teachers
- 12 Identify health and safety issues in the school
- 13 Identify local, state, and national public policy and educational goals
- 14 Determine knowledge and skills needed to work in the teaching profession
- 15 Identify skills required for teaching
- 16 Identify certification/licensure/entry-year requirements/options for teaching in Ohio and other states
- 17 Demonstrate personal characteristics needed to work in the teaching profession
- 18 Demonstrate an open-minded view of possible career options
- 19 Self-assess the match between own personal characteristics/skills and the needed characteristics/skills of an
- 20 effective teacher
- 21 Prepare to work in the teaching profession
- 22 Construct clear personal educational goals/objectives and plans for meeting those goals
- 23 Prepare a personal career plan
- 24 Research post-secondary options (e.g., program quality, financial considerations)
- 25 Complete post-secondary applications

II. Subject Matter Knowledge

- 1 Demonstrate excellence in subject matter
- 2 Demonstrate knowledge in one or more subjects
- 3 Identify sources and methods for updating knowledge and skills
- 4 Identify contributions of past and present leaders in a specific discipline
- 5 Explain a specific discipline's place in the school-wide curriculum
- 6 Explain how a specific discipline is connected to other disciplines in the school-wide curriculum
- 7 Identify content standards and their source(s) for a specific discipline
- 8 Explain the importance of reading skills for personal and social growth, and for the achievement of excellence in all
- 9 subject matters
- 10 Identify contributions of past and present literacy leaders
- 11 Analyze the importance of subject matter knowledge and integrated learning
- 12 Exhibit enthusiasm for a specific subject matter

- 13 Define knowledge in a specific discipline as an evolving construct
- 14 State a commitment to continuous learning in a specific discipline
- 15 Define reading and writing skills as essential for lifelong learning
- 16 Demonstrate the personal development of language arts skills
- 17 Employ effective techniques and strategies for the ongoing independent development of word identification, spelling skills, and vocabulary acquisition
- 18 Vary reading rate according to the purpose and difficulty of material
- 19 Draft, revise, and edit written work
- 20 Demonstrate the personal development of subject-specific skills
- 21 Engage in generating knowledge, testing hypotheses, and using methods of inquiry and standards of evidence for a specific discipline
- 22 Use technology to engage in generating knowledge, testing hypotheses, and using methods of inquiry and standards of evidence for a specific discipline
- 23 Integrate a specific discipline's knowledge with that of other disciplines
- 24 Update discipline knowledge
- 25 Demonstrate teaching skills that support learners in the development of subject-matter-knowledge and integrated learning
- 26 Support the process of reading skill development in learners
- 27 Integrate language arts into subject-matter instruction
- 28 Evaluate critically a specific discipline's teaching resources and curricular materials, including the evaluation of literacy characteristics
- 29
- 30
- 31
- 32
- 33

III. Understanding the Learner

- 1 Describe the learning process
- 2 Explain concepts of intellectual, social, and emotional human development
- 3 Explain concepts of learning (i.e., how learning occurs)
- 4 Explain concepts of language development and new language acquisition
- 5 Define higher-order thinking skills
- 6 Define metacognition
- 7 Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, ethnic, physical)
- 8 Define exceptional learning needs of students
- 9 Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, giftedness)
- 10 Define inclusion giving examples of its application
- 11 Identify services and resources to meet exceptional learning needs
- 12 Research sources of knowledge about community culture
- 13 Analyze teacher behaviors that facilitate the learning process
- 14 Express belief in the worth of all human beings
- 15 State a commitment to the self-confidence, competence, and self-worth of learners
- 16 Interact freely and respectfully with individuals with diverse characteristics and talents
- 17 Display sensitivity to cultural norms
- 18 Identify a goal of equity rather than equal treatment for individuals
- 19 Express the belief that all students can learn
- 20
- 21

- 22 Define intelligence broadly and variably to include multiple factors, including culture
- 23 Define higher-order thinking as a hallmark of learning
- 24 State a commitment to individual excellence and high performance standards from learners
- 25 Explain that individuals learn at different paces even when exposed to the same educational experiences
- 26 Demonstrate respect for the diverse interests of students (e.g., classic literature, automobiles, family, politics)
- 27 Welcome all students into learning environments
- 28 Demonstrate the personal development of learning skills
- 29 Demonstrate metacognition, including its application to reading, writing, listening, and speaking
- 30 Describe own learning style
- 31 Demonstrate teaching skills that promote learning
- 32 Demonstrate thorough, equitable, and insightful observation skills
- 33 Encourage metacognition in learners, including its application to reading, writing, listening, and speaking
- 34 Encourage learners to reflect on prior knowledge linking it to new learning
- 35 Encourage self-confidence, self-respect, competence, and self-worth in learners
- 36 Encourage learner responsibility for own learning
- 37 Treat learners equitably
- 38 Explain how individual differences impact learning
- 39 Foster a learning environment in which individual differences are recognized
- 40 Adapt instructional design to meet diverse needs of learners (e.g., approaches, time, circumstances for work, tasks
- 41 assigned, communication, response modes)
- 42 Adapt the physical learning environment to meet diverse needs of learners
- 43 Incorporate community culture and resources into instruction
- 44 Link expected outcomes to instructional design adaptation
- 45 Foster out-of-class learning

IV. Communication Skills

- 1 Analyze communications
- 2 Explain the role of language and communication in learning
- 3 Explain the interrelationships among reading, writing, listening, speaking, viewing, and visual representation
- 4 Explain concepts of communication in complex social settings
- 5 Explain methods for assessing communication
- 6 Evaluate the importance of communication
- 7 Explain why language is powerful
- 8 State the importance of verbal, non-verbal, and written communication
- 9 Express a belief that there are varied ways to communicate effectively
- 10 Demonstrate effective personal communication skills
- 11 Use effective verbal and non-verbal communication
- 12 Use effective written communication
- 13 Use effective technological communication (e.g., e-mail, authoring, collaborative writing, video conferencing,
- 14 publication, facsimile, Internet)
- 15 Use cultural and gender sensitivity in communication
- 16 Demonstrate effective communication skills in teaching
- 17 Give clear directions

- 18 Use suitable vocabulary for the subject matter
- 19 Support written, oral, and media communication by learners
- 20 Support literacy learning opportunities for learners (i.e., as readers, writers, thinkers, reactors, and responders)
- 21 Foster cultural and gender sensitivity in communication among learners
- 22 Use a variety of media communication tools, including educational technology
- 23 Describe effective communication with parents/guardians (e.g., parent/teacher conferences, written communications, telephone conferences, off-site visits)
- 24

V. Planning Instruction

- 1 Analyze components of instructional planning
- 2 Define the concepts of vision, mission, goal, and objective giving examples of each
- 3 Differentiate between content, process, and disposition
- 4 Identify available curricular resources, including ways the community can serve as an educational
- 5 Explain that goals, instruction, and assessment should be aligned
- 6 Explain the rationale for instructional planning
- 7 Explain that means and ends are related
- 8 Explain that teaching actions have consequences
- 9 Explain the importance of long-term and short-term planning
- 10 Explain that multiple ways exist to meet goals
- 11 Define instructional planning as a collegial activity
- 12 Explain the Importance of integrated curriculum
- 13 Explain the Importance of flexibility when effecting instructional plans in the classroom
- 14 Demonstrate teacher planning to meet instructional goals
- 15 State clear long- and short-term educational goals and objectives for learners
- 16 Plan ways to aid learners in meeting goals and objectives
- 17 Prepare long-term and short-term instructional plans
- 18 Explain the alignment of specific goals, instructional plans, and assessment
- 19 Evaluate resources and curricular materials
- 20 Plan learning experiences
- 21 Adapt instructional plans based on the progress and motivation of learners
- 22 Adapt instructional plans based on unexpected events

VI. Teaching Strategies

- 1 Explain concepts for developing effective instructional strategies
- 2 Define the concepts that form a problem-solving model(s)
- 3 Define critical thinking, giving examples
- 4 Define inductive and deductive thinking, giving teaching/learning examples of each
- 5 Analyze the concept of critical reflection
- 6 Identify a variety of general instructional techniques and strategies explaining the appropriate use of each
- 7 Identify a variety of specialized, subject-matter related techniques and strategies for conveying/revealing specific subject matter
- 8
- 9 Explain the concept of character education
- 10 Analyze characteristics, skills, and resources necessary for effective teaching
- 11 Exhibit creativity and imagination
- 12 Exhibit flexibility

- 13 Explain the importance of self-sufficiency and independent problem solving for learners
- 14 Explain the importance of skill mastery
- 15 Explain the importance of critical thinking
- 16 Explain the importance of educational technology
- 17 Explain the importance of intellectual risk-taking
- 18 Define the community as a teaching laboratory
- 19 Demonstrate thinking skills necessary for effective teaching
- 20 Demonstrate use of problem-solving skills
- 21 Demonstrate critical thinking
- 22 Demonstrate use of reasoning skills that include taking multiple perspectives
- 23 Utilize teaching strategies
- 24 Plan instructional strategies to meet goals and objectives
- 25 Use multiple ways to make knowledge accessible to learners
- 26 Use a variety of instructional strategies
- 27 Integrate character education concepts into instructional strategies
- 28 Use appropriate human and instructional technology
- 29 Use appropriate teaching aids
- 30 Use appropriate nonverbal behavior (e.g., gestures, walking, eye contact)
- 31 Adjust instructional strategies based on learner feedback
- 32 Provide feedback to learners
- 33 Improve teaching behavior in unexpected situations

VII. Learning Environment

- 1 Describe effective learning environments
- 2 Explain the role of peers in a learning climate
- 3 Identify cultural mores, values, and traditions that guide personal conduct
- 4 Explain ways that environment and culture influence behavior
- 5 Explain concepts of classroom management
- 6 Explain concepts of conflict resolution
- 7 Demonstrate teacher characteristics that promote a learning environment
- 8 Exhibit positive teaching characteristics (i.e., warmth, caring, friendliness, openness, compassion, tolerance,
- 9 honesty, fairness, enthusiasm, cheerfulness)
- 10 Exhibit appropriate use of humor
- 11 Exhibit a sense of responsibility for the learning climate
- 12 Explain that a teacher is a role model
- 13 Express a commitment to the total well-being of students
- 14 Express a commitment to democratic principles
- 15 Avoid exhibiting prejudice and favoritism
- 16 Exhibit comfort in using and following authority
- 17 State the importance of trusting others
- 18 Express respect for the rights of others
- 19 Express respect for privacy and confidentiality
- 20 Define self-motivation as essential for lifelong growth and learning
- 21 Explain that individuals respond to different motivational strategies
- 22 State the importance of peers learning from peers
- 23 Explain that all aspects of the learner's experience are important to teaching/learning
- 24 Develop personal skills that promote an effective learning environment
- 25 Participate in conflict resolution processes
- 26 Read/write independently for information, pleasure, and personal growth

- 27 Participate in a community of learners
- 28 Manage an effective learning environment
- 29 Establish a respectful learning environment
- 30 Treat others equitably (e.g., behavior expectations, learning opportunities, performance standards)
- 31 Allocate resources of time, space, and attention so they are available to all students
- 32 Foster a learning environment free of harassment, favoritism, and prejudice
- 33 Use a range of discipline and management techniques
- 34 Post appropriate behavior expectations
- 35 Maintain composure under stress
- 36 Exhibit appropriate reactions in difficult situations
- 37 Foster the self-expression of learners
- 38 Foster active inquiry, collaboration, and supportive interaction among individuals and groups
- 39 Foster learner interest and growth in all aspects of literacy

VIII. Assessing Teaching and Learning

- 1 Describe assessment as part of the learning process
- 2 Explain how objectives, instruction, and assessment should be aligned
- 3 Define the purpose of assessment
- 4 Explain concepts of measurement
- 5 Identify a variety of formal and informal methods of measurement
- 6 Explain the role of statistical concepts in measurement
- 7 Explain advantages and disadvantages of standardized tests
- 8 Describe the use of a portfolio for assessment
- 9 Define the PRAXIS four domains of teaching (i.e., organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism)
- 11 Explain the importance of sharing performance information with parents/guardians, learners, and colleagues
- 12 Explain the importance of maintaining thorough, organized, accurate records of learner assignments and learner progress
- 13
- 14 Analyze assessment as part of the learning process
- 15 Define learning as an individual pursuit rather than a class outcome
- 16 Define assessment as a means for improvement of instruction and learning
- 17 Explain the importance of multiple measures (e.g., longitudinal, summative, formative, rubrics, authentic assessment, external audiences)
- 18
- 19 Assess personal growth
- 20 Self-assess personal learning progress
- 21 Analyze a personal teaching/learning portfolio
- 22 Use assessment to foster learning
- 23 Create rubric for scoring
- 24 Use rubric for scoring
- 25 Select assessment tools matched to the purpose and timing of the assessment
- 26 Use a variety of formal and informal assessment techniques
- 27 Explain the alignment of specific objectives, instructional plans, and assessment
- 28 Explain performance to learners and peer colleagues
- 29 Require self-assessment by learners

- 30 Modify instructional plans and strategies based on assessment results

IX. School/Society Relationships

- 1 Explain the relationship of school and society
- 2 Explain the role of education in society
- 3 Describe community characteristics and diversities
- 4 Explain the impact of environment and culture on teaching and learning (e.g., existence of substance abuse, the
- 5 nature of community environments, health and economic conditions)
- 6 Explain the impact of home culture on learning
- 7 Identify specialized school resources for supporting students
- 8 Identify community resources for supporting students
- 9 Explain governance of schools at local level
- 10 Analyze the role of advocacy in teaching/learning
- 11 Explain the mutual benefits of interdependence among people, agencies, and institutions
- 12 Exhibit a willingness to give and receive help
- 13 Utilize school and community resources for personal growth
- 14 Use in-school and out-of-school resources to support own learning
- 15 Advocate for self as a learner
- 16 Support learning through advocacy
- 17 Construct a teaching philosophy
- 18 Exhibit alertness to signs of difficulties in teaching/learning
- 19 Advocate for learners
- 20 Use in-school and out-of-school resources to support learners

X. Technology Skills

- 1 Describe the role of technology in the instructional process
- 2 Explain concepts and operations of technology systems
- 3 Explain social, legal, ethical, and cultural issues related to technology, including copyright, privacy, security, and
- 4 equitable access
- 5 Explain safety and health issues related to technology
- 6 Report research on teaching/learning with technology
- 7 Define standards for determining the credibility of information
- 8 Explain the transformation of the teacher's role with advancing technology
- 9 Analyze the importance of technology in education
- 10 Explain the benefits of technology to maximize in-class learning, out-of-class learning, collaboration, personal
- 11 pursuits, productivity, and higher order thinking skills
- 12 Analyze the role of change in education
- 13 Demonstrate openness to change
- 14 Use technology to support own learning processes
- 15 Use common input/output devices
- 16 Use common technology concepts and tools across applications to navigate, create files, open existing files,
- 17 cut/copy/paste, save, print and download, and install software
- 18 Demonstrate proper care of software and hardware
- 19 Solve routine hardware/software problems
- 20 Use technology systems, information, and services responsibly

- 21 Examine acceptable policies for use of technology in schools, including strategies for addressing threats to security
- 22 Advocate for legal/ethical behavior regarding the use of technology and information
- 23 Analyze advantages and disadvantages of widespread use and reliance on technology in teaching and in society
- 24 as a whole
- 25 Use arithmetic and algebraic calculators
- 26 Use word processing, spreadsheet, database, and paint and draw applications to support and enhance teaching
- 27 and learning
- 28 Use technology to enhance learning, productivity, and creativity
- 29 Use technology to communicate
- 30 Use technology to conduct research
- 31 Use technology to solve problems and make decisions
- 32 Demonstrate continual growth in skills with developing technologies
- 33 Use technology in the instructional process
- 34 Experience the use of technology in a specific content area
- 35 Analyze capabilities and limitations of current and developing technology resources with regard to teaching and
- 36 learning in specific content areas
- 37 Evaluate technology-based instructional materials
- 38 Choose from available systems, resources, and services those suitable for specific content learning and teaching
- 39 tasks
- 40 Identify technology resources available in a school
- 41 Advocate for equitable access to technology resources for all learners
- 42 Plan/design learning environments and experiences that are supported by technology
- 43 Incorporate technology-enhanced strategies into curriculum plans
- 44 Teach a lesson using technology
- 45 Explain technology-based assessment and evaluation strategies
- 46 Examine tools used to collect, analyze, interpret, represent, and communicate student performance data
- 47 Apply technology to assessment and evaluation
- 48 Identify opportunities for technology-based professional development for teachers
- 49 Use technology for continuous improvement in the practice of teaching

XI. Professional Development

- 1 Identify ways to continue to grow professionally
- 2 Report research and scholarship that can improve teaching
- 3 Identify professional development resources
- 4 Explain professional collaboration
- 5 Identify tools for reflective practice, including peer coaching and portfolios
- 6 Identify professional teacher organizations and their mission/goals
- 7 Demonstrate teacher characteristics that promote professional development
- 8 Exhibit curiosity
- 9 Exhibit cooperation
- 10 Demonstrate an experimental and problem-solving intellectual orientation
- 11 Think flexibly
- 12 Think systematically about the practice of teaching
- 13 Define teaching as a complex activity
- 14 Demonstrate ease in making multiple decisions in a short period of time

- 15 Explain the importance of self-directed learning
- 16 Explain the importance of lifelong learning
- 17 Define teaching as a profession
- 18 State the importance of the teaching profession
- 19 Express pride in teaching
- 20 Explain the importance of collaboration in teaching
- 21 Explain the importance of a code of ethics
- 22 Express a personal objective of continuous improvement
- 23 Develop a professional growth plan
- 24 Participate in student teaching-focused organization(s)
- 25 Take considered intellectual risks
- 26 Contribute as a member of a learning community
- 27 Participate in peer study groups
- 28 Seek outside-the-classroom learning experiences
- 29 Prepare a teaching/learning portfolio
- 30 Use research and assessment to improve teaching
- 31 Conduct/share classroom research
- 32 Examine one's own practice of teaching
- 33 Adapt instructional planning and strategies based on analysis of feedback from others
- 34 Examine the practice of other teaching professionals
- 35 Observe teaching behaviors of peers to offer constructive input
- 36 Analyze the impact of personal biases on teaching/learning
- 37 Adapt instructional planning and strategies based on written reflections of teaching experiences
- 38 Explain the use of data (e.g., research, school performance statistics) as the basis for developing or adapting teaching behaviors
- 39
- 40 Seek the advice of others about teaching
- 41 Work collaboratively on developing and improving teaching behaviors

**Career Paths for the Teaching Professions
ITAC/FY04 Pilot Portfolio Rubric Crosswalk**

ITAC	Portfolio Section/Domain	Scoring Component
Orientation to the Teaching Profession		
Explore teaching profession		
Define meaning of professional career	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Match the characteristics of profession to the practice of teaching	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Identify career opportunities for teachers	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Report current demographic information affecting the teaching profession (e.g., employment trends, salaries, student enrollment projections)	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Report educational teaching pathways (i.e, pre-school, elementary school, middle school, high school, special education, and career-technical education)	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Identify established codes of ethics for teachers	I Preparation for a Teaching Career	1.2 Evidencing responsibility/accountability 1.3 Planning for a teaching career
Outline the history and functions of labor unions in education	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Identify legal responsibilities and liabilities of teachers	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Identify health and safety issues in the school	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B5 Making the physical environment as safe and conducive to learning as possible
Identify local, state, and national public policy and educational goals	I Preparation for a Teaching Career	1.3 Planning for a teaching career

ITAC	Portfolio Section/Domain	Scoring Component
Determine knowledge and skills needed to work in the teaching profession		
Identify skills required for teaching	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Identify certification/licensure/entry-year requirements/options for teaching in Ohio and other states	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Demonstrate personal characteristics needed to work in the teaching profession		
Demonstrate an open-minded view of possible career options	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Self-assess the match between own personal characteristics/skills and the needed characteristics/skills of an effective teacher	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Prepare to work in the teaching profession		
Construct clear personal educational goals/objectives and plans for meeting those goals	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Prepare a personal career plan	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Research post-secondary options (e.g., program quality, financial considerations)	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Complete post-secondary applications	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Subject Matter Knowledge		
Demonstrate excellence in subject matter		
Demonstrate knowledge in one or more subjects	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Identify sources and methods for updating knowledge and skills	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Identify contributions of past and present leaders in a specific discipline	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Explain a specific discipline's place in the school-wide curriculum	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics

ITAC	Portfolio Section/Domain	Scoring Component
Explain how a specific discipline is connected to other disciplines in the school-wide curriculum	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Identify content standards and their source(s) for a specific discipline	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Explain the importance of reading skills for personal and social growth, and for the achievement of excellence in all subject matters	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Identify contributions of past and present literacy leaders	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Analyze the importance of subject matter knowledge and integrated learning		
Exhibit enthusiasm for a specific subject matter	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Define knowledge in a specific discipline as an evolving construct	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
State a commitment to continuous learning in a specific discipline	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Define reading and writing skills as essential for lifelong learning	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Demonstrate the personal development of language arts skills		
Employ effective techniques and strategies for the ongoing independent development of word identification, spelling skills, and vocabulary acquisition	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Vary reading rate according to the purpose and difficulty of material	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Draft, revise, and edit written work	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Demonstrate the personal development of subject-specific skills		
Engage in generating knowledge, testing hypotheses, and using methods of inquiry and standards of evidence for a specific discipline	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Use technology to engage in generating knowledge, testing hypotheses, and using methods of inquiry and standards of evidence for a specific discipline	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology

ITAC	Portfolio Section/Domain	Scoring Component
Explain concepts of learning (i.e., how learning occurs)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible
Explain concepts of language development and new language acquisition	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible
Define higher order thinking skills	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking
Define metacognition	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking

ITAC	Portfolio Section/Domain	Scoring Component
Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, ethnic, physical)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible
Define exceptional learning needs of students	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible
Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, giftedness)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible

ITAC	Portfolio Section/Domain	Scoring Component
Define inclusion giving examples of its application	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible
Identify services and resources to meet exceptional learning needs	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning III PRAXIS III DOMAIN B Creating an Environment for Student Learning V PRAXIS III DOMAIN D Teacher Professionalism	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson B4 Establishing and maintaining consistent standards of classroom behavior B5 Making the physical environment as safe and conducive to learning as possible D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Research sources of knowledge about community culture	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
Analyze teacher behaviors that facilitate the learning process		
Express belief in the worth of all human beings	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students

ITAC	Portfolio Section/Domain	Scoring Component
State a commitment to the self-confidence, competence, and self-worth of learners	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Interact freely and respectfully with individuals with diverse characteristics and talents	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Display sensitivity to cultural norms	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Identify a goal of equity rather than equal treatment for individuals	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B 1 Creating a climate that promotes fairness
Express the belief that all students can learn	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Define intelligence broadly and variably to include multiple factors, including culture	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Define higher order thinking as a hallmark of learning	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking
State a commitment to individual excellence and high performance standards from learners	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Explain that individuals learn at different paces even when exposed to the same educational experiences	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Demonstrate respect for the diverse interests of students (e.g., classic literature, automobiles, family, politics)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Welcome all students into learning environments	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Demonstrate the personal development of learning skills		

ITAC	Portfolio Section/Domain	Scoring Component
Demonstrate metacognition, including its application to reading, writing, listening, and speaking	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Describe own learning style	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Demonstrate teaching skills that promote learning		
Demonstrate thorough, equitable, and insightful observation skills	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
Encourage metacognition in learners, including its application to reading, writing, listening, and speaking	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Encourage learners to reflect on prior knowledge linking it to new learning	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A3 Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
Encourage self-confidence, self-respect, competence, and self-worth in learners	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Encourage learner responsibility for own learning	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Treat learners equitably	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B 1 Creating a climate that promotes fairness
Explain how individual differences impact learning	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Foster a learning environment in which individual differences are recognized	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students

ITAC	Portfolio Section/Domain	Scoring Component
Adapt instructional design to meet diverse needs of learners (e.g., approaches, time, circumstances for work, tasks assigned, communication, response modes)	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Adapt the physical learning environment to meet diverse needs of learners	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B5 Making the physical environment as safe and conducive to learning as possible
Incorporate community culture and resources into instruction	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Link expected outcomes to instructional design adaptation	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Foster out-of-class learning	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Communication Skills		
Analyze communications		
Explain the role of language and communication in learning	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Explain the interrelationships among reading, writing, listening, speaking, viewing, and visual representation	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Explain concepts of communication in complex social settings	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students B4 Establishing and maintaining consistent standards of classroom behavior

ITAC	Portfolio Section/Domain	Scoring Component
Explain methods for assessing communication	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students B4 Establishing and maintaining consistent standards of classroom behavior
Evaluate the importance of communication		
Explain why language is powerful	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students B4 Establishing and maintaining consistent standards of classroom behavior
State the importance of verbal, non-verbal, and written communication	IV PRAXIS III DOMAIN C Teaching for Student Learning	C1 Making learning goals and instructional procedures clear to students
Express a belief that there are varied ways to communicate effectively	IV PRAXIS III DOMAIN C Teaching for Student Learning	C1 Making learning goals and instructional procedures clear to students
Demonstrate effective personal communication skills		
Use effective verbal and non-verbal communication	IV PRAXIS III DOMAIN C Teaching for Student Learning	C1 Making learning goals and instructional procedures clear to students
Use effective written communication	IV PRAXIS III DOMAIN C Teaching for Student Learning	C1 Making learning goals and instructional procedures clear to students
Use effective technological communication (e.g., e-mail, authoring, collaborative writing, video conferencing, publication, facsimile, Internet)	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use cultural and gender sensitivity in communication	III PRAXIS III DOMAIN B Creating an Environment for Student Learning IV PRAXIS III DOMAIN C Teaching for Student Learning	B2 Establishing and maintaining rapport with students C1 Making learning goals and instructional procedures clear to students
Demonstrate effective communication skills in teaching		
Give clear directions	IV PRAXIS III DOMAIN C Teaching for Student Learning	C1 Making learning goals and instructional procedures clear to students
Use suitable vocabulary for the subject matter	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students
Support written, oral, and media communication by learners	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Support literacy learning opportunities for learners (i.e., as readers, writers, thinkers, reactors, and responders)	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student

ITAC	Portfolio Section/Domain	Scoring Component
Foster cultural and gender sensitivity in communication among learners	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students B4 Establishing and maintaining consistent standards of classroom behavior
Use a variety of media communication tools, including educational technology	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology 6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Describe effective communication with parents/guardians (e.g., parent/teacher conferences, written communications, telephone conferences, off-site visits)	V PRAXIS III DOMAIN D Teacher Professionalism	D4 Communicating with parents or guardians about student learning
Planning Instruction		
Analyze components of instructional planning		
Define the concepts of vision, mission, goal, and objective giving examples of each	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students
Differentiate between content, process, and disposition	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students
Identify available curricular resources, including ways the community can serve as an educational resource	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Explain that goals, instruction, and assessment should be aligned	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain the rationale for instructional planning		

ITAC	Portfolio Section/Domain	Scoring Component
Explain that means and ends are related	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain that teaching actions have consequences	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy
Explain the importance of long-term and short-term planning	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students
Explain that multiple ways exist to meet goals	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Define instructional planning as a collegial activity	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Explain the importance of integrated curriculum	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students
Explain the importance of flexibility when effecting instructional plans in the classroom	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Demonstrate teacher planning to meet instructional goals		
State clear long- and short-term educational goals and objectives for learners	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students
Plan ways to aid learners in meeting goals and objectives	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson

ITAC	Portfolio Section/Domain	Scoring Component
Prepare long-term and short-term instructional plans	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain the alignment of specific goals, instructional plans, and assessment	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Evaluate resources and curricular materials	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Plan learning experiences	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Adapt instructional plans based on the progress and motivation of learners	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Adapts instructional plans based on unexpected events	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Teaching Strategies		

ITAC	Portfolio Section/Domain	Scoring Component
Explain concepts for developing effective instructional strategies		
Define the concepts that form a problem-solving model(s)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Define critical thinking, giving examples	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Define inductive and deductive thinking, giving teaching/learning examples of each	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Analyze the concept of critical reflection	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Identify a variety of general instructional techniques and strategies explaining the appropriate use of each	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Identify a variety of specialized, subject-matter related techniques and strategies for conveying/revealing specific subject matter	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Explain the concept of character education	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Analyze characteristics, skills, and resources necessary for effective teaching		
Exhibit creativity and imagination	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson

ITAC	Portfolio Section/Domain	Scoring Component
Exhibit flexibility	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Explain the importance of self-sufficiency and independent problem solving for learners	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking
Explain the importance of skill mastery	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A2 Articulating clear learning goals for the lessons that are appropriate for the students
Explain the importance of critical thinking	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking
Explain the importance of educational technology	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Explain the importance of intellectual risk-taking	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking
Define the community as a teaching laboratory	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Demonstrate thinking skills necessary for effective teaching		
Demonstrate use of problem-solving skills	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students C3 Encouraging students to extend their thinking
Demonstrate critical thinking	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students C3 Encouraging students to extend their thinking
Demonstrate use of reasoning skills that include taking multiple perspectives	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students C3 Encouraging students to extend their thinking
Utilize teaching strategies		
Plan instructional strategies to meet goals and objectives	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Use multiple ways to make knowledge accessible to learners	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students
Use a variety of instructional strategies	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students

ITAC	Portfolio Section/Domain	Scoring Component
Integrate character education concepts into instructional strategies	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Use appropriate human and instructional technology	IV PRAXIS III DOMAIN C Teaching for Student Learning VI Instructional Technology	C2 Making content comprehensible to students 6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Use appropriate teaching aids	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students
Use appropriate nonverbal behavior (e.g., gestures, walking, eye contact)	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students
Adjust instructional strategies based on learner feedback	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Provide feedback to learners	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Improvise teaching behavior in unexpected situations	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Learning Environment		
Describe effective learning environments		
Explain the role of peers in a learning climate	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Identify cultural mores, values, and traditions that guide personal conduct	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Explain ways that environment and culture influence behavior	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior

ITAC	Portfolio Section/Domain	Scoring Component
Explain concepts of classroom management	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Explain concepts of conflict resolution	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Demonstrate teacher characteristics that promote a learning environment		
Exhibit positive teaching characteristics (i.e., warmth, caring, friendliness, openness, compassion, tolerance, honesty, fairness, enthusiasm, cheerfulness)	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Exhibit appropriate use of humor	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Exhibit a sense of responsibility for the learning climate	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy
Explain that a teacher is a role model	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy
Express a commitment to the total well-being of students	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Express a commitment to democratic principles	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness
Avoid exhibiting prejudice and favoritism	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness
Exhibit comfort in using and following authority	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
State the importance of trusting others	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness
Express respect for the rights of others	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness

ITAC	Portfolio Section/Domain	Scoring Component
Express respect for privacy and confidentiality	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness
Define self-motivation as essential for lifelong growth and learning	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Explain that individuals respond to different motivational strategies	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
State the importance of peers learning from peers	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
Explain that all aspects of the learner's experience are important to teaching/learning	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
Develop personal skills that promote an effective learning environment		
Participate in conflict resolution processes	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Read/write independently for information, pleasure, and personal growth	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	1.1 Evidencing knowledge and skills in core academics
Participate in a community of learners	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Manage an effective learning environment		
Establish a respectful learning environment	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B2 Establishing and maintaining rapport with students
Treat others equitably (e.g., behavior expectations, learning opportunities, performance standards)	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness

ITAC	Portfolio Section/Domain	Scoring Component
Allocate resources of time, space, and attention so they are available to all students	III PRAXIS III DOMAIN B Creating an Environment for Student Learning IV PRAXIS III DOMAIN C Teaching for Student Learning	B1 Creating a climate that promotes fairness C5 Using instructional time effectively
Foster a learning environment free of harassment, favoritism, and prejudice	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B1 Creating a climate that promotes fairness
Use a range of discipline and management techniques	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Post appropriate behavior expectations	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Maintain composure under stress	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Exhibit appropriate reactions in difficult situations	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B4 Establishing and maintaining consistent standards of classroom behavior
Foster the self-expression of learners	IV PRAXIS III DOMAIN C Teaching for Student Learning	C3 Encouraging students to extend their thinking
Foster active inquiry, collaboration, and supportive interaction among individuals and groups	IV PRAXIS III DOMAIN C Teaching for Student Learning	C2 Making content comprehensible to students
Foster learner interest and growth in all aspects of literacy	III PRAXIS III DOMAIN B Creating an Environment for Student Learning	B3 Communicating challenging learning expectations to each student
Assessing Teaching and Learning		
Describe assessment as part of the learning process		
Explain how objectives, instruction, and assessment should be aligned	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Define the purpose of assessment	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

ITAC	Portfolio Section/Domain	Scoring Component
Explain concepts of measurement	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Identify a variety of formal and informal methods of measurement	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain the role of statistical concepts in measurement	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain advantages and disadvantages of standardized tests	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Describe the use of a portfolio for assessment	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Define the PRAXIS four domains of teaching (i.e., organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, and teacher professionalism)	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Explain the importance of sharing performance information with parents/guardians, learners, and colleagues	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Explain the importance of maintaining thorough, organized, accurate records of learner assignments and learner progress	I Preparation for a Teaching Career	1.2 Evidencing responsibility/ accountability
Analyze assessment as part of the learning process		
Define learning as an individual pursuit rather than a class outcome	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Define assessment as a means for improvement of instruction and learning	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain the importance of multiple measures (e.g., longitudinal, summative, formative, rubrics, authentic assessment, external audiences)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Assess personal growth		

ITAC	Portfolio Section/Domain	Scoring Component
Self-assess personal learning progress	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Analyze a personal teaching/learning portfolio	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Use assessment to foster learning		
Create rubric for scoring	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Select assessment tools matched to the purpose and timing of the assessment	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Explain the alignment of specific objectives, instructional plans, and assessment	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
Modify instructional plans and strategies based on assessment results	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Use rubric for scoring	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Use a variety of formal and informal assessment techniques	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
Explain performance to learners and peer colleagues	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands

ITAC	Portfolio Section/Domain	Scoring Component
Require self-assessment by learners	IV PRAXIS III DOMAIN C Teaching for Student Learning	C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
School/Society Relationships		
Explain the relationship of school and society		
Explain the role of education in society	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Describe community characteristics and diversities	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
Explain the impact of environment and culture on teaching and learning (e.g., existence of substance abuse, the nature of community environments, health and economic conditions)	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
Explain the impact of home culture on learning	II PRAXIS III DOMAIN A Organizing Content Knowledge for Student Learning	A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
Identify specialized school resources for supporting students	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Identify community resources for supporting students	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Explain governance of schools at local level	I Preparation for a Teaching Career	1.2 Evidencing responsibility/accountability
Analyze the role of advocacy in teaching/learning		
Explain the mutual benefits of interdependence among people, agencies, and institutions	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Exhibit a willingness to give and receive help	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Utilize school and community resources for personal growth		

ITAC	Portfolio Section/Domain	Scoring Component
Use in-school and out-of-school resources to support own learning	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Advocate for self as a learner	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy
Support learning through advocacy		
Construct a teaching philosophy	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Exhibit alertness to signs of difficulties in teaching/learning	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy
Advocate for learners	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy
Use in-school and out-of-school resources to support learners	V PRAXIS III DOMAIN D Teacher Professionalism	D2 Demonstrating a sense of efficacy D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Technology Skills		
Describe the role of technology in the instructional process		
Explain concepts and operations of technology systems	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Explain social, legal, ethical, and cultural issues related to technology, including copyright, privacy, security, and equitable access	VI Instructional Technology	3.2 Demonstrating an understanding of the role of technology in the instructional process
Explain safety and health issues related to technology	III PRAXIS III DOMAIN B Creating an Environment for Student Learning VI Instructional Technology	B5 Making the physical environment as safe and conducive to learning as possible 6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Report research on teaching/learning with technology	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Define standards for determining the credibility of information	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Explain the transformation of the teacher's role with advancing technology	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Analyze the importance of technology in education		
Explain the benefits of technology to maximize in-class learning, out-of-class learning, collaboration, personal pursuits, productivity, and higher order thinking skills	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process

ITAC	Portfolio Section/Domain	Scoring Component
Analyze the role of change in education	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Demonstrate openness to change	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Use technology to support own learning processes		
Use common input/output devices	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use common technology concepts and tools across applications to navigate, create files, open existing files, cut/copy/paste, save, print and download, and install software	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Demonstrate proper care of software and hardware	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Solve routine hardware/software problems	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use technology systems, information, and services responsibly	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Examine acceptable policies for use of technology in schools, including strategies for addressing threats to security	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Advocate for legal/ethical behavior regarding the use of technology and information	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Analyze advantages and disadvantages of widespread use and reliance on technology in teaching and in society as a whole	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Use arithmetic and algebraic calculators	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use word processing, spreadsheet, database, and paint and draw applications to support and enhance teaching and learning	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use technology to enhance learning, productivity, and creativity	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use technology to communicate	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use technology to conduct research	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology

ITAC	Portfolio Section/Domain	Scoring Component
Use technology to solve problems and make decisions	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Demonstrate continual growth in skills with developing technologies	VI Instructional Technology	6.1 Evidencing personal knowledge and skills in technology
Use technology in the instructional process		
Experience the use of technology in a specific content area	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Analyze capabilities and limitations of current and developing technology resources with regard to teaching and learning in specific content areas	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Evaluate technology-based instructional materials	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Choose from available technology systems, resources, and services those suitable for specific content learning and teaching tasks	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Identify technology resources available in a school	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Advocate for equitable access to technology resources for all learners		6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Plan/design learning environments and experiences that are supported by technology	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Incorporate technology-enhanced strategies into curriculum plans	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Teach a lesson using technology	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Explain technology-based assessment and evaluation strategies	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Examine tools used to collect, analyze, interpret, represent, and communicate student performance data	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Apply technology to assessment and evaluation	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Identify opportunities for technology-based professional development for teachers	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Use technology for continuous improvement in the practice of teaching	VI Instructional Technology	6.2 Demonstrating an understanding of the role and use of technology in the instructional process
Professional Development		

ITAC	Portfolio Section/Domain	Scoring Component
Identify ways to continue to grow professionally		
Report research and scholarship that can improve teaching	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Identify professional development resources	VPRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Explain professional collaboration	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Identify tools for reflective practice, including peer coaching and portfolios	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Identify professional teacher organizations and their mission/goals	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Demonstrate teacher characteristics that promote professional development		
Exhibit curiosity	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Exhibit cooperation	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Demonstrate an experimental and problem-solving intellectual orientation	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Think flexibly	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Think systematically about the practice of teaching	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Define teaching as a complex activity	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Demonstrate ease in making multiple decisions in a short period of time	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Explain the importance of self-directed learning	I Preparation for a Teaching Career	1.3 Planning for a teaching career
State the importance of lifelong learning	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Define teaching as a profession	I Preparation for a Teaching Career	1.3 Planning for a teaching career
State the importance of the teaching profession	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Express pride in teaching	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Explain the importance of collaboration in teaching	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Explain the importance of a code of ethics	I Preparation for a Teaching Career	1.3 Planning for a teaching career

ITAC	Portfolio Section/Domain	Scoring Component
Express a personal objective of continuous improvement	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Develop a professional growth plan		
Participate in student teaching-focused organization(s)	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Take considered intellectual risks	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Contribute as a member of a learning community	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Participate in peer study groups	V PRAXIS III DOMAIN D Teacher Professionalism	D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Seek outside-the-classroom learning experiences	I Preparation for a Teaching Career	1.1 Evidencing knowledge and skills in core academics
Prepare a teaching/learning portfolio	I Preparation for a Teaching Career	1.3 Planning for a teaching career
Use research and assessment to improve teaching		
Conduct/share classroom research	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Examine one's own practice of teaching	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Adapt instructional planning and strategies based on analysis of feedback from others	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Examine the practice of other teaching professionals	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Observe teaching behaviors of peers to offer constructive input	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Analyze the impact of personal biases on teaching/learning	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Adapt instructional planning and strategies based on written reflections of teaching experiences	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met
Explain the use of data (e.g., research, school performance statistics) as the basis for developing or adapting teaching behaviors	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met

ITAC	Portfolio Section/Domain	Scoring Component
Seek the advice of others about teaching	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
Work collaboratively on developing and improving teaching behaviors	V PRAXIS III DOMAIN D Teacher Professionalism	D1 Reflecting on the extent to which the learning goals were met D3 Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

Technology Standards

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies