

REGULATIONS AND STANDARDS FOR KANSAS EDUCATORS

2015-2016

Teacher Licensure and
Accreditation

Kansas State
Department of
Education

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FOREWORD

This document combines regulations for licensure with those for accrediting and approving teacher preparation programs. In Kansas, the ultimate purpose of program approval is to guarantee that all graduates meet minimum teaching qualifications as established by the State Board of Education. Under the approved program approach to licensure, an accredited teacher education institution submits its program for approval to the State Board of Education which is the approving agency as authorized by Article 6, Section 2(a) of the Kansas Constitution. Once the program is approved, the graduates of the program are eligible to be licensed to teach in Kansas elementary, middle or secondary schools, provided the applicant meets the requirements established by these regulations.

This handbook is provided as a service to the education personnel of Kansas. It is intended to give direction to those who are in charge of teacher education programs and those who employ the program graduates to educate the children and youth of our state.

Kansas State Department of Education

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For additional information on Teacher Licensure and Accreditation
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LICENSURE REGULATIONS

This section contains the regulations that establish the framework for licensure, including the types of licenses, levels of licensure, endorsement areas, requirements for each type of license and renewal requirements.

91-1-200. Definition of terms.

- (a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.
- (b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.
- (c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.
- (e) "Approved program" means a teacher education program approved by the state board for content and pedagogy.
- (f) "Content assessment" means an assessment designated by the state board to measure subject matter knowledge for an endorsement.
- (g) "Deficiency plan" means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject. The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.
- (h) "Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.
- (i) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by K.A.R. 91-31- 34(b).
- (j) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.
- (k) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.
- (l) "Exchange license" means a two-year license issued under the exchange license agreement.
- (m) "Initial license" means the first license that an individual holds to begin practice while preparing for the professional license.
- (n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.
- (o) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.
- (p) "Licensure" means the granting of access to practice teaching, administration, or school services in Kansas public schools.
- (q) "Local education agency " and "LEA" mean any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and school institution.
- (r) "Mentor" means a teacher or administrator who holds a professional license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.
- (s) "Official transcript" means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.
- (t) "One year of teaching experience" means accredited experience that constitutes one-half time or more in one school year, while under contract.
- (u) "Pedagogical assessment" means an assessment designated by the state board to measure teaching knowledge.
- (v) "Performance assessment" means an assessment designated by the state board to measure an individual's ability to implement the knowledge and skills of a teacher, administrator, or school services provider.
- (w) "Prekindergarten" means a program for children three and four years old.
- (x) "Professional license" means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

- (y) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.
- (z) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.
- (aa) "Recent credit or recent experience" means credit or experience earned during the six-year period immediately preceding the filing of an application.
- (bb) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.
- (cc) "Standard," when used to describe a license, means that the license is current, unrestricted, nonprobationary, nonprovisional, nonsubstitute, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.
- (dd) "Standards board" means the teaching and school administration professional standards advisory board.
- (ee) "State board" means state board of education.
- (ff) "STEM license" means a license that allows an individual to teach only an approved subject in a hiring LEA, as specified in K.A.R. 91-1-203 (m).
- (gg) "Subject" means a specific teaching area within a general instructional field.
- (hh) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).
- (ii) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.
- (jj) "Transitional license" means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or renewal requirements to qualify for an initial or professional license.
- (kk) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.
- (ll) "Visiting scholar teaching license" means a license that allows an individual who has documented exceptional talent or outstanding distinction in a particular subject area to practice on a temporary, limited basis.
(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)

91-1-201. Type of licensure.

- (a) The following types of licenses shall be issued by the state board:
 - (1) Accomplished teaching license;
 - (2) initial licenses, including the following:
 - (A) Initial school leadership license;
 - (B) initial school specialist license; and
 - (C) initial teaching license;
 - (3) emergency substitute teaching license;
 - (4) exchange school specialist license;
 - (5) exchange teaching license;
 - (6) foreign exchange teaching license;
 - (7) interim alternative license;
 - (8) professional licenses, including the following:
 - (A) Professional school leadership license;
 - (B) professional school specialist license; and
 - (C) professional teaching license;
 - (9) provisional school specialist endorsement license;
 - (10) provisional teaching endorsement license;
 - (11) restricted school specialist license;
 - (12) restricted teaching license;
 - (13) STEM license;

- (14) substitute teaching license;
 - (15) transitional license; and
 - (16) visiting scholar teaching license.
- (b) (1) Each initial license shall be valid for two years from the date of issuance.
- (2) An initial teaching license may be issued for one or more of the following levels:
- (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (3) Each initial school leadership license shall be issued for all levels.
- (4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.
- (c) (1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.
- (2) A professional teaching license may be issued for one or more of the following levels:
- (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (3) Each professional school leadership license shall be issued for all levels.
- (4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.
- (d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.
- (2) An accomplished teaching license may be issued for one or more of the following levels:
- (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.
- (f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.
- (g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.
- (h) (1) Each exchange license shall be valid for two years from the date of issuance.
- (2) An exchange teaching license may be issued for one or more of the following levels:
- (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (3) Each exchange school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.
- (i) Each foreign exchange teaching license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.

- (j) (1) Each restricted teaching license shall be valid for the school year in which the license is issued. Any restricted teaching license may be reissued for two additional consecutive school years if progress reports are submitted as required in K.A.R. 91-1-203 (h)(2).
- (2) A restricted teaching license may be issued for one or more of the following levels:
 - (A) Late childhood through early adolescence (grades 5 through 8);
 - (B) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (k) (1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.
- (2) Each restricted school specialist license shall be issued for all levels.
- (l) (1) Each transitional license shall be valid for the school year in which the license is issued.
- (2) Each transitional license shall be nonrenewable.
- (3) A transitional license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (m) (1) Each interim alternative license shall be valid for one year from the date of issuance.
- (2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or professional license. Each interim alternative license shall be nonrenewable after two years.
- (3) An interim alternative license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (n) (1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.
- (2) A provisional teaching endorsement license may be issued for one or more of the following levels:
 - (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
 - (B) early childhood through late childhood (kindergarten through grade 6);
 - (C) late childhood through early adolescence (grades 5 through 8);
 - (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (o) (1) Each provisional school specialist license shall be valid for two years from the date of issuance.
- (2) A provisional school specialist endorsement license shall be issued for all levels.
- (p) (1) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.
- (2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued.
- (q) (1) Each STEM license shall be valid only through June 30 of the school year for which the license is issued.
- (2) Each STEM license shall be valid for grades 8 through 12. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 25, 2006; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)*

91-1-202. Endorsements.

- (a) Each license issued by the state board shall include one or more endorsements.

- (b) Endorsements available for teaching at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:
 - (1) Early childhood;
 - (2) early childhood unified;
 - (3) deaf or hard-of-hearing;
 - (4) visually impaired; and
 - (5) school psychologist.
- (c) Endorsements available for teaching at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:
 - (1) Elementary education;
 - (2) elementary education, unified;
 - (3) English for speakers of other languages (ESOL);
 - (4) gifted;
 - (5) high-incidence special education; and
 - (6) low-incidence special education.
- (d) Endorsements available for teaching at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:
 - (1) English for speakers of other languages (ESOL);
 - (2) English language arts;
 - (3) gifted;
 - (4) high-incidence special education;
 - (5) history, government, and social studies;
 - (6) low-incidence special education;
 - (7) mathematics; and
 - (8) science.
- (e) Endorsements available for teaching at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:
 - (1) Agriculture;
 - (2) biology;
 - (3) business;
 - (4) chemistry;
 - (5) communication technology;
 - (6) earth and space science;
 - (7) English for speakers of other languages (ESOL);
 - (8) English language arts;
 - (9) family and consumer science;
 - (10) gifted;
 - (11) high-incidence special education;
 - (12) history, government, and social studies;
 - (13) journalism;
 - (14) low-incidence special education;
 - (15) mathematics;
 - (16) physics;
 - (17) power, energy, and transportation technology;
 - (18) production technology;
 - (19) psychology;
 - (20) speech and theatre;
 - (21) special education generalist, high-incidence; and
 - (22) technology education.
- (f) Endorsements available for teaching at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:
 - (1) Art;
 - (2) deaf or hard-of-hearing;
 - (3) English for speakers of other languages (ESOL);
 - (4) foreign language;

- (5) gifted;
 - (6) health;
 - (7) high-incidence special education;
 - (8) instrumental music;
 - (9) low-incidence special education;
 - (10) music;
 - (11) physical education;
 - (12) visually impaired; and
 - (13) vocal music.
- (g) Endorsements available for school leadership at all levels shall be as follows:
- (1) Building leadership; and
 - (2) district leadership.
- (h) Endorsements available for school specialist fields at all levels shall be as follows:
- (1) Library media specialist;
 - (2) reading specialist;
 - (3) school counselor;
 - (4) school psychologist; and
 - (5) teacher leader.
- (i) Endorsements available for the foreign exchange teaching license shall be issued in the content area and valid only for the local education agency approved by the commissioner.
- (j) Endorsements available for the restricted teaching license shall be issued in the content area and valid only for the local education agency approved by the state board.
- (k) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:
- (1) English for speakers of other languages (ESOL);
 - (2) gifted;
 - (3) high-incidence special education; and
 - (4) low-incidence special education.
- (l) Endorsements available for the provisional teaching endorsement license at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:
- (1) Early childhood; and
 - (2) early childhood unified.
- (m) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:
- (1) English for speakers of other languages (ESOL);
 - (2) English language arts;
 - (3) gifted;
 - (4) high-incidence special education;
 - (5) history, government, and social studies;
 - (6) low-incidence special education;
 - (7) mathematics; and
 - (8) science.
- (n) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:
- (1) Agriculture;
 - (2) biology;
 - (3) business;
 - (4) chemistry;
 - (5) communication technology;
 - (6) earth and space science;
 - (7) English for speakers of other languages (ESOL);
 - (8) English language arts;
 - (9) family and consumer science;
 - (10) gifted;
 - (11) high-incidence special education;

- (12) journalism;
 - (13) low-incidence special education;
 - (14) mathematics;
 - (15) physics;
 - (16) power, energy, and transportation technology;
 - (17) production technology;
 - (18) psychology;
 - (19) speech and theatre;
 - (20) technology education; and
 - (21) history, government, and social studies.
- (o) Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:
- (1) Art;
 - (2) deaf or hard-of-hearing;
 - (3) English for speakers of other languages (ESOL);
 - (4) foreign language;
 - (5) gifted;
 - (6) health;
 - (7) high-incidence special education;
 - (8) instrumental music;
 - (9) low-incidence special education;
 - (10) music;
 - (11) physical education;
 - (12) visually impaired; and
 - (13) vocal music.
- (p) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:
- (1) Library media specialist;
 - (2) reading specialist; and
 - (3) school counselor.
- (q) Each applicant for a license with a low-incidence or high-incidence special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:
- (1) A state-approved program to teach general education students; or
 - (2) a professional education component that allows students to acquire competency in the following:
 - (A) The learner and learning: learner development, learning differences, and learning environments;
 - (B) content: content knowledge and application of content;
 - (C) instructional practice: assessment, planning for instruction, and instructional strategies;
 - (D) professional responsibility: professional learning and ethical practice, leadership, and collaboration; and
 - (E) the ability to apply the acquired knowledge to teach general education students. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10, 2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)*

91-1-203. Licensure requirements.

- (a) Initial licenses.
- (1) Each applicant for an initial teaching license shall submit to the state board the following:
- (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;
 - (C) verification of successful completion of a pedagogical assessment as determined by the state board;
 - (D) verification of successful completion of an endorsement content assessment as determined by the state board;

- (E) verification of eight semester hours of recent credit;
 - (F) an application for an initial license; and
 - (G) the licensure fee.
- (2) Each applicant for an initial school leadership license shall submit to the state board the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
 - (C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership program;
 - (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate leadership program coursework;
 - (E) verification of successful completion of a school leadership assessment as determined by the state board;
 - (F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (G) an application for an initial school leadership license;
 - (H) the licensure fee; and
 - (I) verification of five years of experience in a state-accredited school while holding a standard teaching or school specialist license and having achieved the professional-level license, a professional clinical license, or a full technical certificate.
- (3) Each applicant for an initial school specialist license shall submit to the state board the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;
 - (C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
 - (E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;
 - (F) if application is made for a school counselor endorsement, one of the following:
 - (i) A currently valid professional teaching license; or
 - (ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);
 - (G) verification of successful completion of a school specialist assessment as determined by the state board;
 - (H) an application for an initial school specialist license; and
 - (I) the licensure fee.
- (b) Professional licenses.
- (1) Each applicant for an initial professional teaching license shall submit to the state board the following:
- (A) Verification of successful completion of the teaching performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional teacher license; and
 - (D) the licensure fee.
- (2) Each applicant for an initial professional school leadership license shall submit to the state board the following:
- (A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional school leadership license; and

- (D) the licensure fee.
- (3) Each applicant for an initial professional school specialist license shall submit to the state board the following:
- (A) (i) Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license; or
 - (ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;
 - (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (C) an application for professional school specialist license; and
 - (D) the licensure fee.
- (4) Each applicant for an initial professional school specialist license with endorsement for teacher leader shall submit to the state board the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) (i) Verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; or
 - (ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;
 - (C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (D) verification of at least five years of accredited experience as a teacher, as a library media specialist or reading specialist, or as a school counselor meeting the requirements of paragraph (a)(3)(F)(i);
 - (E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate teacher leader program coursework;
 - (F) verification of a currently valid professional teaching license;
 - (G) an application for an initial professional school specialist license for teacher leader; and
 - (H) the licensure fee.
- Paragraphs (b)(4)(B)(i) and (ii) shall remain in effect only through July 1, 2016.
- (5) When required by this subsection, the performance assessment for teaching and school specialist licenses shall be completion of at least a year-long approved mentoring program based on model mentoring program guidelines and chosen by the local education agency. The performance assessment for school leadership licenses shall be completion of at least a year-long approved mentoring program chosen by the local education agency and based on guidelines developed by a research-based leadership institute.
- (c) Accomplished teaching licenses. Each applicant for an initial accomplished teaching license shall submit to the state board the following:
- (1) Verification of achieving national board certification issued by the national board for professional teaching standards;
 - (2) verification of a currently valid Kansas professional teaching license;
 - (3) an application for an accomplished teaching license; and
 - (4) the licensure fee.
- (d) Substitute teaching license. Each applicant for an initial substitute teaching license shall submit to the state board the following:
- (1) An official transcript from an accredited institution verifying the granting of a bachelor's degree;
 - (2) verification from an accredited institution of completion of an approved teacher education program;
 - (3) an application for substitute teaching license; and
 - (4) the licensure fee.

- (e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:
 - (1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;
 - (2) an application for emergency substitute teaching license; and
 - (3) the licensure fee.
- (f) Visiting scholar teaching license.
 - (1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:
 - (A) An application for a visiting scholar teaching license and the appropriate fee;
 - (B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; and
 - (C) documentation of exceptional talent or outstanding distinction in one or more subjects or fields.
 - (2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:
 - (A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.
 - (B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this license should be issued to the applicant.
 - (3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.
- (g) Foreign exchange teaching license.
 - (1) Each applicant for a foreign exchange teaching license shall submit to the state board the following:
 - (A) An application for a foreign exchange teaching license and the appropriate fee;
 - (B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;
 - (C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; and
 - (D) verification of the applicant's participation in the foreign exchange teaching program.
 - (2) The foreign exchange teaching license may be renewed for a maximum of two additional school years if the licensee continues to participate in the foreign exchange teaching program.
- (h) Restricted teaching license.
 - (1) Each applicant for a restricted teaching license shall submit to the state board the following:
 - (A) An application for a restricted teaching license and the appropriate fee;
 - (B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;
 - (C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;
 - (D) verification that the applicant has attained a passing score on the content assessment required by the state board of education;
 - (E) verification that the local education agency will employ the applicant if the license is issued;
 - (F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;
 - (G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;
 - (H) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted license is sought;
 - (ii) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;

- (iii) the program provided to the applicant will meet the institution's approved professional education standards; and
 - (iv) the institution will provide the applicant with onsite support at the employing local education agency, including supervision of the applicant's teaching experience; and
 - (I) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.
 - (2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall verify the following:
 - (A) The applicant's contract will be renewed.
 - (B) The local education agency will continue to assign an experienced mentor teacher to the applicant.
 - (C) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure.
 - (D) The institution will continue to support the applicant, on-site, as necessary.
 - (E) The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.
 - (3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2) shall no longer be eligible to hold a restricted teaching license.
- (i) Restricted school specialist license.
- (1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:
 - (A) An application for a restricted school specialist license and the appropriate fee;
 - (B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;
 - (C) verification of at least three years of full-time professional counseling or librarian experience;
 - (D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework; and
 - (E) documentation that the following conditions are met:
 - (i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;
 - (ii) the local education agency will employ the applicant if the license is issued;
 - (iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;
 - (iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;
 - (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; and
 - (vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and
 - (F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;
 - (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
 - (iii) the program provided to the applicant will meet the institution's approved professional education standards;
 - (iv) the institution will provide the applicant with on-site support; and
 - (v) the institution has collaborated with the employing local education agency concerning the applicant's program.
 - (2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:

- (A) Verification that the applicant has attained passing scores on the content assessment required by the state board by the end of the first year;
 - (B) verification from the chief administrative officer of the employing local education agency attesting to the following:
 - (i) The applicant's contract will be renewed; and
 - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
 - (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
 - (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and
 - (ii) the institution will continue to support the applicant, on-site, as necessary; and
 - (D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.
- (3) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.
- (j) Transitional license.
- (1) Each applicant for a transitional license shall submit to the state board the following:
 - (A) Verification of meeting the requirements for an initial or professional license as provided in K.A.R. 91-1-203(a) or (b) or K.A.R. 91-1-204(c), except for recent credit or recent experience; or
 - (B) verification of having previously held an initial or professional Kansas license or certificate that has been expired for six months or longer;
 - (C) an application for a transitional license; and
 - (D) the licensure fee.
 - (2) Any person who holds a transitional license issued under paragraph (j)(1)(A) may upgrade that license to an initial or professional license by submitting to the state board the following:
 - (A) Verification of accredited experience during the term of the transitional license; or
 - (B) (i) Verification of having successfully completed eight hours of recent credit; or
 - (ii) verification of meeting the requirements in K.A.R. 91-1-205(b)(3)(C), if the person meets the requirements of K.A.R. 91-1-206 and K.A.R. 91-1-215 through 91-1-219.
 - (3) Any person who holds a transitional license issued under paragraph (j)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements in K.A.R. 91-1-205(a)(2) or (b).
- (k) Provisional teaching endorsement license.
- (1) Each applicant shall hold a currently valid initial or professional license at any level and shall submit to the state board the following:
 - (A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;
 - (B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;
 - (C) verification of employment and assignment to teach in the provisional endorsement area;
 - (D) an application for a provisional endorsement teaching license; and
 - (E) the licensure fee.
 - (2) Each applicant for a provisional teaching endorsement license for high-incidence special education, low-incidence special education, deaf or hard of hearing, gifted special education, or visually impaired shall hold a currently valid initial or professional license and shall submit to the state board the following:
 - (A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;
 - (B) a deficiency plan to complete the approved program requirements for the licensing officer of a teacher education institution;
 - (C) verification of employment and the assignment to teach in the provisional endorsement area;
 - (D) an application for a provisional endorsement teaching license; and

- (E) the licensure fee.
- (1) Provisional school specialist endorsement license. Each applicant shall hold a currently valid professional license as described in K.A.R. 91-1-201 (a)(8) and shall submit to the state board the following:
 - (1) Verification of completion of 50 percent of an approved school specialist program;
 - (2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;
 - (3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;
 - (4) for a provisional school counselor endorsement license, verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period;
 - (5) an application for a provisional school specialist license; and
 - (6) the licensure fee.
- (m) STEM license.
 - (1) Each applicant for a STEM license shall submit to the state board the following:
 - (A) An official transcript verifying the granting of an undergraduate or graduate degree in one of the following subjects: life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting;
 - (B) verification of at least five years of full-time professional work experience in the subject;
 - (C) verification that a local education agency will employ the applicant and assign the applicant to teach only the subject specified on the license if the license is issued;
 - (D) verification that the hiring local education agency will provide professional learning opportunities determined as appropriate by the hiring local education agency;
 - (E) an application for the STEM license; and
 - (F) the licensure fee.
 - (2) Any applicant may apply for a STEM license valid for subsequent school years by submitting the following:
 - (A) The verification specified in paragraphs (m)(1)(C) and (D);
 - (B) an application for renewal; and
 - (C) the licensure fee. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)*

91-1-204. Licensure of out-of-state and foreign applicants.

- (a) Despite any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.
- (b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two-year license, if the applicant's endorsements are based on completion of a state-approved program in that state.
- (c)
 - (1) Any person who holds a valid teaching, school leadership, or school specialist license issued by another state may apply for either an initial or a professional license.
 - (2) To obtain an initial teaching license, each applicant specified in paragraph (c)(1) shall submit the following:
 - (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;
 - (C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in the state in which the applicant holds a license;

- (D) verification of successful completion of an endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;
 - (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (F) an application for a Kansas license; and
 - (G) the licensure fee.
- (3) To obtain a professional teaching license, each applicant specified in paragraph (c)(l) shall submit the following:
- (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;
 - (C) a copy of the applicant's currently valid out-of-state standard teaching license;
 - (D) (i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds the standard license;
 - (ii) verification of at least three years of recent accredited experience under a standard license; or
 - (iii) verification of at least five years of accredited experience under a standard license;
 - (E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (F) an application for a Kansas license; and
 - (G) the licensure fee.
- (4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
 - (C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership program;
 - (D) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;
 - (E) verification of successful completion of a school leadership assessment as determined by the state board;
 - (F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (G) an application for initial school leadership license;
 - (H) the licensure fee; and
 - (I) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full technical certificate.
- (5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;
 - (C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;
 - (D) if application is made for a library media specialist endorsement, school counselor endorsement, or reading specialist endorsement, a currently valid professional teaching license;
 - (E) verification of successful completion of a school specialist assessment as determined by the state board;
 - (F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (G) an application for an initial school specialist license; and
 - (H) the licensure fee.
- (6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;

- (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
 - (C) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;
 - (D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (E) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full technical education certificate;
 - (F) (i) Evidence of successful completion of the school leadership assessment and completion in a state-accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds a standard school leadership license;
 - (ii) verification of at least three years of recent accredited experience in a school leadership position while holding a standard school leadership license; or
 - (iii) verification of at least five years of accredited school leadership experience under a standard school leadership license;
 - (G) an application for the professional school leadership license; and
 - (H) the licensure fee.
- (7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:
- (A) An official transcript verifying the granting of a graduate degree;
 - (B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;
 - (C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;
 - (D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (E) if application is made for a library media specialist endorsement, school counselor endorsement, or reading specialist endorsement, a currently valid professional teaching license;
 - (F) (i) Evidence of successful completion of the school specialist assessment and completion in a state-accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds a standard school specialist license;
 - (ii) verification of at least three years of recent accredited experience in a school specialist position while holding a valid standard school specialist license; or
 - (iii) verification of at least five years of accredited school specialist experience under a standard school specialist license;
 - (G) an application for the professional school specialist license; and
 - (H) the licensure fee.
- (8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.
- (A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board the following:
- (i) An official transcript verifying the granting of a graduate degree;
 - (ii) verification from an accredited institution by the unit head or designee of completion of a graduate-level school counselor program;
 - (iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
 - (iv) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit; and
 - (v) evidence of successful completion of the school counselor assessment prescribed by the state board or evidence of successful completion of a school counselor content assessment in the state in which the applicant holds a license.
- (B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a

- national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.
- (C) To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board verification of all documentation specified in paragraph (c)(8)(A) and one of the following:
- (i) Verification of at least three years of recent accredited experience as a school counselor while holding a valid, standard school counselor license;
 - (ii) verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds a standard school counselor license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency; or
 - (iii) verification of at least five years of accredited school counselor experience under a standard school counselor license.
- (d) (1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.
- (2) To obtain an accomplished teaching license, each applicant specified in paragraph (d)(1) shall submit the following:
- (A) Evidence of current national board certification;
 - (B) verification of a valid professional teaching license issued by another state;
 - (C) an application for an accomplished teaching license; and
 - (D) the licensure fee.
- (e) (1) (A) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program may apply for an interim alternative license.
- (B) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program and who has five or more years of accredited experience earned under a standard license, three years of which are continuous in the same local education agency, may apply for a professional teaching license by meeting the requirements of paragraph (c)(3).
- (2) To obtain an interim alternative license, each applicant specified in paragraph (e)(1)(A) shall submit to the state board the following:
- (A) An official transcript verifying the granting of a bachelor's degree;
 - (B) a copy of the applicant's currently valid out-of-state license;
 - (C) verification of completion of the alternative teacher-education program;
 - (D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
 - (E) an application for an interim alternative license; and
 - (F) the licensure fee.
- (3) Each person who holds an interim alternative license shall submit to the commissioner of education, within the first six months of validity of the interim alternative license, a request for review of the application by the licensure review committee.
- (A) Upgrading the interim alternative license to the standard initial license shall require verification of the following:
- (i) Successful completion of all requirements set by the licensure review committee and approved by the state board; and
 - (ii) successful completion of a pedagogical assessment prescribed by the state board and successful completion of an endorsement content assessment prescribed by the state board.
- (B) Upgrading the interim alternative license to the professional level license shall require verification of the following:
- (i) A recommendation from the licensure review committee and approval by the state board with no additional requirements specified; and
 - (ii) verification that the person meets the requirements of KAR. 91-1-204(c)(3)(D).

- (f) Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license in KAR. 91-1- 203, that person submits the following:
- (1) An official credential evaluation by a credential evaluator approved by the state board; and
 - (2) if the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. (*Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6- 30-14, June 30, 2014; amended Oct. 24, 2014.*)

91-1-205. Licensure renewal requirements.

(a) Initial licenses.

- (1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.
 - (2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a)(1)(C) and 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.
 - (3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:
 - (A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and
 - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
 - (4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
 - (A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
 - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
- (b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
- (1) An application for renewal;
 - (2) the licensure fee; and
 - (3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
 - (A) Has completed all components of the national board for professional teaching standards assessment for board certification;
 - (B) has been granted national board certification;
 - (C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
 - (ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

- (D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
 - (E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
 - (F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).
- (c) Accomplished teaching licenses.
- (1) Any person may renew an accomplished teaching license by submitting to the state board the following:
 - (A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
 - (B) an application for accomplished teaching license; and
 - (C) the licensure fee.
 - (2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).
- (d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
- (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
 - (2) an application for a substitute teaching license; and
 - (3) the licensure fee.
- (e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
- (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment to teach in the provisional endorsement area;
 - (3) an application for a provisional endorsement teaching license; and
 - (4) the licensure fee.
- (f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
- (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment as a school specialist;
 - (3) an application for a provisional school specialist endorsement license; and
 - (4) the licensure fee.
- (g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
- (1) Submit an application for a license and the licensure fee; and
 - (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
 - (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)*

91-1-206. Professional development plans for license renewal.

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
 - (1) Content endorsement standards as adopted by the state board;
 - (2) professional education standards as adopted by the state board; or
 - (3) service to the profession.

- (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
- (c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
 - (1) The plan results from cooperative planning with a designated supervisor.
 - (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
 - (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)*

91-1-207. Renewal of certificates issued before July 1, 2003.

- (a) Each applicant renewing a valid certificate issued before July 1, 2003 shall renew that certificate based on the renewal requirements in effect at the time of the issuance of the certificate.
- (b) Upon renewal of a certificate issued before July 1, 2003, the applicant shall be issued the appropriate license with content endorsements obtained before July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008.)*

91-1-208. General requirements.

- (a) Application procedures. Application for each license, renewal, or duplicate license shall be made by the person seeking the license. Application shall be made on a form provided by the state department of education. The form shall be filled out completely, including all names under which the applicant has been known. The application shall be submitted by mail or in person, with the correct fee and, when required, official documentation to the certification section, state department of education.
- (b) Renewal period. A license may be renewed up to six months before its expiration date.
- (c) License registration. Each teacher or other licensed person employed in a public school shall file a valid license in the office of the superintendent of the district in which the person is employed.
- (d) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-209. Additional endorsements.

- (a) Any person who holds a currently valid teaching, school service, or school leadership license may add additional endorsements to that license by submitting to the state board the following:
 - (1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;
 - (2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;
 - (3) an application for an added endorsement; and
 - (4) the application fee.
- (b) (1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:
 - (A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;
 - (B) an application for an added endorsement; and

- (C) the application fee.
- (2) This subsection shall remain in force and effect only through June 30, 2012.
- (c) (1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:
 - (A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;
 - (B) verification of one of the following:
 - (i) A pedagogy course for the late childhood through early adolescence level; or
 - (ii) recent accredited experience of one year or more in one of the grades 5 through 8;
 - (C) verification of successful completion of the appropriate content assessment prescribed by the state board;
 - (D) an application for an added endorsement; and
 - (E) the application fee.
- (2) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.
- (3) This subsection shall remain in force and effect only through June 30, 2012.
- (d) (1) Any person who holds a currently valid teaching license with a content area endorsement at the early adolescence through late adolescence and adulthood level may add an additional content area endorsement for that level by submitting to the state board the following:
 - (A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;
 - (B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;
 - (C) an application for an added endorsement; and
 - (D) the application fee.
- (2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).
- (3) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.
- (4) This subsection shall remain in force and effect only through June 30, 2012.
- (e) (1) Any person who holds a valid out-of-state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person's Kansas license by submitting to the state board the following:
 - (A) A copy of the out-of-state license showing the endorsement;
 - (B) verification that the person completed the specified coursework;
 - (C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;
 - (D) an application for an added endorsement; and
 - (E) the licensure fee.
- (2) This subsection shall remain in force and effect only through June 30, 2012.
- (f) (1) Except as prescribed in paragraph (f)(2), any person who holds a valid teaching license may add an additional teaching endorsement by submitting to the state board the following:
 - (A) Verification of successful completion of the endorsement content assessment prescribed by the state board;
 - (B) an application for an added endorsement; and
 - (C) the application fee.
- (2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood generalist, adaptive, functional, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph (f)(1). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended July 27, 2012.)*

91-1-210. License extension based upon military service.

Any holder of a current initial or professional teaching, school specialist, or leadership license who enters active military service during the period the license is valid shall be granted an extension of the expiration date equal to the time in calendar days of active military service if all of the following requirements are met:

- (a) Entry into active military service is on a full-time, 24-hour-per-day basis and occurs during a time of emergency as determined by the state board of education.
- (b) An application for extension is submitted within one year after discharge or separation from active military service under honorable conditions.
- (c) Verification of the length of time of active military service is provided.
- (d) Application is made for an extension of the license.
- (e) The licensure fee is paid. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 18, 2008.)*

91-1-211. Licensure review committee.

- (a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.
- (b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
- (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.
- (d) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-213. Vocational-technical certificates. (revoked)

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 13, 2002; amended Jan. 2, 2004; revoked Aug. 5, 2005.)

91-1-214. Criminal history records check.

- (a) Each person submitting any of the following shall also submit, at the time of the application, a complete set of legible fingerprints of the person taken by a qualified law enforcement agency or properly trained school personnel:
 - (1) An initial application for a Kansas certificate or license;
 - (2) an application for renewal of an expired Kansas certificate or license; or
 - (3) an application for renewal of a valid Kansas certificate or license, if the person has never submitted fingerprints as part of any previous application for a Kansas certificate or license issued by the state board. Fingerprints submitted pursuant to this regulation shall be released by the Kansas state department of education to the Kansas bureau of investigation for the purpose of conducting criminal history records checks, utilizing the files and records of the Kansas bureau of investigation and the federal bureau of investigation. A list of those applicants who are required to submit fingerprints at the time of license or

- certificate renewal shall be maintained by the Kansas state department of education.
- (b) Each applicant shall pay the appropriate fee for the criminal history records check, to be determined on an annual basis.
 - (c) In addition to any other requirements established by regulation for the issuance of any certificate or license specified in subsection (a), the submittal of fingerprints shall be a prerequisite to the issuance of any certificate or license by the state board. A person submitting an application who does not comply with this regulation shall not be issued a certificate or license. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 13, 2002; amended Oct. 31, 2014.)*

91-1-215. In-service education definitions.

- (a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.
- (b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
- (e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
 - (1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual’s knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual’s students, school or school district.
- (g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency’s in-service education plan.
- (h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
- (l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who

will be affected.

- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)*

91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
 - (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:
 - (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council

and may include any of the following:

- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

91-1-219. Expenditures for an in-service education program.

- (a) Education agencies may receive in-service education funds for the following expenditures:
- (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
- (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. *(Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)*

91-1-220. Career and technical education certificate.

- (a) Any individual may apply for a restricted career and technical education certificate, a full career and technical education certificate, a career and technical education endorsement certificate, or a career and technical education specialized certificate.
- (b) (1) Each restricted career and technical education certificate shall be valid for two years from the date of issuance and shall be valid for instruction in grades 8 through 12.
- (2) Each restricted career and technical education certificate shall be valid for providing instruction in career and technical education pathways for agriculture, food, and natural resources; architecture and construction; arts, audio-video technology, and communications; business management and administration; finance; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; marketing; science, technology, engineering, and mathematics (STEM); and transportation, distribution, and logistics.
- (c) Each applicant for a restricted career and technical education certificate shall submit the following to the state board:

- (1) Verification that a local education agency will employ the applicant in a career and technical education pathway if the certificate is issued;
 - (2) verification of at least 4,000 hours of occupational work experience in the career and technical education content area in which the certificate is sought;
 - (3) documentation of the following:
 - (A) Verification of occupational competency in the career and technical education content area. Verification shall be dependent upon the content area and may include any of the following:
 - (i) Successful completion of any recognized competency exam;
 - (ii) having a valid, appropriate occupational license in programs for which a license is required;
 - (iii) holding the appropriate educational degree; or
 - (iv) having a valid, industry-recognized credential;
 - (B) a written plan to qualify for full certification during the four-year period immediately following issuance of the initial restricted career and technical education certificate. The plan shall be based upon completion of the requirements of a professional education program for a full career and technical education certificate;
 - (C) verification from the employing local education agency that the agency has assigned a certified or licensed teacher with at least three years of experience to serve as a mentor for the applicant; and
 - (D) verification from the employing local education agency that the applicant has completed a supervised practical training experience that addresses, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (4) an application for a restricted career and technical education certificate; and
 - (5) the certificate fee.
- (d) Any individual may renew a restricted career and technical education certificate one time. Each applicant for renewal shall submit the following to the state board:
- (1) Verification of completion of at least 50 percent of the applicant's plan of study;
 - (2) verification of continued employment in the career and technical education pathway;
 - (3) an application for a restricted career and technical education certificate; and
 - (4) the certificate fee.
- (e) To qualify for a full career and technical education certificate, each individual holding a restricted career and technical education certificate shall meet the requirements for a full career and technical education certificate during the period of validity of the individual's restricted certification.
- (f) (1) Each full career and technical education certificate shall be valid for five years from the date of issuance and shall be valid for instruction in grades 8 through 12.
- (2) Each full career and technical education certificate shall be valid for instruction in career and technical education pathways for agriculture, food, and natural resources; architecture and construction; arts, audio-video technology, and communications; business management and administration; finance; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; marketing; science, technology, engineering, and mathematics (STEM); and transportation, distribution, and logistics.
- (3) Each applicant for a full career and technical education certificate shall submit the following to the state board:
- (A) An application for a full career and technical education certificate and the appropriate fee;
 - (B) documentation of successful completion of the professional education program for career and technical education certification as specified in subsection (g);
 - (C) verification of successful completion of a pedagogical assessment as determined by the state board;
 - (D) verification of successful completion of two years of teaching experience in a career and technical education pathway; and
 - (E) verification of professional learning opportunities related to the content area during each year of the restricted certificate period.
- (g) Each applicant for a full career and technical education certificate shall have successfully completed an approved professional education program delivered through an institution of higher education or an approved professional learning program provider. At a minimum, each approved professional education program shall provide the competencies specified in the professional education standards adopted by the state board in each of the following areas:
- (1) The learner and learning: learner development, learning differences, and learning environments;

- (2) content: content knowledge and application of content;
 - (3) instructional practice: assessment, planning for instruction, and instructional strategies; and
 - (4) professional responsibility: professional learning, ethical practice, leadership, and collaboration.
- (h) Any person may renew a full career and technical education certificate by submitting the following to the state board:
- (1) An application for renewal and the required fee; and
 - (2)(A) Verification that the person, within the term of the current full career and technical education certificate, has earned at least 160 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include professional learning opportunities related to the content area during each year of the duration of the certificate; or
 - (B) if the applicant holds an advanced degree, verification that the person, within the term of the current full career and technical education certificate, has earned at least 120 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include professional learning opportunities related to the content area during each year of the duration of the certificate.
- (i) Any person whose full career and technical education certificate has expired may apply for a transitional career and technical education certificate by submitting to the state board the following:
- (1) An application for a transitional certificate; and
 - (2) the certification fee.
- (j) Any person may upgrade a transitional career and technical education certificate to a full career and technical education certificate by submitting to the state board verification of meeting the renewal requirements in paragraph (h)(2).
- (k) Any person who holds a valid teaching license or a full career and technical education certificate may add a career and technical education endorsement certification by submitting to the state board the following:
- (1) An application for a career and technical education endorsement certification;
 - (2) verification of occupational competency in the career and technical education content area. Verification shall be dependent upon the content area and may include any of the following:
 - (A) Successful completion of any recognized competency exam;
 - (B) having a valid, appropriate occupational license in programs for which a license is required; or
 - (C) having a valid, industry-recognized credential; and
 - (3) the certification fee.
- (1) A career and technical education specialized certificate may be issued to allow an individual with appropriate occupational knowledge, skills, and experience to instruct in a career and technical education pathway assignment.
- (1) Each career and technical education specialized certificate shall be valid for three school years. Each certificate shall be valid only for the endorsed career and technical education area for grades 8 through 12 and only for the local education agency identified on the certificate.
 - (2) To obtain a career and technical education specialized certificate, each applicant shall submit to the state board the following:
 - (A) A written request for issuance from a local education agency that authorizes the applicant to teach each identified course;
 - (B) (i) Verification of an industry-recognized certificate in the technical profession and verification of at least five years of full-time work experience in the technical profession for which the industry-recognized certificate is held; or
 - (ii) verification of the applicant's occupational competency in the career and technical content area. Verification shall be dependent upon the content area and may include any of the following: successful completion of any recognized competency exam; having a valid, appropriate occupational license in programs for which a license is required; holding the appropriate educational degree; having an industry-recognized credential; or having 4,000 hours of occupational work experience related to the endorsed career and technical education area;
 - (C) an application for a career and technical education specialized certificate; and
 - (D) the certification fee.
 - (3) The career and technical education specialized certificate issued to each individual meeting the requirements of paragraph (1)(2) shall allow the individual to instruct in a career and technical education

pathway up to a .5 FTE assignment.

- (4) Any person may renew a career and technical education specialized certificate by submitting the following to the state board:
 - (A) An application for renewal;
 - (B) the certification fee; and
 - (C) a written request for issuance by the local education agency authorizing the applicant to continue to teach each identified course. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)*

91-1-221. Technical education special needs certificate.

- (a) Any individual may apply for a restricted technical education special needs certificate or a full technical education special needs certificate.
- (b)
 - (1) Each restricted technical education special needs certificate shall be valid for two years from the date of issuance and shall be valid for instruction in grades 9 through 12.
 - (2) Each restricted technical education special needs certificate shall be valid for providing instruction in technical programs for trade and industry, health occupations, specialized occupational family and consumer sciences, horticulture, technology education, marketing, and business and computer technology.
- (c) Each applicant for a restricted technical education special needs certificate shall submit the following to the state board:
 - (1) Verification that a local education agency will employ the applicant to provide instruction to special needs students in a technical program if the certificate is issued;
 - (2) verification of at least 4,000 hours of occupational work experience in the technical education content area in which the certificate is sought;
 - (3) documentation of the following:
 - (A) A written plan to qualify for full certification during the term of the restricted technical education special needs certificate. The plan shall be based upon completion of the requirements of a training program for a full technical education special needs certificate;
 - (B) verification from the employing local education agency that the agency has assigned a certified technical education teacher or licensed special education teacher, with at least three years of experience, to serve as a mentor for the applicant; and
 - (C) verification from the employing local education agency that the agency will provide, within the first six weeks of employment, a new teacher orientation or induction program that addresses, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (4) an application for a restricted vocational technical special needs certificate; and
 - (5) the certificate fee.
- (d) Any individual may renew a technical education special needs certificate one time. Each applicant for renewal shall submit the following to the state board:
 - (1) Verification of successful completion of a recognized competency exam or of having obtained an appropriate occupational license if instructing in any technical program for which an exam or license is required;
 - (2) verification of completion, within the first six weeks of employment, of a new teacher orientation or induction program that addressed, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
 - (3) verification of completion of at least 50 percent of the applicant's plan of study;
 - (4) verification of continued employment to provide special education services in the technical program;
 - (5) an application for a restricted technical education special needs certificate; and
 - (6) the certificate fee.
- (e) To qualify for a full technical education special needs certificate, each individual holding a restricted technical education special needs certificate shall meet the requirements for a full technical education special needs certificate during the period of validity of the individual's restricted certification.

- (f) (1) Each full technical education special needs certificate shall be valid for five years from the date of issuance and shall be valid for instruction in grades 9 through 12.
- (2) Each full technical education special needs certificate shall be valid for providing instruction in technical programs for trade and industry, health occupations, specialized occupational family and consumer sciences, horticulture, technology education, marketing, and business and computer technology.
- (3) Each applicant for a full technical education special needs certificate shall submit the following to the state board:
 - (A) An application for a full technical education special needs certificate and the appropriate fee;
 - (B) documentation of successful completion of a training program for technical education special needs certification as specified in subsection (g);
 - (C) verification of successful completion of two years of teaching experience in a technical education special needs program; and
 - (D) verification of attendance at one or more annual conferences related to the content area during each year of the restricted certificate period.
- (g) Each applicant for a full technical education special needs certificate shall have successfully completed a training program of at least 27 semester credit hours or the equivalent number of professional development points approved through a local professional development council. The program shall include a minimum of 18 credit hours or the equivalent number of professional development points in technical education requirements. The remainder of the credit hours or professional development points shall meet the special education requirements. At a minimum, each training program shall provide instruction in each of the following areas for the minimum credit hours or points indicated:
 - (1) The technical education training program specified in K.A.R. 91-1-220(g).
 - (2) The following special education requirements:
 - (A) Principles of special education, including an understanding of special education legal requirements concerning transition, interagency collaboration, eligibility, evaluation, IEP development, progress monitoring, and parental participation. A minimum of three semester credit hours or 60 professional development points shall be required;
 - (B) effective classroom management techniques and appropriate behavior management for the following groups of students: all students, students with moderate intervention needs, and students with significant intervention needs. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (C) effective instructional practices that have a research base for students with disabilities, including differentiated assignments, cooperative learning, grouping patterns, and effective collaboration with other educational professionals. A minimum of two semester credit hours or 40 professional development points shall be required;
 - (D) assistive technology. A minimum of one semester credit hour or 20 professional development points shall be required; and
 - (E) writing measurable IEP goals and engaging in progress monitoring, and formative and summative assessments. A minimum of one semester credit hour of 20 professional development points shall be required.
- (h) Any person may renew a full technical education special needs certificate by submitting the following to the state board:
 - (1) An application for renewal and the required fee; and
 - (2) (A) Verification that the person, within the term of the current full technical education special needs certificate, has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include annual attendance at one or more professional conferences in the technical education field; or
 - (B) if the applicant holds an advanced degree, verification that the person, within the term of the full technical education special needs certificate, has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include at least annual attendance at professional conferences in the technical field.
- (i) Any person whose full technical special needs certificate has expired may apply for a transitional technical special needs certificate by submitting to the state board the following:
 - (1) An application for a transitional certificate; and

- (2) the certification fee.
- (j) Any person may upgrade a transitional technical special needs certificate to a full technical special needs certificate by meeting the renewal requirements in subsection (h). *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008.)*

**ACCREDITATION AND PROGRAM
APPROVAL REGULATIONS
FOR
TEACHER EDUCATION INSTITUTIONS**

91-1-70a. Accreditation

The "professional standards for the accreditation of schools, colleges, and departments of education," as published by the national council on the accreditation of teacher education (NCATE) in January 2001, including the "glossary of NCATE terms," are adopted by reference. (*Authorized and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997; amended Jan. 4, 2002.*)

91-1-230. Institutional accreditation and program approval definitions.

- (a) "Academic year" means July 1 through the following June 30.
- (b) "Annual report" means a document that an institution submits to the commissioner on a yearly basis in which the information specified by the commissioner concerning unit standards and operations, programs offered by the unit, and statistical data is presented.
- (c) "Approved," when used to describe a teacher education program, means that the program meets the program standards prescribed in regulations adopted by the state board.
- (d) "Approved with stipulation," when used to describe a teacher education program, means that the program has deficiencies in meeting the program standards prescribed in regulations adopted by the state board that the institution shall correct before being approved.
- (e) "Commissioner" means the state commissioner of education or the commissioner's designee.
- (f) "Evaluation review committee" means the standing committee of the teaching and school administration professional standards board, or its successor, that is responsible for making accreditation and program approval recommendations to the state board.
- (g) "Focused visit" means the on-site visit to a teacher education institution that has limited accreditation or accreditation with conditions by the state board and is seeking full accreditation.
- (h) "Full accreditation" means the status assigned to a teacher education institution that is determined through a focused visit to meet substantially the accreditation standards adopted by the state board.
- (i) "Initial visit" means the first on-site visit to a teacher education institution that is seeking accreditation for the first time from the state board.
- (j) "Institutional candidate" means the designation assigned to an institution that is seeking accreditation for the first time and that has met the accreditation preconditions specified by the state board.
- (k) "Institutional candidate visit" means an on-site visit that takes place following the designation of institutional candidate status to a teacher education institution.
- (l) "Institutional report" means a document that describes how a teacher education institution meets the accreditation standards adopted by the state board.
- (m) "Limited accreditation" means the status assigned to a teacher education institution that is determined through an initial visit to meet substantially the accreditation standards adopted by the state board.
- (n) "Not approved," when used to describe a teacher education program, means that the program fails substantially to meet program standards adopted by the state board.
- (o) "Program report" means a written document that describes coursework, assessment instruments, and performance criteria used in a program to achieve the program standards established by the state board.
- (p) "Progress report" means a written document that addresses the stipulations that are noted if a new program is approved with stipulation.
- (q) "Review team" means a group of persons appointed by the commissioner to review and analyze reports from teacher education institutions and prepare reports based upon the review and analysis.
- (r) "State board" means the state board of education.
- (s) "Student teaching" means preservice clinical practice for individuals preparing to become teachers.
- (t) "Teacher education institution" and "institution" mean a college or university that offers at least a four-year course of study in higher education and maintains a unit offering teacher education programs.
- (u) "Teacher education program" and "program" mean an organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies, and skills to perform successfully in a specified educational position.
- (v) "Upgrade report" means a written document that addresses the stipulations noted if an existing program is

approved with stipulation. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-231. Procedures for initial accreditation of teacher education institutions.

- (a) Statement of intent. Each teacher education institution that desires accreditation by the state board shall submit a written statement of its intent to seek accreditation to the commissioner at least 24 months before the institution desires to have its initial visit. Upon receipt of this statement, the initial visit shall be scheduled by the commissioner.
- (b) Preconditions.
 - (1) At least three semesters before the initial visit, the teacher education institution shall submit to the commissioner a preconditions report addressing each of the preconditions specified by the state board.
 - (2) Upon receipt of a preconditions report, the report shall be referred by the commissioner to the appropriate committee of the standards board. The committee shall review the report and determine whether all of the preconditions have been met.
 - (3) If all of the preconditions have been met, the committee shall recommend to the commissioner that the institution be designated an institutional candidate.
 - (4) If the committee determines that the preconditions have not been met, the committee shall notify the institution of the committee's determination and shall advise the institution that it may submit, within 30 days of the notice, additional or revised documentation for consideration by the committee.
 - (5) If additional or revised documentation is submitted, the committee shall review the documentation and make a final recommendation to the commissioner.
 - (6) The final determination of whether the preconditions are met shall be made by the commissioner. If the preconditions are met, the institution shall be designated as an institutional candidate.
- (c) Institutional candidate visit. Following designation as an institutional candidate, an institutional candidate visit shall be scheduled by the commissioner. If it is determined, based upon the institutional candidate visit, that an institution has the ability to meet the requirements of a teacher education institution, the institution may submit programs for approval and proceed with a self-study and institutional report.
- (d) Limited accreditation.
 - (1) To attain the status of limited accreditation, an institution shall schedule an initial visit for the institution with the commissioner and submit an institutional report that shall be in the form and shall contain the information prescribed by the commissioner. The institutional report shall be submitted at least 60 days before the date of the initial visit scheduled for the institution.
 - (2) After the initial visit, the institution shall be either granted limited accreditation or denied accreditation following the procedure set forth in K.A.R. 91-1-232.
 - (3) Each institution shall retain the status of limited accreditation for three academic years, unless the status is changed by the state board.
 - (4) For licensing purposes, each institution that is granted limited accreditation shall be deemed to have full accreditation.
- (e) Full accreditation.
 - (1) (A) Any institution that has been granted limited accreditation from the state board may apply for full accreditation by scheduling a focused visit of the institution with the commissioner and submitting an institutional report that shall be in the form and shall contain the information prescribed by the commissioner.
 - (B) Each institution shall schedule the focused visit to be completed at least one year before the institution's limited accreditation expires.
 - (C) Each institution shall submit its institutional report at least 60 days before the date of the focused visit to the institution.
 - (D) After the focused visit, the institution shall be either granted full accreditation or denied accreditation following the procedures set forth in K.A.R. 91-1-232.
 - (2) Subject to subsequent action by the state board, the full accreditation of any teacher education institution shall be effective for seven academic years. However, each teacher education institution granted full accreditation by the state board shall submit an annual report to the commissioner on or before July 30 of each year.

- (f) Renewal of accreditation. Any institution may request renewal of its accreditation status by following the procedures specified in K.A.R. 91-1-70a.
- (g) Change of accreditation status.
 - (1) The accreditation status of any teacher education institution may be changed or revoked by the state board if, after providing an opportunity for a hearing, the state board finds that the institution has failed to meet substantially the accreditation standards adopted by the state board, that the institution has made substantial changes to the unit, or that other just cause exists.
 - (2) The duration of the accreditation status of an institution may be extended by the state board.
 - (3) (A) If limited or full accreditation of an institution is denied or revoked, the institution shall not admit any new students into its teacher education unit.
 - (B) The institution may recommend for licensure only those students who complete their programs by the end of the semester in which the accreditation denial or revocation occurs. The institution shall provide written notice to all other students in its teacher education unit at the time of accreditation denial or revocation that the institution is no longer authorized to recommend students for licensure. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-232. On-site visits; recommendation; appeal.

- (a) On-site visits.
 - (1) After the scheduling of an initial visit, a continuing accreditation visit, or a focused visit, an on-site review team shall be appointed by the commissioner. The team shall be appointed at least one year before the date of the visit. The chairperson of the on-site review team and the number of on-site review team members shall be designated by the commissioner. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.
 - (2) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, review electronic exhibits, conduct an on-site review of the teacher education institution, and prepare reports expressing the findings and conclusions of the review team. The review team reports shall be submitted to the commissioner. The reports shall be forwarded by the commissioner to the evaluation review committee and to an appropriate representative of the teacher education institution.
 - (3) Any institution may prepare a written response to a review team report. Each response shall be prepared and submitted to the commissioner within a designated time frame following receipt of a review team's report. Each response shall be forwarded by the commissioner to the evaluation review committee.
- (b) Recommendation and appeal.
 - (1) The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
 - (2) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
 - (3) If a request for a hearing is submitted according to paragraph (b)(2), the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
 - (4) If a request for a hearing is not submitted within the time allowed under paragraph (2) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the

state board for its consideration and determination. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-233 is reserved for possible future use.

91-1-234. Innovative or experimental programs.

- (a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
- (1) A written statement of the purpose and objectives of the proposed program;
 - (2) documentation of the need for the proposed program;
 - (3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
 - (4) a written description of the curricula to be used in the proposed program;
 - (5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
 - (6) a timetable that specifies the following information:
 - (A) The sequence of activities that will occur;
 - (B) the anticipated schedule of evaluative checkpoints;
 - (C) identification of competencies to be acquired by the students; and
 - (D) provisions for program design changes, if necessary, at selected intervals in the program.The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.
- (b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)*

91-1-235. Procedures for initial approval of teacher education programs.

- (a) Application.
- (1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
 - (2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following:
 - (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
 - (B) at least 12 weeks of student teaching.
- (b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The

number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) An institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program, and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-236. Procedures for renewing approval of teacher education program.

- (a) Application for program renewal.
 - (1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
 - (2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
 - (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
 - (B) at least 12 weeks of student teaching.
- (b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
- (c) Program review process.
 - (1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
 - (2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
- (d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
- (e) Request for hearing.
 - (1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
 - (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
 - (3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
- (f) Approval status.
 - (1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
 - (2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has

made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

- (3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.
 - (B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.
 - (C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).
 - (D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.
- (4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

STUDENT TEACHING REGULATIONS

91-19-1. Definitions.

- (a) "Approved educational agency" means an early childhood agency or an interlocal agency that has been granted approved status by the state board of education.
- (b) "Cooperating teacher" means a certified or licensed staff member of an accredited or approved educational agency to whom a student teacher has been assigned and who is performing assigned duties in supervising and instructing the student teacher in actual teaching experiences with pupils.
- (c) "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state-authorized agency of the state in which the institution is located.
- (d) "Student teacher" means a student who has been issued a student teacher certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher. *(Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan.1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)*

91-19-2. Student teacher certification.

- (a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
- (b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
- (c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
- (d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
- (e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

91-19-6. Student teacher contracts, liabilities and responsibilities.

- (a) Necessity for written contracts. Each person certified for student teaching shall engage in student teaching only in educational agencies that are accredited or approved by the state board of education and have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.
- (b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of student teaching.
- (c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.

- (d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which the student teachers are assigned. Student teachers shall not be expected to assume tasks or responsibilities not generally assigned to teachers.
- (e) Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies. (*Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.*)

PROFESSIONAL PRACTICES REGULATIONS

91-22-1a. Denial, suspension, or revocation of license; public censure; grounds; report.

- (a) Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause, including any of the following:
 - (1) Conviction of any crime punishable as a felony;
 - (2) conviction of any crime involving a minor;
 - (3) conviction of any misdemeanor involving theft;
 - (4) conviction of any misdemeanor involving drug-related conduct;
 - (5) conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;
 - (6) conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;
 - (7) commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;
 - (8) engaging in any sexual activity with a student;
 - (9) breach of an employment contract with an education agency by abandonment of the position;
 - (10) conduct resulting in a finding of contempt of court in a child support proceeding;
 - (11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;
 - (12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or
 - (13) denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection.
- (b) A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).
- (c) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the applicant or license holder to deny, suspend, or revoke a license.
- (d) In any proceeding instituted against an applicant or license holder to deny, suspend, or revoke a license for conduct described in subsection (a) of this regulation, the fact that the applicant or license holder has appealed a conviction shall not operate to bar or otherwise stay the proceeding concerning denial, suspension, or revocation of the license.
- (e)
 - (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.
 - (2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension
 - (3) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.
- (f) Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred.
- (g)
 - (1) Except as provided in K.S.A. 72-1397 and amendments thereto, any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:
 - (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
 - (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
 - (C) the present fitness of the person to be a member of the profession;
 - (D) the actions of the person after the denial or revocation;
 - (E) the time elapsed since the denial or revocation;
 - (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.
- (2) A person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.
- (h) Before any license is denied, suspended, or revoked by the state board for any act described in subsection (a) of this regulation, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with the provisions of the Kansas administrative procedure act.
- (i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns, or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506; effective May 19, 2000.)*

91-22-2 Commission procedure.

- (a) A majority of the full membership of the commission shall constitute a quorum for the purpose of conducting business. A majority vote of the full membership of the commission shall be required for the passage of any motion or resolution.
- (b) Secretary. Upon receiving a complaint, the chairperson shall be notified by the commission's secretary. The chairperson shall determine and give authorization for the secretary to initiate processing procedures. An accurate file of all votes, official acts, and proceedings of the commission shall be kept by the secretary. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)*

91-22-3

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-4 Cases; use of case number and title.

Each matter coming before the commission and requiring a decision by it shall be known as a "case" and shall receive a case number and title descriptive of the subject matter. Each case shall be recorded by the secretary by caption and case number. The case number and title shall be used on all instruments filed in the case and shall appear in all correspondence or communications. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 19, 2000.)*

91-22-5a Complaints.

- (a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a and amendments thereto. The complaint shall be filed with the commission's secretary.

- (b) Each person filing a complaint shall set forth in the complaint the following information:
 - (1) The name and address of the complainant;
 - (2) the name and last known address of the license holder or applicant charged;
 - (3) the act or acts for which the license is sought to be denied, suspended, or revoked; and (4) the relief sought.
 The complaint shall be typed, signed, and verified by the complainant or accompanied by an affidavit attesting to the veracity of the contents of the complaint. Written instruments or documents under the control of or known to a complainant that are relevant to the charges shall be attached as exhibits or, if unavailable, referenced in the complaint.
- (c) A complaint that does not state a good faith or prima facie case shall be tabled by the commission. The complainant shall be notified in writing of the action. The complainant shall be permitted to withdraw or amend the complaint. If the complainant decides to file an amended complaint, that complaint shall be filed within 10 days after service of the notice of action by the commission.
- (d) A complaint or amended complaint that states a good faith cause of action shall be served on the person charged in the complaint by certified mail, return receipt requested.
- (e) Surrender of license. A member of the teaching or school administration profession may voluntarily surrender the member's license to the commission. The action of surrender shall be investigated by the commission. A recommendation shall be made by the commission to the state board for disposition of the license.
- (f) Complainant motivated by malice. A complainant who is found by the commission to have been maliciously motivated in filing a complaint or to have acted fraudulently may be disciplined by the state board by public censure or by the suspension, cancellation, or revocation of the complainant's license. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective May 1, 1979; amended May 19, 2000.)*

91-22-7 Violation of continuing contract laws.

A complaint filed directly with the state board pursuant to K.S.A. 72-1383 or K.S.A. 72-5412, and amendments thereto, alleging that a license holder is in breach of the license holder's employment contract with a local board shall be referred to the commission for investigation, hearing, and the entry of an initial order regarding licensure. If the investigation reveals a settlement provision or liquidated damages clause in local board policy or in the contract of the employee, so that the employee could make a financial settlement to a local district governing authority or be relieved of contractual commitment by other agreed means, the case shall be dismissed by the commission. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)*

91-22-8.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-9 Answer; time to file; form; content; right to amend.

- (a) Any person charged in a complaint shall have 20 days after receipt of the complaint in which to file an answer. If no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. Any answer to a complaint shall be filed with the commission's secretary by certified mail, return receipt requested, or by personal delivery.
- (b) Each person filing an answer shall type, sign, and verify the contents of the answer. The caption of any answer shall repeat the caption of the complaint in response to which it is filed, except that the title shall state "answer" instead of "complaint."
- (c) Each person filing an answer shall set forth each responsive allegation or defense in clear and concise language and in separately numbered paragraphs. The person filing the answer shall admit or deny each allegation contained in the complaint. If the person is without knowledge or information sufficient to form a belief as to

the truth of an allegation, the person shall state this in the answer, and this shall have the effect of a denial. Each person filing an answer shall attach to the answer as exhibits or, if unavailable, shall reference in the answer any written instruments or documents under the control of, or known to, the person filing the answer that are relevant to the charges in the complaint or that the person intends to use in defending the charges.

- (d) Any person filing an answer may amend the answer once as a matter of course at any time within 30 days after service of the complaint. Each amended answer shall be filed with the commission's secretary by restricted mail, return receipt requested, or by personal delivery.
- (e) Upon application to, and order of, the commission's secretary, the time in which to file an answer may be extended once as a matter of course for a period not to exceed 10 additional days. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72- 8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)*

91-22-10.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)

91-22-11.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-12.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)

91-22-13.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-14.

(Authorized by K.S.A. 1971 Supp. 72-8501 et seq.; effective Jan. 1, 1972; revoked May 19, 2000.)

91-22-15.

(Authorized by K.S.A. 1971 Supp. 72-8501 et seq.; effective Jan. 1, 1972; revoked May 19, 2000.)

91-22-16.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)

91-22-17.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1978; amended May 1, 1979; revoked May 19, 2000.)

91-22-18.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-19. Service of order.

Except as otherwise provided in this article, service of an order, notice, motion, or brief shall be made upon a party in a proceeding before the commission in accordance with K.S.A. 77-531 and amendments thereto. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 19, 2000.)*

91-22-21.

(Authorized by and implementing K.S.A. 1984 Supp. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; revoked May 19, 2000.)

91-22-22 Hearing procedure.

- (a) All hearings before the commission shall be conducted in accordance with the provisions of the Kansas administrative procedure act. The chair-person to the commission, or another member designated by the chairperson, shall serve as the presiding officer.
- (b) Continuance; extensions of time and adjournments.
 - (1) Upon showing good cause in a timely manner, any person having a substantial interest in the outcome of the proceedings shall be entitled to one continuance or extension of time. Additional continuances may be granted by the chairperson. When the commission is not in session or conducting a prehearing or hearing, the interested person shall send a written motion for a continuance or extension of time to the commission's chairperson or secretary. When sending the motion, the interested party shall allow sufficient time to postpone any hearing that has been set.
 - (2) While the commission is in session and conducting a prehearing or hearing, the presiding officer may entertain oral motions for continuances, extensions of time, and adjournments. Oral motions may be granted or denied by the presiding officer or the commission. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506 and 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; amended May 19, 2000.)*

91-22-23.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 19, 2000.)

91-22-24.

(Authorized by and implementing K.S.A. 1984 Supp. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; revoked May 19, 2000.)

91-22-25 Decision of the commission; review by state board.

- (a) Following a hearing, an initial order shall be entered by the commission, in accordance with the provisions of the Kansas administrative procedure act, setting forth its decision and recommended action. The evidence may be deliberated upon by the commission and its decision may be voted upon by the commission in the presence of all parties, or it may recess into executive session to deliberate and then vote upon the matter in open session. The decision in each case shall include a recommended disposition of the case, which may be any of the following:
- (1) Dismissal of the complaint;
 - (2) denial, suspension, or revocation of the respondent's license; or
 - (3) public censure of the respondent.
- (b) The initial order of the commission shall be delivered by the commission's secretary to the commissioner of education, to be placed on the state board's agenda. A final order, in accordance with K.S.A. 77-527 and amendments thereto, shall be made by the state board. *(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)*

91-22-26.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)

MENTORING REGULATIONS

91-41-1. Definitions.

- (a) "Board" means any local board of education.
- (b) "Certificated" or "licensed" means holding a valid certificate or license issued by the state board.
- (c) "Continuous assistance" means ongoing, structured, and unstructured contact throughout the school year.
- (d) "Kansas exemplary educators network" means the Kansas teacher of the year program, Milken family foundation national educator awards program, presidential award for excellence in math and science teaching, and the Christa McAuliffe fellowship program.
- (e) "Mentor teacher" means a certificated or licensed teacher who meets the following criteria:
 - (1) Has completed at least three consecutive school years of employment in the same school district;
 - (2) has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and
 - (3) has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.
- (f) "Mentor teacher program" means a program established and maintained by a board for the purpose of providing probationary teachers with the professional support and continuous assistance of an on-site mentor teacher.
- (g) "On-site" means at the location where a probationary teacher is assigned.
- (h) "Probationary teacher" means a certificated or licensed teacher to whom the provisions of K.S.A. 72-5438 through 72-5443, and amendments thereto, do not apply.
- (i) "School year" means July 1 through June 30.
- (j) "State board" means the state board of education.
- (k) "Training" means professional development provided to mentor teachers to enable them to support and assist probationary teachers. *(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)*

91-41-2. General requirements.

- (a) Each board making application for a grant of state moneys for a mentor teacher program shall submit a completed application to the state board on or before August 1 of the school year.
- (b) Each board receiving state funds for a mentor teacher program shall submit an annual evaluation report to the state board. The report shall be submitted on or before June 30. *(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)*

91-41-3. Criteria for evaluating applications and approving mentor teacher programs. Each board applying for approval of a mentor teacher program shall submit an application containing the following statements and descriptions:

- (a) A statement of the district's purpose or purposes for establishment of the mentor teacher program;
- (b) a description of the year-long continuous assistance activities to be provided under the program, including a description of the structured contact time between the mentor teacher and the probationary teacher and the unstructured opportunities to be provided under the program;
- (c) a description of the expectations for district administrators in supporting the program;
- (d) a description of how the mentor teacher program aligns with other professional development initiatives in the district;
- (e) a description of the method to be used to assign a mentor teacher to a probationary teacher giving consideration to endorsement areas, grade levels, and building assignment;
- (f) a description of the process to be used for reassignment of a successor mentor if the original mentor is unable to fulfill responsibilities; and
- (g) a description of how the program will establish ongoing professional development and support for each mentor teacher under the program. *(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)*

91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria:

- (a) Professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001 through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or licensure, effective communication skills, and efficacy of instruction; and
- (b) recognition, if any, under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network. *(Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.*

ENDORSEMENT CHART

Endorsement	Levels				
	Early <u>Childhood</u> Birth-Grade 3 and Birth- Kindergarten	EC-Late <u>Childhood</u> K-6	Late Childhood- <u>Early Adol.</u> Grades 5-8	Early Adol.- Late Adol./ <u>Adulthood</u> Grades 6-12	EC-Late Adolescence/ <u>Adulthood</u> PreK-12
Early Childhood Unified	x				
Elementary		x			
History, Government, and Social Studies			x		
Science			x		
English Language Arts			x	x	
Mathematics			x	x	
Agriculture				x	
Biology				x	
Business				x	
Chemistry				x	
Earth and Space Science				x	
Family & Consumer Science				x	
History, Government, and Social Studies				x	
Journalism				x	
Physics				x	
Psychology				x	
Speech/Theatre				x	
Technology Education				x	
Communication Technology				x	
Power, Energy, Transportation Technology				x	
Production Technology				x	
Deaf or Hard-of-Hearing	x				x
School Psychologist	x				x
Visually Impaired	x				x
Art					x
Foreign Language					x
Health					x
Building Leadership					x
District Leadership					x
Program Leadership					x
Library Media Specialist					x
Music					x
Instrumental Music					x
Vocal Music					x
Physical Education					x
Reading Specialist					x
School Counselor					x (Prov not available if direct entry)
Teacher Leader					x
Adaptive		x	x	x	x
ESOL		x	x	x	x
Functional		x	x	x	x
Gifted		x	x	x	x

Provisional is available	Combined general education and special education curriculum	Must be done with a general education license
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x = Endorsement is available at this level

EDUCATOR STANDARDS

The following section contains the educator standards that accompany the licensure regulations. Teacher education institutions build their programs around these standards that include general education standards, professional education standards and content standards. General education standards are guidelines for institutions and cover knowledge of communication, world cultures, mathematics, the natural world, social, emotional and physical well-being and the arts. The professional education standards are based on standards developed by member states of the Interstate New Teacher Assessment and Support Consortium (INTASC). Kansas made some adaptations to the INTASC standards and added standards on integration of curriculum, history and philosophy of education and technology. The professional education standards are used by schools, colleges and departments of education as they build their professional education coursework to accompany all the endorsement areas. The remainder of the standards are the content standards for each of the endorsement areas. Approved educator preparation programs for the endorsement areas will be based on the content standards.

GENERAL EDUCATION

Standard #1 The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Knowledge

1. The educator understands the acquisition and development of language and is able to utilize and to analyze written and oral expression according to contemporary standards.
2. The educator understands how non-print and non-verbal communication relates to all types of communication.
3. The educator recognizes how gender, cultural, regional, and social differences affect language.
4. The educator understands the techniques of persuasion and how techniques of communication can influence human action and thinking.

Performance

1. The educator demonstrates sensitivity to cultural differences.
2. The educator demonstrates skill in written expression.
3. The educator models effective oral communication techniques by expressing ideas fluently, asking questions, and responding appropriately.
4. The educator demonstrates critical thinking skills including analysis, synthesis, and evaluation in all forms of communication.
5. The educator practices effective listening techniques.
6. The educator practices effective viewing techniques including understanding information, critiquing, and evaluating a message, and appreciating a performance.

Standard #2 The educator demonstrates an understanding of world cultures.

Knowledge

1. The educator understands the major concepts in the study of world cultures and civilizations and has an awareness of persistent contemporary and emerging issues as they affect cultures and civilizations.
2. The educator understands the major concepts of the humanities and the behavioral and social sciences.
3. The educator acquires multiple perspectives in viewing various world cultures.

Performance

1. The educator uses various theories of the behavioral and social sciences.
2. The educator identifies and describes the factors that contribute to cooperation and factors that cause disputes within and among cultures and civilizations.
3. The educator integrates the arts and humanities as a means of understanding the world's culture.

Standard #3 The educator understands the role that mathematics plays in everyday life, is able to use basic mathematical and statistical concepts in solving the problems of everyday life, and is able to communicate with others about these concepts.

Knowledge

1. The educator understands the concepts and relationships in number systems and the uses that are made of real numbers in everyday life.
2. The educator understands ways data can be displayed and described, including the use of measures of central tendency and variation, fundamental concepts of experimental and theoretical probability, and uses of statistics and probability in everyday life.
3. The educator understands the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and recognizes both valid and invalid forms of reasoning.
4. The educator understands both metric and customary measurement and fundamental geometric concepts including shapes and their properties and relationships.
5. The educator knows how mathematics is used to model and solve everyday life problems and to communicate about everyday life.

Performance

1. The educator solves problems using different strategies, verifies and interprets results, and generalizes solutions.
2. The educator summarizes, represents, and interprets data in various forms, including graphical, tabular and statistical.
3. The educator performs basic operations with real numbers in various modes using paper and pencil, using mental calculations, and using a calculator; estimates the answer to a calculation; and judges the reasonableness of a numerical solution to a problem.

4. The educator analyzes both valid and invalid forms of reasoning and uses various types of valid reasoning to make and refine conjectures and construct logical arguments.
5. The educator constructs symbolic representations of real-world problems and manipulates these to solve such problems.
6. The educator communicates with others about mathematical concepts, processes, and symbols.

Standard #4 The educator understands the natural world as interconnecting phenomena explained by scientific processes and understands the responsibilities of being stewards of the natural world.

Knowledge

1. The educator understands the history of science.
2. The educator understands the major concepts and processes of inquiry that are central to the fields of science.
3. The educator understands how the sciences are interconnected and related to other disciplines.
4. The educator knows how various processes of inquiry are used in the sciences to gather and interpret information.
5. The educator understands that humans are an active part of the world of science, including biology, earth and space and physical science.

Performance

1. The educator effectively uses the processes of scientific inquiry including appropriate mathematical and computer skills to learn about the subject and carry out scientific investigations.
2. The educator demonstrates an understanding of various ways that the natural world is interconnected.
3. The educator describes how sciences are related to other disciplines.

Standard #5 The educator understands the importance of physical, emotional, and social well-being.

Knowledge

1. The educator knows the ways to develop and maintain healthy lifestyles.
2. The educator understands developmental theories relative to physical, emotional, and social well-being.
3. The educator understands how personal interests, capabilities, and perceptions contribute to life and personal choices.

Performance

1. The educator cultivates personal interests and activities which contribute to personal well-being.
2. The educator encourages practices that support physical, emotional, and social well-being.

Standard #6 The educator understands the importance of the fine arts in contemporary society.

Knowledge

1. The educator will have a holistic and multidimensional understanding of the fine arts (music, visual arts, drama, dance, and literature).
2. The educator understands common vocabulary used across the fine arts.

Performance

1. The educator demonstrates the ability to make informed choices about the products of the fine arts.
2. The educator describes how the fine arts are related to other disciplines.
- 3.

PROFESSIONAL EDUCATION

The Kansas State Board of Education adopted new Professional Education licensure program standards on January 13, 2015. They can be found on www.ksde.org at the following link:

<http://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20Jan132015%20editedtitle.pdf>

EARLY CHILDHOOD UNIFIED

Birth through Kindergarten

The Kansas State Board of Education adopted new Early Childhood Unified Birth through Kindergarten licensure program standards on May 12, 2015. They can be found on www.ksde.org at the following link:

<http://ksde.org/Portals/0/TLA/Program%20Standards/ECU%20B-K%20Standards%20May122015.pdf>

EARLY CHILDHOOD UNIFIED

Birth through Third Grade

The Kansas State Board of Education adopted new Early Childhood Unified Birth through Third Grade licensure program standards on May 12, 2015. They can be found on [www.ksde.org](http://ksde.org) at the following link: <http://ksde.org/Portals/0/TLA/Program%20Standards/ECU%20B-G3%20Standards%20May122015.pdf>

EARLY CHILDHOOD - LATE CHILDHOOD

Kindergarten through Sixth Grade

Standard #1 The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Knowledge

1. The teacher knows that literacy skills are essential to help students understand texts, themselves and others, acquire new information, respond to the need and demands of society and the workplace, and experience personal fulfillment.
2. The teacher understands language arts acquisition and development.
3. The teacher knows how to assess and evaluate student progress in language arts.
4. The teacher has knowledge of a variety of genres, of children's literature, including works written for K-6 students by ethnically diverse writers.
5. The teacher understands the composing processes for different forms of oral and written discourse.
6. The teacher understands the research process and how to use data from a variety of sources to communicate information to different audiences.
7. The teacher recognizes multiple indicators of reading and writing disabilities.
8. The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society.
9. The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children.
10. The teacher understands the various purposes of reading and writing (narrative, expository, technical, and persuasive).

Performance

1. The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate.
2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities.
3. The teacher uses effective instructional strategies to help students make cross-curricular connections.
4. The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
5. The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).
6. The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
7. The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.
8. The teacher evaluates and selects assessment to fit diverse learner strengths and needs.
9. The teacher uses a variety of assessment tools, analyzes the results, and applies the results to instruction.

Standard #2 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Knowledge

1. The teacher knows and understands the mathematical concepts of number sense, number systems and their properties, computation, geometric figures and their properties, transformational geometry, measurement, data analysis, data representations, probability, patterns, functions, and representations of algebraic and geometric situations/solutions.
2. The teacher understands the five process standards (problem solving, reasoning and proof, communication, connections and representations).
3. The teacher is aware of effective, developmentally appropriate instructional strategies to help all students learn and use their mathematical skills in many different situations and applications to solve real life problems.
4. The teacher knows a variety of developmentally appropriate assessment tools that align with curriculum and instruction.

Performance

1. Appropriate to students' age and development, the teacher can use and apply, demonstrate, and teach the concepts of number sense, number systems and their properties, computation, geometric figures and their properties, transformational geometry, measurement, data analysis, data representations, probability, patterns, functions, representations of algebraic and geometric situations/solutions.
2. The teacher integrates the five process standards (problem solving, reasoning and proof, communication, connections and representations) into math instruction.
3. The teacher demonstrates the ability to use effective, developmentally appropriate instructional strategies to help all students learn and use their mathematical skills in many different situations and applications to solve real life problems.
4. The teacher uses diverse and developmentally appropriate assessments that align with curriculum and instruction.

Standard #3 The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Knowledge

1. The teacher understands how to plan and conduct authentic research using the process skills.
2. The teacher understands how to design science activities, using the science process skills, to teach developmentally appropriate science content.
3. The teacher has knowledge of the basic concepts of life science, physical science, and earth and space science that are developmentally appropriate.
4. The teacher understands how science concepts and processes are used in real life situations.
5. The teacher understands the application of science concepts to technological and societal issues.
6. The teacher is familiar with current science curricular materials and understands the interconnectedness of the science disciplines.
7. The teacher knows a variety of assessment tools including open-ended questions and performance tasks, to assess student learning.

Performance

1. The teacher selects real life problems for students to investigate.
2. The teacher facilitates student planned and conducted investigations.
3. The teacher provides the opportunity for students' discovery and application of knowledge.
4. The teacher selects, uses, and maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.
5. The teacher can articulate priorities for developmentally appropriate science experiences for all students.
6. The teacher demonstrates the design, implementation and evaluation of scientific experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive developmental outcomes, and that develop positive dispositions toward science and scientific investigation.
7. The teacher uses a variety of assessment tools including open-ended questions and performance tasks, to assess student learning.

Standard #4 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Knowledge

1. The teacher knows how experiences may be interpreted by people from diverse cultural perspectives and frames of reference and how experiences contribute to a sense of self.
2. The teacher understands culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavioral patterns.
3. The teacher is aware of significant historical periods and change within and across cultures.
4. The teacher is aware of appropriate resources, data sources, and geographic tools to generate and manipulate charts, graphs and maps, and to interpret information such as atlases, databases, and grid systems.
5. The teacher understands the relationship among various regional and global patterns of geographic phenomena.
6. The teacher understands group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
7. The teacher understands concerns, standards, issues, and conflicts related to universal human rights.
8. The teacher understands the origins and influence of key ideals of the democratic form of government such as individual human dignity, liberty, justice, equality, and the rule of law.
9. The teacher knows macro and micro economic concepts and can differentiate and compare basic economic systems.
10. The teacher understands differences in family structures and social and cultural backgrounds.
11. The teacher understands the importance of social studies and social understanding in student's development and learning, and is able to observe and describe students' interest in their social worlds and build on those interests.
12. The teacher understands conditions and motivations that contribute to conflict, cooperation, and interdependence among societies, groups, and nations.

Performance

1. The teacher demonstrates the design, implementation and evaluation of social studies experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward the investigation of the social studies.
2. The teacher critically interprets and analyzes multiple historical contemporary viewpoints within and across cultures.
3. The teacher uses map skills of distance, scale, area, density, and spatial distribution patterns at developmentally appropriate levels.
4. The teacher applies the use of technology to assist in researching and analyzing historical and contemporary viewpoints within and across cultures.
5. The teacher uses a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
6. The teacher applies knowledge of economic concepts at the macro and micro levels.
7. The teacher uses individual and group guidance and problem-solving techniques to develop positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
8. The teacher uses diverse and developmentally appropriate assessments that align with the curriculum and instruction.

Standard #5 The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Knowledge

1. The teacher understands a variety of arts experiences appropriate to multiple readiness stages of students.
2. The teacher knows effective instructional strategies that actively engage students in creating, performing, and responding to the arts.
3. The teacher knows a basic vocabulary specific to the arts.
4. The teacher understands the role of the arts historically, culturally, and in every day living.
5. The teacher assesses arts activities, products, and performances and involves students in self-assessment.
6. The teacher understands the interrelationships of the arts with other disciplines.

Performance

1. The teacher selects arts experiences appropriate to developmental levels of students.
2. The teacher uses effective instructional strategies that actively engage students in creating, performing, and responding to the arts.
3. The teacher uses vocabulary specific to the arts.

4. The teacher facilitates experiences that help students understand the role of the arts historically and in every day living.
5. The teacher assesses arts activities, products, and performances and involves students in self-assessment.
6. The teacher demonstrates the interrelationships within the arts and with other disciplines.

Standard #6 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Knowledge

1. The teacher understands basic health, nutrition, safety, and sanitation management practices for children, and procedures regarding childhood illness and communicable diseases.
2. The teacher understands the impact of movement on brain development and learning.

Performance

1. The teacher implements basic health, nutrition, safety, and sanitation management practices for children, including specific procedures regarding childhood illness, communicable diseases, and universal health precautions.
2. The teacher uses appropriate health appraisal procedures and follows appropriate reporting requirements.
3. The teacher integrates movement and learning theories across curriculum and instruction.
4. The teacher implements strategies for healthy lifestyles that include play and physical activity.

Standard #7 The kindergarten through sixth grade teacher uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

Knowledge

1. The teacher is fully grounded in current research in all areas of child development and learning and knows how to use this knowledge to inform his/her teaching practices.
2. The teacher understands the many influences on children's development and learning and how those influences may interact to affect development in both positive and negative ways.
3. The teacher understands the developmental consequences of stress and trauma, risk factors, protective factors, resilience, on the development of mental and social health, and the importance of supportive relationships.
4. The teacher understands how children differ in their development and approaches to learning and knows how to create instructional opportunities that are adapted to diverse students.
5. The teacher understands his or her role in the Individual Education Plan (IEP) process, how to collaborate in the design of intervention strategies and how to integrate goals from the IEP into daily activities and routines.
6. The teacher understands and values the function of the home language in the total development of children and the interrelationships among culture, language and the involvement of family in the school.

Performance

1. The teacher creates a learning environment that promotes children's physical and psychological health and safety.
2. The teacher creates a learning environment that reflects respect and adaptations for children's culture, home languages, individual abilities and disabilities, family contexts, and communities.
3. The teacher creates a learning environment that reflects the belief that all children can learn.
4. The teacher as an integral member of a multiple discipline team, intervention strategies.
5. The teacher integrates goals from IEPs into daily activities and routines.
6. The teacher recognizes and reports signs of stress, trauma, child abuse and neglect and other risk factors and seeks appropriate help or intervention.
7. The teacher creates learning environments that appropriately and individually challenge children to stretch their abilities to higher levels of accomplishments.
8. The teacher uses developmental theory, brain research, and learning theory to design appropriate instruction, assessment, curriculum and learning environments.

ENGLISH LANGUAGE ARTS
Late Childhood through Early Adolescence
Grades 5-8

Standard #1 The teacher of English language arts demonstrates knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interrelationships.

Knowledge

1. The teacher knows that literacy skills help students to understand texts, themselves, and others; to acquire new information; to respond to the needs and demands of society and the workplace; to think critically about what they read and view; and to experience personal fulfillment.
2. The teacher understands the acquisition and development of language arts competencies.
3. The teacher has knowledge of legal and cultural issues involving censorship, copyright, and plagiarism.
4. The teacher knows how to assess and to evaluate student progress in English language arts.
5. The teacher knows how to work cooperatively with other professionals in developing and improving methods to facilitate student learning in the area of language arts.
6. The teacher knows a variety of resources for obtaining current information for the teaching of language arts.

Performance

1. The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle and socio-economic status.
2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, thinking, and viewing abilities and that help students make cross-curricular connections.
3. The teacher demonstrates skill in using technology, including proficiency with word processing, the use of the Internet as a research tool, and other instructional media.
4. The teacher designs instruction that addresses the influences of prior knowledge, metacognition, motivation, and self-concept on the reading, writing, speaking, listening, and viewing processes.
5. The teacher designs English language arts activities that help students become knowledgeable, reflective, creative, and analytical members of a variety of literary communities.
6. The teacher designs, selects, evaluates, and modifies materials appropriate for the individual learner, based upon research and best practice.

Standard #2 The teacher of English language arts demonstrates knowledge of a variety of print and nonprint texts and of how learners create and discover meaning in a text.

Knowledge

1. The teacher knows a representative body of high quality children's and young adult literature.
2. The teacher knows specific literary works written for children and young adults that offer sufficient opportunities to represent diversity of race, culture, and ethnicity.
3. The teacher has knowledge of a broad range of print and nonprint texts in a variety of genres, to include informational and academic works, technical documents, on-line materials, and other oral and visual media.
4. The teacher understands the historical and cultural contexts of the texts studied.
5. The teacher knows a variety of reading and viewing strategies that help readers comprehend and make meaning in a variety of texts.
6. The teacher knows the terminology and critical perspectives needed to analyze, evaluate, and synthesize print and nonprint texts.

Performance

1. The teacher integrates print and nonprint materials into the curriculum.
2. The teacher provides direct instruction and modeling of reading and viewing strategies that help students construct meanings in a variety of texts.
3. The teacher provides and models instructional strategies that motivate student responses to reading and viewing.
4. The teacher uses strategies and activities that help students respond to texts, both personally and critically.
5. The teacher guides students toward becoming independent readers and viewers by encouraging self-monitoring of reading and viewing habits and processes.

Standard #3 The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.

Knowledge

1. The teacher acknowledges the legitimacy of varieties of English language usage and dialects shaped by historical, social, cultural, geographical and economic environments.
2. The teacher understands semantic, syntactic, morphological, and phonological processes of language and language acquisition.
3. The teacher understands how rhetorical, structural, and semantic attributes of language influence human thinking, values, and actions.

Performance

1. The teacher helps students to think consciously about language use and to use language as a tool for thinking creatively, logically, and critically.
2. The teacher fosters students' growth in language facility by encouraging them to become creative and responsible users of the language.
3. The teacher shows respect for a variety of English usage and dialects and fosters such respect in students.

Standard #4 The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of audiences and for different purposes.

Knowledge

1. The teacher understands the abilities and skills needed to communicate effectively in speaking, listening and writing.
2. The teacher understands the composing processes for different forms of oral, visual and written discourse.
3. The teacher understands the research process and how to use data from a variety of sources to communicate information to different audiences.
4. The teacher understands the use of writing, speaking, and observing as major forms of inquiry, reflection, and expression.

Performance

1. The teacher critically evaluates a composer's or speaker's purpose and message.
2. The teacher helps students develop the ability to recognize and use oral, visual and written texts appropriately in different social and cultural settings.
3. The teacher communicates appropriately orally, visually and in writing for a variety of purposes and audiences (expressive, persuasive, creative, technical, and informative).
4. The teacher demonstrates competency in using nonverbal and nonprint means to communicate information.
5. The teacher uses the grammar, usage, and conventions of standard written and oral English and helps students develop competencies in these areas.

MATHEMATICS

Late Childhood through Early Adolescence Grades 5-8

Standard #1 The teacher of mathematics has conceptual and procedural understanding of mathematics.

Knowledge

1. The teacher has knowledge of number and computation including number sense, number systems and their properties, estimation, and computation using a variety of methods.
2. The teacher has knowledge of algebra including patterns, variables, equations, inequalities, functions, and models.
3. The teacher has knowledge of geometry including figures and their properties and measurement from multiple perspectives.
4. The teacher has knowledge of data analysis including probability and statistics.

Performance

1. The teacher uses knowledge of mathematics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of mathematics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of school mathematics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge to demonstrate the integration of the concepts and procedures throughout mathematics and makes connections among other disciplines.
5. The teacher uses knowledge to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to e-mail, spreadsheets, the internet, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data collection devices, presentation software and concrete materials, such as, but not limited to geoboards, tangrams, attribute and pattern blocks, algebraic manipulation materials, etc., to explore and model mathematical thinking and solve problems.

Standard #2 The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.

Knowledge

1. The teacher has knowledge of properties of numbers and the extension of these concepts throughout mathematics.
2. The teacher has knowledge of the use of numbers and operations to quantify, to represent and solve problem situations within and outside of mathematics.
3. The teacher has knowledge of the structure and properties of number systems.

Performance

1. The teacher uses knowledge of numbers and number systems to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of numbers and number systems to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of numbers and number systems to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of numbers and number systems to demonstrate the integration of the concepts and procedures throughout mathematics and makes connections among other disciplines.
5. The teacher uses knowledge of numbers and number systems to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of numbers and number systems to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #3 The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and is able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Knowledge

1. The teacher understands patterns and has an ability to recognize, describe, analyze, extend, generalize, and create a wide variety of patterns.
2. The teacher understands how to investigate algebraic structures using concrete examples such as clock arithmetic, modular systems, and basic matrices.
3. The teacher understands the use of basic matrices and matrix operations to record information and to solve systems of equations.
4. The teacher understands how to investigate algebraic structures such as order relations, groups, and fields.
5. The teacher understands properties of algebraic expressions and the extension of these concepts throughout mathematics.
6. The teacher understands representations of situations and solutions of problems that involve variable quantities with expressions, equations, and inequalities, including algebraic, geometric, and combinatorial relationships.
7. The teacher understands multiple representations of relations by tables, graphs, words, and symbols, the strengths and limitations of each representation, and conversion from one representation to another, using appropriate graphing technology.
8. The teacher understands operations on expressions and ways to find solutions to equations, systems of equations and inequalities using concrete, informal, and formal methods.
9. The teacher understands modeling as a way to solve problems, to understand and describe the behavior of a system or event, and to predict its behavior based on past experiences.
10. The teacher understands transformations of algebraic expressions including the effects of the transformation.

Performance

1. The teacher uses knowledge of concepts of patterns, functions, and algebra to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of patterns, functions, and algebra to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of patterns, functions, and algebra to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of patterns, functions, and algebra to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of patterns, functions, and algebra to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.

6. The teacher uses knowledge of concepts of patterns, functions, and algebra to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #4 The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Knowledge

1. The teacher has the knowledge to make conjectures, model and solve geometric problems.
2. The teacher understands properties and relationships of and between two-dimensional shapes and three-dimensional objects.
3. The teacher understands spatial visualization skills and knows the ways in which shapes and objects can be visualized, combined, subdivided, and changed to illustrate concepts, properties, and relationships.
4. The teacher understands spatial reasoning and geometric models to represent, model, and solve real-world and mathematical problems.
5. The teacher understands geometric transformations, including rotations, reflection, translation and dilation, to two-and three-dimensional figures.
6. The teacher understands indirect measurement, including developing formulas and procedures for determining measures to solve problems.
7. The teacher understands how to choose from coordinate, synthetic, and transformational geometries to solve problems.
8. The teacher understands axiomatic development of geometric systems, and formal and informal proofs in Euclidean geometry.
9. The teacher understands trigonometric and circular functions, their graphs and applications, establishment and applications of trigonometric identities.

Performance

1. The teacher uses knowledge of geometry, measurement, and spatial visualization to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of geometry, measurement, and spatial visualization to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of geometry, measurement, and spatial visualization to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of geometry, measurement, and spatial visualization to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of geometry, measurement, and spatial visualization to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of geometry, measurement, and spatial visualization to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #5 The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of data, statistics and probability and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Knowledge

1. The teacher understands how to investigate problems using data, including formulating a problem, devising a plan to collect data, and systematically collecting, recording and organizing data.
2. The teacher understands descriptive statistics to analyze data, make predictions and decisions.
3. The teacher understands inferential statistics to make predictions and draw conclusions.
4. The teacher understands the role of randomness and sampling in statistical claims about populations.
5. The teacher understands probability as a way to describe chance or risk in simple and compound events, such as in a description of a fair game, odds, and coincidence.
6. The teacher understands how to use experiments and simulations to make predictions and decisions.
7. The teacher understands prediction of outcomes based on theoretical probabilities, and comparison of mathematical expectations with experimental results.
8. The teacher can recognize potential misuses of statistics and common misconceptions about probability.
9. The teacher understands regression with emphasis on line of best fit.

Performance

1. The teacher uses knowledge of data, probability and statistics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of data, probability and statistics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of data, probability and statistics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of data, probability and statistics to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of data, probability and statistics to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of data, probability and statistics to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #6 The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of calculus and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Knowledge

1. The teacher understands how to construct and interpret graphs of single-variable functions.
2. The teacher understands functions, continuous and discrete, and how to use them to describe relations and to model a variety of real world situations.
3. The teacher knows the attributes of elementary functions.
4. The teacher has conceptual understanding of limit, continuity, derivative and integral of single variable functions.
5. The teacher understands representations of limit, continuity, derivative and integral in graphical, symbolic and numerical form.

Performance

1. The teacher uses knowledge of concepts of calculus to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of calculus to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of calculus to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of calculus to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of calculus to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of calculus to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #7 The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within a real world context including the use of appropriate technology.

Knowledge

1. The teacher has knowledge of elementary counting techniques (including combinations and permutations).
2. The teacher has knowledge of sequences, elementary graph concepts, sets, and networks.
3. The teacher has knowledge of iteration and recursion as processes to generate patterns.
4. The teacher has knowledge of matrices as tools to record information.

Performance

1. The teacher uses knowledge of discrete processes and computer science to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of discrete processes and computer science to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of discrete processes and computer science to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.

4. The teacher uses knowledge of discrete processes and computer science to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of discrete processes and computer science to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of discrete processes and computer science to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #8 The teacher of mathematics can demonstrate knowledge of the history of mathematics.

Knowledge

1. The teacher has knowledge of key moments, individual contributions, and contributions of different cultures to the historical development of mathematics.
2. The teacher has knowledge of the role of mathematics in culture and society.
3. The teacher has knowledge of the historical development of Euclidean and non-Euclidean geometries.

Performance

1. The teacher uses knowledge of history of mathematics to integrate relevant historical information into mathematical lessons.
2. The teacher uses knowledge of history of mathematics to enhance student learning and incorporate the contributions of individuals in the development of mathematics.

Standard #9 The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.

Knowledge

1. The teacher has knowledge of different types of instructional strategies.
2. The teacher selects and uses appropriate technological tools and concrete materials to explore and model mathematical thinking and to solve problems.
3. The teacher is able to identify appropriate manipulatives and other instructional tools and their use in the learning of mathematical concepts and processes.
4. The teacher has knowledge of effective ways to use physical space and materials to facilitate student learning of mathematics.
5. The teacher has knowledge and use of different ways to assess students' understanding.
6. The teacher has a beginning knowledge of 5-8 curriculum and mathematical standards.
7. The teacher is able to identify professional mathematics organizations and describe their contributions to the teaching of mathematics.
8. The teacher is able to identify current and emerging research trends in mathematics education.

Performance

1. The teacher uses knowledge of diverse needs of students and of pedagogical strategies to promote effective learning of mathematics.
2. The teacher uses knowledge of students as learners and of pedagogical strategies to select and demonstrate effective mathematics instructional strategies.
3. The teacher uses knowledge of students as learners and of pedagogical strategies to use appropriate technology, manipulatives and other instructional tools to enhance the learning of mathematics concepts and processes.
4. The teacher uses knowledge of students as learners and of pedagogical strategies to apply current and emerging research trends in mathematics education.

SCIENCE

Late Childhood through Early Adolescence Grades 5-8

Standard #1 The teacher of science demonstrates an understanding of physical science.

Knowledge

1. The teacher knows the properties of matter, and how to observe, compare, and classify the properties of matter.
2. The teacher understands the variety of possible changes in the properties of matter, and how to observe, measure, infer, and classify changes in properties of matter.
3. The teacher knows about motion and forces, and knows how to investigate the relationship between motions and forces.

4. The teacher understands and knows how to demonstrate energy, the forms of energy, the conservation of mass/energy, and the transfer of energy.

Performance

1. The teacher can utilize the knowledge of physical science at a substantially greater depth than the level taught to students.

Standard #2 The teacher of science demonstrates an understanding of life science.

Knowledge

1. The teacher knows the basic structure of organisms and can relate structure and function at various levels in organisms.
2. The teacher understands the role of reproduction and heredity for all living things, including the structures and processes of human development, reproduction, and sexuality to include information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
3. The teacher understands the effects of a changing external environment on the regulation/balance of internal conditions and processes of organisms.
4. The teacher can describe and relate interactions of populations of organisms within an ecosystem.
5. The teacher can describe the diversity of living things and relate their adaptations to their survival or extinction.

Performance

1. The teacher understands and can utilize the knowledge of life science at a substantially greater depth than the level taught to students.

Standard #3 The teacher of science demonstrates an understanding of earth and space science.

Knowledge

1. The teacher understands that the structure of the earth's system is constantly changing due to the earth's physical and chemical processes.
2. The teacher knows the earth processes and understands that past and present earth processes are similar.
3. The teacher knows and can classify planets and other solar system components.
4. The teacher understands the motions and forces that explain earth phenomena.

Performance

1. The teacher understands and can utilize the knowledge of earth and space science at a substantially greater depth than the level taught to students.

Standard #4 The teacher of science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #5 The teacher of science demonstrates an understanding of the basic relationships between science and technology and the knowledge of when and how technology can be used to solve problems.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.

2. The teacher knows that progress in science and technology can be affected by social issues and challenges.
3. The teacher knows that science and technology are pursued for different purposes.
4. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
5. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
6. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
7. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher provides students with appropriate opportunities to design and implement technological solutions to problems.

Standard #6 The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
3. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.

Performance

1. The teacher relates science content to the real world.
2. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher demonstrates and understands the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
5. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
6. The teacher demonstrates an understanding of the history of science, including the historical development of current science theories and knowledge.
7. The teacher demonstrates an understanding of how to use mathematics and statistics to analyze and interpret data in the context of science.

Standard #7 The teacher of science demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.

Performance

1. The teacher relates science concepts to each other and to ideas in other academic areas.

Standard #8 The teacher of science demonstrates an understanding of science in personal and social perspectives.

Knowledge

1. The teacher understands the impact of human activity on resources and the environment.
2. The teacher understands that natural hazards are dynamic examples of earth processes that cause us to evaluate risks.

Performance

1. The teacher provides opportunities for students to make decisions based on scientific understanding of personal health.
2. The teacher relates science content to the real world.
3. The teacher links the study of science to career opportunities.

Standard #9 The teacher of science demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn science content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in science.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #10 The teacher of science enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #11 The teacher of science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of science.
2. The teacher understands how science concepts and processes are used in real life situations.
3. The teacher understands and relates the application of science concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to science.
2. The teacher engages students in investigating local science and technological issues.
3. The teacher instructs students in the processes of decision-making about science and technological issues and applications.
4. The teacher relates science to the interest of students, to potential careers, and to knowledge in other domains.

Standard #12 The teacher of science assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in science.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of science.
3. The teacher knows techniques for identifying prior knowledge of science concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for science education.

Standard #13 The teacher of science designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to science instruction.
2. The teacher understands liability and negligence, especially as it applies to science teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in science education.
5. The teacher understands the norms and values of a science learning community.
6. The teacher knows the standards and recommendations of the science education community for the safe and ethical use and care of animals for science instruction.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher handles and cares for animals in a safe and ethical manner.
5. The teacher establishes the elements of an exciting and stimulating science learning environment.
6. The teacher establishes a productive science learning community in the classroom.
7. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #14 The teacher of science improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support science teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

HISTORY, GOVERNMENT, AND SOCIAL STUDIES

Late Childhood through Early Adolescence Grades 5-8

Standard #1 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.
2. The teacher understands the major beliefs of many of the world's major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.
3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.
4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.
5. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
6. The teacher understands past events have affected contemporary and current historical issues and events.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in world history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
7. The teacher is able to create learning experiences around contemporary and current historical issues and events.

Standard #2 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands pre-Columbian cultures in the Americas.
2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.
5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
7. The teacher understands the significant events of the Civil War and Reconstruction.
8. The teacher understands the evolution of nativism and the growth of immigration.
9. The teacher understands the closing of the frontier and the rise of industrialism and labor.
10. The teacher understands past events have affected contemporary and current historical issues and events.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in U.S. history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in U.S. history that are developmentally appropriate for students.

Standard #3 The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge

1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.
6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in Brown v. Board of Education.
9. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
10. The teacher understands the significance of well-known Kansans on the national scene.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in Kansas history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in Kansas history that are developmentally appropriate for students.

Standard #4 The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge

1. The teacher knows and understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
2. The teacher knows and understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
3. The teacher has a working knowledge of the Kansas curricular standards.
4. The teacher knows and understands various purposes and types of local, state, and national repositories of primary source collections.
5. The teacher knows and understands the current debates in the teaching of history.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments which require students to use and evaluate primary sources.
4. The teacher is able to use art, literature, folklore, and music in designing lessons.
5. The teacher is able to design lessons which take into consideration the gender, racial, class, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum which are developmentally appropriate for the students.

Standard #5 The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge

1. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
2. The teacher understands the tension between the dual roles of government as protector of rights and provider of order.
3. The teacher understands the importance of major Supreme Court cases in American history.
4. The teacher understands how the American concept and practice of civil liberties has evolved over time.
5. The teacher understands various political and economic systems.
6. The teacher understands the function and the distribution of powers among the legislative, executive, and judicial branches at the state and national levels.
7. The teacher understands the methods by which we elect government officials and issues regarding civic responsibilities of citizens in the American constitutional government.

Performance

1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.

Standard #6 The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge

1. The teacher knows and understands the effect of scarcity on prices, production, consumption, and distribution of goods or services.
2. The teacher knows and understands the types of economic institutions found in market economies.
3. The teacher knows and understands the role of money and the Federal Reserve system in the national economy.
4. The teacher knows and understands how trade agreements affect international trade and economic and social conditions.
5. The teacher knows how the demand and supply of labor is influenced by productivity, education, skills, and retraining.

Performance

1. The teacher is able to use the concepts of supply and demand to make a decision.
2. The teacher is able to give examples of absolute and comparative advantage between nations.

Standard #7 The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.

Knowledge

1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth's surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.
6. The teacher understands the primary geographic causes for world trade and economic interdependence.

Performance

1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher uses geographic tools and technology to interpret and justify spatial organization.
3. The teacher is able to use regions to analyze past and present geographic issues to answer geographic questions.

Standard #8 The teacher of comprehensive history has knowledge and understanding of social systems and interactions.

Knowledge

1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references.
4. The teacher knows and understands cultural unity and diversity within and across groups.

5. The teacher understands the various forms institutions take, and explains how they develop and change over time.
6. The teacher understands how societies establish and maintain order.

Performance

1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to analyze the interactions of ethnic, material or cultural influences in specific institutions or events.
4. The teacher is able to demonstrate how cultural differences can affect communication, discussion, decision-making and problem solving.
5. The teacher is able to use the principles of sociology to interpret the past and present and to plan for the future.

AGRICULTURE

Early Adolescence through Late Adolescence

Grades 6-12

The Kansas State Board of Education adopted new Agriculture licensure program standards on January 13, 2015. They can be found on www.ksde.org at the following link:

<http://www.ksde.org/Portals/0/TLA/HigherEd/Agricultural%20Education%20final%20Jan132015.pdf>

BIOLOGY

Early Adolescence through Late Adolescence

Grades 6-12

Standard #1 The teacher of biology demonstrates an understanding of the structure and function of cells.

Knowledge

1. The teacher knows that cells are composed of a variety of specialized structures that carry out specific functions.
2. The teacher knows that cells function and replicate as a result of information stored in DNA and RNA molecules.
3. The teacher knows that some plant cells contain chloroplasts, which are the sites of photosynthesis.
4. The teacher knows that cells can differentiate, thereby enabling complex multicellular organisms to form.

Performance

1. The teacher conducts and oversees appropriate lab work related to the structure and function of cells.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of biology demonstrates an understanding of chromosomes, genes, and the molecular basis of heredity.

Knowledge

1. The teacher understands genetics, including single gene and polygenic traits.
2. The teacher understands how DNA and RNA function as genetic material.
3. The teacher understands how DNA specifies the characteristics of most organisms.
4. The teacher understands the nature of autosomal and sex chromosomes.
5. The teacher understands the consequences of mutations in DNA.

Performance

1. The teacher conducts and oversees appropriate lab work related to chromosomes, genes, and the molecular basis of heredity.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of biology demonstrates an understanding of major concepts of biological evolution.

Knowledge

1. The teacher understands the major concepts of biological evolution.

2. The teacher understands that the theory of evolution is both the descent with modification of different lineages of organisms, including humans, from common ancestors and the ongoing adaptation of organisms to environmental challenges and changes.
3. The teacher knows the primary mechanisms of evolution are natural selection and genetic drift.
4. The teacher knows the sources and biological significance of variation.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of biology demonstrates an understanding of the interdependence of organisms and their interaction with the physical environment including energy flow, nutrient cycling, and population dynamics.

Knowledge

1. The teacher knows that atoms and molecules on the earth cycle among the living and nonliving components of the biosphere.
2. The teacher knows that energy flows through ecosystems.
3. The teacher knows that organisms interact in ecosystems.
4. The teacher knows that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite; this fundamental tension has profound effects on the interactions among organisms.
5. The teacher knows that living systems require a continuous input of energy to maintain their chemical and physical organization.
6. The teacher knows that energy for life primarily derives from the sun through the process of photosynthesis.
7. The teacher knows that chemical bonds of food molecules contain energy; this is made available by cellular respiration.
8. The teacher knows that the structure and function of an organism serves to acquire, transform, transport, release, and eliminate the matter and energy used to sustain the organism.
9. The teacher knows that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy, and the ability of the ecosystem to recycle materials.
10. The teacher knows that matter and energy flow through different levels of organization of living systems-cells, organs, organisms, communities-and between living systems and the physical environment, chemical elements are recombined in different ways. Each recombination results in the storage of some energy and a dissipation of some energy into the environment as heat.

Performance

1. The teacher conducts and oversees appropriate lab work and/or fieldwork related to organisms and their interaction with the physical environment.
2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #5 The teacher of biology demonstrates an understanding of the basic behavior of animals.

Knowledge

1. The teacher knows that animals have behavioral responses to internal changes and to external stimuli.
2. The teacher knows that most multicellular animals have nervous systems that form the basis of behavior.
3. The teacher knows that animal behaviors evolve through natural selection.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #6 The teacher of biology demonstrates an understanding of the structure, function, and diversity of organisms.

Knowledge

1. The teacher knows the basic biology, diversity, ecology, and medical effects of microbiological agents, including viruses, bacteria, protists, and prions.
2. The teacher knows the basic biology, diversity, ecology, and medical effects of fungi.
3. The teacher knows the basic biology, diversity, ecology, and human relationships of plants.
4. The teacher knows the basic biology, diversity, anatomy, ecology, and medical effects of major animal groups.

Performance

1. The teacher conducts and oversees lab work and/or fieldwork related to the structure, function, and diversity of organisms.

2. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #7 The teacher of biology demonstrates an understanding of the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues and human sexuality.

Knowledge

1. The teacher knows that human anatomy involves complex, soft, wet tissues, and organs that must operate properly as systems.
2. The teacher knows that infections, developmental problems, trauma, and aging result in specific diseases and disorders.
3. The teacher knows the structures and processes of human development and reproduction including human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
4. The teacher understands the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues.
5. The teacher knows that the severity of disease symptoms is dependent on many factors, such as human resistance and the virulence of the disease-producing organism.
6. The teacher understands that informed personal choices concerning fitness and health involve understanding of chemistry and biology.
7. The teacher knows that the selection of foods and eating patterns determine nutritional balance.
8. The teacher knows that sexuality is a normal part of human development.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #8 The teacher of biology demonstrates an understanding of population growth.

Knowledge

1. The teacher knows that the combined effects of birth and death, and emigration and immigration determine the rate of change in populations.
2. The teacher knows that a variety of factors influence birth rates and fertility rates.
3. The teacher knows that populations can reach limits to growth.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #9 The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #10 The teacher of biology demonstrates an understanding of the basic relationships between science and technology.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher can demonstrate the basic relationship between biology and technology.

Standard #11 The teacher of biology demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher has an understanding of science as both vocation and avocation.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
5. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.

Performance

1. The teacher relates science content to the real world.
2. The teacher links the study of biology to career opportunities.
3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
7. The teacher explains the history of science, including the historical development of current science theories and knowledge.
8. The teacher uses mathematics and statistics to analyze and interpret data in the context of science.
9. The teacher demonstrates an ability to do limited but original research in science.

Standard #12 The teacher of biology demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.

2. The teacher demonstrates a basic understanding of the basic concepts and principles of chemistry, earth and space science, and physics as they relate to understanding biology.

Performance

1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of biology grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of physics than that expected of students.

Standard #13 The teacher of biology demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn biology content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in biology.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #14 The teacher of biology enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #15 The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of biology.
2. The teacher understands how biology concepts and processes are used in real life situations.
3. The teacher understands and relates the application of biology concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to biology.
2. The teacher engages students in investigating local biology and technological issues.
3. The teacher instructs students in the processes of decision-making about biology and technological issues and applications.
4. The teacher relates biology to the interest of students, to potential careers, and to knowledge in other domains.

Standard #16 The teacher of biology assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in biology.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of biology.
3. The teacher knows techniques for identifying prior knowledge of biology concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for biology education.

Standard #17 The teacher of biology designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to biology instruction.
2. The teacher understands liability and negligence, especially as it applies to biology teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in biology education.
5. The teacher understands the norms and values of a science learning community.
6. The teacher knows the standards and commendations of the science education community for the safe and ethical use and care of animals for science instruction.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for biology.
5. The teacher establishes a productive learning community in the biology classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.
7. The teacher handles and cares for animals in a safe and ethical manner.

Standard #18 The teacher of biology improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support biology teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.

3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

CHEMISTRY

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the structure of matter.

Knowledge

1. The teacher knows the nomenclature, nature, structure, and characteristics of inorganic atoms, molecules and ions.
2. The teacher knows atomic theory and atomic structure.
3. The teacher knows the core principles and concepts associated with the configurations of electrons in atoms.
4. The teacher understands the various forms of molecular and atomic absorption and emission spectroscopy that are used in quantitative analysis and for determination of molecular structure.
5. The teacher knows the core concepts and laws of nuclear chemistry.
6. The teacher knows the core concepts and chemistry of the s-block, p-block, d-block, and f-block elements.
7. The teacher understands the concept of stereoisomerism and its applications to organic molecules.
8. The teacher understands the core concepts of the various kinds of spectroscopic methods in organic chemistry, with particular emphasis on NMR, IR, UV, and mass spectroscopy and how these methods are used to deduce the structure of organic molecules.
9. The teacher understands the structure, properties, and characteristic reactions of functional groups in organic molecules.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the states and properties of matter.

Knowledge

1. The teacher knows kinetic molecular theory and its applications to states and properties of matter, with particular emphasis on the laws associated with the gaseous state.
2. The teacher knows intermolecular forces and their actions with respect to states of matter, with particular emphasis on how intermolecular forces relate to changes of state.
3. The teacher understands the periodic law, the organization of the periodic table, and how similarities and differences in atomic structure of the elements underlie chemical trends in the periodic table.
4. The teacher knows the properties and concepts of solutions, with particular emphasis on aqueous solutions and colligative properties.
5. The teacher knows the core theories and concepts of equilibrium to the equilibria of complex ions and slightly soluble salts.
6. The teacher understands the principles and concepts of chemical separations and how the components in complex mixtures can be separated and identified by chromatography and other separations techniques.
7. The teacher understands the core concepts of physical chemistry, which include foundational concepts of thermodynamics, the laws of thermodynamics, kinetic molecular theory of gases and equilibrium in ideal and non-ideal gases, equilibrium in solutions, transport processes, quantum mechanics, atomic structure, molecular electronic structure, spectroscopic methods and photochemistry, statistical mechanics, and the structure of condense phases.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of chemistry demonstrates an understanding of the theories, laws, principles, and concepts concerning chemical reactions.

Knowledge

1. The teacher knows the concepts and principles of stoichiometry, the study of quantitative relationships among the reactants and products in chemical reactions, including reactions in aqueous solutions.

2. The teacher knows the laws and concepts of thermochemistry and how these concepts affect chemical reactions.
3. The teacher knows the major theories of chemical bonding and how these theories explain the various kinds of chemical bonds.
4. The teacher knows the core theories, laws, and concepts of chemical kinetics and the applications of these theories, laws, and concepts to the rates and mechanisms of chemical reactions.
5. The teacher knows the core nature, principles, and concepts of chemical equilibrium.
6. The teacher knows the core theories and concepts of acids and bases and acid-base equilibria and can apply them with particular emphasis on mono- and polyprotic acids and bases, their buffer systems, the variations in their fractions as a function of pH, and their volumetric titrations.
7. The teacher knows the core concepts and principles of electrochemistry, primary and secondary batteries, fuel cells, corrosion, and ion-selective electrodes.
8. The teacher understands gravimetric, and electrochemical methods to the analysis of chemical systems.
9. The teacher knows nomenclature, the concepts of structure and bonding in organic molecules, and the factors that determine their physical and chemical properties.
10. The teacher knows the properties and characteristic reactions of organic molecules that lack a functional group.
11. The teacher understands the core concepts and mechanisms of the flow of biological information, with particular emphasis on nucleic acids; DNA replication, repair, and recombination; transcription and RNA processing; protein synthesis; and recombinant DNA technology.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of chemistry demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #5 The teacher of chemistry demonstrates an understanding of the basic relationships between science and technology.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.

- The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
- The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

- The teacher can demonstrate the basic relationship between chemistry and technology.

Standard #6 The teacher of chemistry demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

- The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
- The teacher has an understanding of science as both vocation and avocation.
- The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
- The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
- The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.

Performance

- The teacher relates science content to the real world.
- The teacher links the study of chemistry to career opportunities.
- The teacher explains how science uses peer review, replication of methods, and norms of honesty.
- The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
- The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
- The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
- The teacher explains the history of science, including the historical development of current science theories and knowledge.
- The teacher uses mathematics and statistics to analyze and interpret data in the context of science.
- The teacher demonstrates an ability to do limited but original research in science.

Standard #7 The teacher of chemistry demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

- The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
- The teacher has a basic understanding of the basic concepts and principles of biology, earth and space science, and physics as they relate to understanding chemistry.

Performance

- The teacher relates science concepts to each other and even to ideas in other academic areas.
- The teacher understands how the knowledge and mastery of each concept of chemistry grows and develops across the grade levels and adjusts instruction accordingly.
- The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of chemistry than that expected of students.

Standard #8 The teacher of chemistry demonstrates an understanding of and an ability to teach science effectively.

Knowledge

- The teacher understands how students learn science concepts and develop the abilities of science inquiry.

2. The teacher understands the abilities and developmental readiness of students to learn chemistry content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in chemistry.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #9 The teacher of chemistry enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current chemistry curriculum issues and resources.

Standard #10 The teacher of chemistry understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of chemistry.
2. The teacher understands how chemistry concepts and processes are used in real life situations.
3. The teacher understands and relates the application of chemistry concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to chemistry.
2. The teacher engages students in investigating local chemistry and technological issues.
3. The teacher instructs students in the processes of decision-making about chemistry and technological issues and applications.
4. The teacher relates chemistry to the interest of students, to potential careers, and to knowledge in other domains.

Standard #11 The teacher of chemistry assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in chemistry.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of chemistry.
3. The teacher knows techniques for identifying prior knowledge of chemistry concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for chemistry education.

Standard #12 The teacher of chemistry designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to chemistry instruction.
2. The teacher understands liability and negligence, especially as it applies to chemistry teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in chemistry education.
5. The teacher understands the norms and values of a science learning community.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for chemistry.
5. The teacher establishes a productive learning community in the chemistry classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #13 The teacher of chemistry improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support chemistry teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

EARTH AND SPACE SCIENCE

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of earth and space science demonstrates an understanding of the sources of energy that power the dynamic earth system.

Knowledge

1. The teacher understands that essentially all energy on earth traces ultimately to the sun and radioactivity in the earth's interior.
2. The teacher understands that the convection circulation in the mantle is driven by the outward transfer of the earth's internal heat.
3. The teacher understands that movable continental and oceanic plates make up the earth's surface; the hot, convecting mantle is the energy source for plate movement.

4. The teacher understands that energy from the sun heats the oceans and the atmosphere and affects oceanic and atmospheric circulation.
5. The teacher understands that energy flow determines global climate and, in turn, is influenced by geographic features, cloud cover, and the earth's rotation.
6. The teacher knows that the systems at the earth's surface are powered principally by the sun and contain an essentially fixed amount of each stable chemical atom or element.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of earth and space science demonstrates an understanding of the actions and the interactions of the earth's subsystems: the geosphere, hydrosphere, atmosphere, and biosphere.

Knowledge

1. The teacher understands the processes of the carbon, rock, and water cycles.
2. The teacher understands water, glaciers, winds, waves, and gravity as weathering and erosion agents.
3. The teacher understands the earth's motions and seasons.
4. The teacher knows the composition and structure of the earth's atmosphere.
5. The teacher understands severe storms and safety precautions.
6. The teacher understands basic weather forecasting, weather maps, fronts, and pressure systems.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of earth and space science demonstrates an understanding of the origin and evolution of the dynamic earth system.

Knowledge

1. The teacher knows the earth's history on the geologic time scale.
2. The teacher knows rock sequences, fossils and radioactive decay and how they are used to estimate the time rocks were formed.
3. The teacher understands earth's changes as short term (during a human's lifetime) such as earthquakes and volcanic eruptions, and as long term (over a geological time scale) such as mountain building and plate movements.
4. The teacher understands the dramatic changes in the earth's atmosphere (i.e., introduction of O₂) which were affected by the emergence of life on earth.
5. The teacher understands the formation of minerals and rocks by way of the rock cycle.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of earth and space science demonstrates an understanding of the organization of the universe and its development.

Knowledge

1. The teacher understands the expansion of the universe from a hot dense early state.
2. The teacher understands the organization and development of stars, solar systems, and planets.
3. The teacher understands the general methods of and importance of the exploration of our solar system and space.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #5 The teacher of earth and space science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.

4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #6 The teacher of earth and space science demonstrates an understanding of the basic relationships between science and technology.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher can demonstrate the basic relationship between earth and space science and technology.

Standard #7 The teacher of earth and space science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher has an understanding of science as both vocation and avocation.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
5. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.

Performance

1. The teacher relates science content to the real world.
2. The teacher links the study of earth and space science to career opportunities.
3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.

6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
7. The teacher explains the history of science, including the historical development of current science theories and knowledge.
8. The teacher uses mathematics and statistics to analyze and interpret data in the context of science.
9. The teacher demonstrates an ability to do limited but original research in science.

Standard #8 The teacher of earth and space science demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
2. The teacher has a basic understanding of the basic concepts and principles of biology, chemistry, and physics as they relate to understanding earth and space science.

Performance

1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of earth and space science grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of earth and space science than that expected of students.

Standard #9 The teacher of earth and space science demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn earth and space science content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in earth and space science.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #10 The teacher of earth and space science enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.

3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #11 The teacher of earth and space science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of earth and space science.
2. The teacher understands how earth and space science concepts and processes are used in real life situations.
3. The teacher understands and relates the application of earth and space science concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to earth and space science.
2. The teacher engages students in investigating local earth and space science and technological issues.
3. The teacher instructs students in the processes of decision-making about earth and space science and technological issues and applications.
4. The teacher relates earth and space science to the interest of students, to potential careers, and to knowledge in other domains.

Standard #12 The teacher of earth and space science assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in earth and space science.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of earth and space science.
3. The teacher knows techniques for identifying prior knowledge of earth and space science concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for earth and space science education.

Standard #13 The teacher of earth and space science designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to earth and space science instruction.
2. The teacher understands liability and negligence, especially as it applies to earth and space science teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in earth and space science education.
5. The teacher understands the norms and values of a science learning community.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.

4. The teacher establishes the elements of an exciting and stimulating environment for earth and space science.
5. The teacher establishes a productive learning community in the earth and space science classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #14 The teacher of earth and space science improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support earth and space science teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

PHYSICS

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of physics demonstrates an understanding of the relationships between motions and forces.

Knowledge

1. The teacher knows that the motion of an object can be described in terms of its displacement, position, velocity, momentum, and acceleration.
2. The teacher understands Newton's three laws of motion.
3. The teacher understands the concept of mechanical energy and that it can be classified as potential or kinetic.
4. The teacher knows that gravitation is a relatively weak, attractive force that acts upon and between any two masses.
5. The teacher knows that electric force is the attraction or repulsion that exists between two charged particles. Its magnitude is vastly greater than that due to gravity.
6. The teacher knows that electricity and magnetism are two aspects of a single electromagnetic force.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of physics demonstrates an understanding of the conservation of mass and energy, and that the overall disorder of the universe is increased during every chemical and physical change.

Knowledge

1. The teacher knows that the mass/energy of the universe is constant.
2. The teacher understands that energy comes in many forms like gravitational, mechanical, electrical, magnetic, chemical, nuclear, radiative, solar, thermal, etc., and that it can be transformed between these forms.
3. The teacher knows that heat is the energy transferred from objects at higher temperature to objects at lower temperature.
4. The teacher knows that closed systems tend to become less organized and more disordered with time.
5. The teacher understands the basic laws and concepts of thermodynamics.
6. The teacher knows the thermal properties of matter and the modes of heat transfer.
7. The teacher knows that in nuclear reactions, and other situations, mass can be transformed to energy and vice-versa.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.

Knowledge

1. The teacher understands basic wave theory.
2. The teacher knows that electromagnetic waves result when a charged object is accelerated.
3. The teacher knows that each kind of atom or molecule can gain or lose energy only in particular discrete amounts.
4. The teacher knows that electrons flow easily in some conductors (such as metals), meet resistance in others (such as glass), and have intermediate behavior in semiconducting materials.
5. The teacher knows basic atomic structure, nuclear structure and quantum mechanics.
6. The teacher knows the concepts of general and special relativity.
7. The teacher knows the photon theory of light and basic optics.
8. The teacher knows the basics of electrical circuits.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of physics demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge

1. The teacher understands the nature of scientific inquiry.

Performance

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #5 The teacher of physics demonstrates an understanding of the basic relationships between science and technology.

Knowledge

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance

1. The teacher can demonstrate the basic relationship between physics and technology.

Standard #6 The teacher of physics demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher has an understanding of science as both vocation and avocation.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
5. The teacher recognizes society's role in supporting topics of research and determining institutions where research is conducted.

Performance

1. The teacher relates science content to the real world.
2. The teacher links the study of physics to career opportunities.
3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
7. The teacher explains the history of science, including the historical development of current science theories and knowledge.
8. The teacher demonstrates an understanding of how to use mathematics and statistics to analyze and interpret data in the context of science.
9. The teacher demonstrates an ability to do limited but original research in science.

Standard #7 The teacher of physics demonstrates an understanding of the concepts and processes unifying science domains.

Knowledge

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
2. The teacher demonstrates a basic understanding of the basic concepts and principles of biology, chemistry, and earth and space science as they relate to understanding physics.

Performance

1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of physics grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of physics than that expected of students.

Standard #8 The teacher of physics demonstrates an understanding of and an ability to teach science effectively.

Knowledge

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn physics content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

Performance

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.

4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in physics.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #9 The teacher of physics enacts a science curriculum that integrates content within the sciences and among other disciplines.

Knowledge

1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

Performance

1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

Standard #10 The teacher of physics understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

Knowledge

1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of physics.
2. The teacher understands how physics concepts and processes are used in real life situations.
3. The teacher understands and relates the application of physics concepts to technological, societal, and cultural issues.

Performance

1. The teacher engages students in activities and projects in which they examine important social or technological issues related to physics.
2. The teacher engages students in investigating local science and technological issues.
3. The teacher instructs students in the processes of decision-making about science and technological issues and applications.
4. The teacher relates physics to the interest of students, to potential careers, and to knowledge in other domains.

Standard #11 The teacher of physics assesses students' educational progress through a variety of methods.

Knowledge

1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in physics.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of physics.
3. The teacher knows techniques for identifying prior knowledge of physics concepts and abilities that lead students to construct new understandings.

Performance

1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.

2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for physics education.

Standard #12 The teacher of physics designs and manages safe and supportive learning environments.

Knowledge

1. The teacher understands the elements of a safe environment in all areas related to physics instruction.
2. The teacher understands liability and negligence, especially as it applies to physics teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students' intellectual, social, and personal growth in physics education.
5. The teacher understands the norms and values of a science learning community.

Performance

1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for physics.
5. The teacher establishes a productive learning community in the physics classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #13 The teacher of physics improves teaching through ongoing professional practice.

Knowledge

1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support physics teachers.

Performance

1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.

BUSINESS

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of business demonstrates content knowledge of and skills in the use of computers.

Knowledge

1. The teacher understands the standard features and operation of typical business, information processing, and productivity software.
2. The teacher is familiar with computer-based multimedia tools.
3. The teacher knows of resources available through telecommunications and the processes for accessing those resources.
4. The teacher is familiar with current computer platforms and the operating systems commonly used.
5. The teacher understands the principles of computer networks.
6. The teacher has a functional knowledge of internal computer organization and architecture, and a computer programming language.

Performance

1. The teacher demonstrates proper use of typical business, information processing, and productivity software to solve application problems.
2. The teacher uses software to create multimedia presentations.
3. The teacher accesses information from a variety of sources.
4. The teacher uses current computer platforms and operating systems.
5. The teacher can outline the components of computer networks.

6. The teacher explains the internal computer operation.
7. The teacher evaluates, selects, and uses computers, software, and related technology to support the instructional and learning process.
8. The teacher uses a computer programming language.

Standard #2 The teacher of business uses instructional strategies that encourage development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving) with regard to business and technological issues and problems.

Knowledge

1. The teacher understands the principles of problem-solving and critical thinking.

Performance

1. The teacher models appropriate problem-analysis and problem-solving techniques.
2. The teacher uses technology to solve problems, collect data, manage information, and make decisions.

Standard #3 The teacher of business demonstrates knowledge of current curricula, curricular issues, and trends related to computer and business education.

Knowledge

1. The teacher understands the curriculum development, funding, and program approval processes.
2. The teacher understands emerging technologies.
3. The teacher is familiar with journals and other resources for keeping current.
4. The teacher is aware of professional organizations in business and computer fields.
5. The teacher understands curricular issues and trends related to business and computer education.

Performance

1. The teacher identifies and implements a model curriculum.
2. The teacher describes the impact of emerging issues and trends in computer and business education.
3. The teacher keeps informed of current knowledge by using relevant professional literature, identifying professional organizations and participating in educational opportunities.

Standard #4 The teacher of business demonstrates knowledge of future educational opportunities and careers in business and computer fields based on exploratory or working experiences in business.

Knowledge

1. The teacher maintains current knowledge in trends about career opportunities in the field of business and computers.
2. The teacher is familiar with skills and knowledge needed for transition from school to work.

Performance

1. The teacher presents career information as an integral part of the instructional process.
2. The teacher models and teaches skills and attitudes desired in the world of work.
3. The teacher experiences workplace environments.

Standard #5 The teacher of business demonstrates an understanding of general business operations, marketing functions, and international business environments.

Knowledge

1. The teacher understands business principles and various forms of business ownership.
2. The teacher understands economic issues and the impact of the United States economic system of capitalism and other economic systems in the world.
3. The teacher candidate understands the functions of marketing and marketing techniques used in the United States and globally.

Performance

1. The teacher describes changes in business and economic trends.
2. The teacher identifies and analyzes various management principles and types of business ownership.
3. The teacher develops a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.
4. The teacher demonstrates the ability to teach the seven marketing principles and entrepreneurial concepts.

Standard #6 The teacher of business understands the role of accounting in the workforce.

Knowledge

1. The teacher understands basic business and accounting concepts, theories, and terminology.

Performance

1. The teacher uses mathematics to analyze and solve financial problems.
2. The teacher uses manual and computerized accounting methods.

Standard #7 The teacher of business understands the role of leadership, teamwork, and communication in the workforce.

Knowledge

1. The teacher understands effective business and computer communication skills including writing, reading, speaking, and listening.
2. The teacher understands the importance of leadership and teamwork skills in the field of business.

Performance

1. The teacher uses effective business communications skills (including writing, reading, speaking, and listening) and applies the principles of communication to the employability process.
2. The teacher demonstrates leadership and teamwork skills.

Standard #8 The teacher of business understands business law, ethics, and financial planning.

Knowledge

1. The teacher is aware of the purpose, characteristics, and classifications of business, labor, and consumer laws.
2. The teacher understands ethics in society.
3. The teacher understands financial planning for individuals.

Performance

1. The teacher describes labor, consumer, and business law.
2. The teacher identifies ethical business practices.
3. The teacher describes consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance, tax forms, and retirement planning.

ENGLISH LANGUAGE ARTS

Early Adolescence Through Late Adolescence Grades 6-12

Standard #1 The teacher of English language arts demonstrates knowledge of a variety of texts, both print and nonprint, and of how learners create and discover meaning in a text.

Knowledge

1. The teacher has knowledge of a representative body of traditional and contemporary American, British, and world literature in a variety of genres.
2. The teacher has knowledge of works representing diversity in gender, race, culture, and ethnicity, including works written for young adults.
3. The teacher has knowledge of a broad range of print and nonprint texts, including informational materials, academic works, technical documents, on-line materials, and other oral and visual media.
4. The teacher has knowledge of the terminology and critical perspectives needed to analyze, evaluate, and synthesize texts.
5. The teacher has knowledge of the religious, philosophical, political, and cultural contexts of texts studied.
6. The teacher has knowledge of a variety of reading and viewing strategies that help learners comprehend, make meaning, and respond to a text.

Performance

1. The teacher helps students make connections between what they know and what they encounter in order to provide a context for learning.
2. The teacher provides direct instruction and modeling of reading and viewing strategies that help students comprehend and construct meaning in a text.
3. The teacher provides and models instructional strategies that help students critically evaluate and analyze a text.
4. The teacher guides students toward becoming independent readers and viewers by encouraging self-monitoring of reading and viewing habits and processes.

Standard #2 The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.

Knowledge

1. The teacher acknowledges the legitimacy of varieties of English language usage and dialects shaped by historical, social, cultural, economic and geographical environments.
2. The teacher understands semantic, syntactic, morphological, and phonological processes of language and language acquisition.

3. The teacher has knowledge of the history of the English language.
4. The teacher understands how rhetorical, structural, and semantic attributes of language influence human thinking, values, and actions.

Performance

1. The teacher helps students to think consciously about language use and to use language as a tool for thinking creatively, logically, and critically.
2. The teacher fosters students' growth in language facility by encouraging them to become creative and responsible users of the language.
3. The teacher respects varieties of English usage and dialects and fosters such respect in students.

Standard #3 The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of audiences and for different purposes.

Knowledge

1. The teacher knows the abilities and skills needed to communicate effectively in speaking, listening, and writing.
2. The teacher knows the composing processes and rhetorical strategies for producing different forms of oral, written, and visual discourse.
3. The teacher understands the research process and how to use data from a variety of sources to communicate information to different audiences.
4. The teacher understands the use of writing, speaking, and observing as major forms of inquiry, reflection, and expression.

Performance

1. The teacher models how to evaluate critically a composer's or speaker's purpose and message.
2. The teacher helps students develop the ability to recognize and use oral, visual, and written text appropriately in different social and cultural settings.
3. The teacher communicates orally, visually, and in writing for a variety of purposes and audiences (expressive, persuasive, creative, technical, and informative).
4. The teacher models effective nonverbal communication skills.
5. The teacher uses the grammar, usage, and conventions of standard written and oral English and helps students develop competencies in these areas.

Standard #4 The teacher of English language arts demonstrates knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.

Knowledge

1. The teacher knows that literacy skills help students to understand texts, themselves and others; to acquire new information; to respond to the needs and demands of society and the workplace; to think critically; and to experience personal fulfillment.
2. The teacher understands the acquisition and development of language arts competencies.
3. The teacher is aware of legal issues involving censorship, copyright, and plagiarism.
4. The teacher knows how to evaluate and assess student progress in English language arts.
5. The teacher knows how to work cooperatively with other professionals in developing and improving methods to facilitate student learning in the language arts.
6. The teacher knows a variety of resources for obtaining current information for the teaching of English language arts.

Performance

1. The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socio-economic status.
2. The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities and that help students make cross-curricular connections.
3. The teacher demonstrates skills in using technology, including proficiency with word processing, the use of the Internet as a research tool, and other instructional media.
4. The teacher designs instruction that addresses the influences of prior knowledge, metacognition, motivation, and self-concept on the reading, writing, speaking, listening, and viewing processes.
5. The teacher designs English language arts activities that help students become knowledgeable, reflective, creative, and analytical members of a variety of literary communities.
6. The teacher designs, selects, evaluates, and modifies materials that are appropriate for the individual learner, based upon research and best practice.

FAMILY AND CONSUMER SCIENCES

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of family and consumer sciences demonstrates an understanding of the major concepts, theoretical views, scientific principles, resources, and skills in the areas of personal and family development, life span human growth and development, parenting and child development, interpersonal skills, human sexuality, personal and family resource management, life and career planning, nutrition and food, wellness, living environments, and apparel and textiles.

Knowledge

1. The teacher understands family systems throughout time and within cultures.
2. The teacher understands the complexity of the challenges faced by individuals and families.
3. The teacher understands the importance of the strength and vitality of families in the development of individuals and families.
4. The teacher understands the significance of using reasoned processes and integrating knowledge related to emerging and persistent concerns of families in the areas of personal and family development including relationships, cultural influences, and the integration of multiple life roles and responsibilities in family, career and community settings, life span human growth and development, parenting and child development, human sexuality, personal and family resource management, nutrition and food, wellness, living environments, apparel and textiles, and life and career planning.
5. The teacher understands human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).

Performance

1. The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of personal and family development including relationships, cultural influences, the integration of multiple life roles and responsibilities in family, career and community settings; life span human growth and development; parenting and child development, human sexuality, resource management; nutrition and food; wellness; living environments; apparel and textiles; and life and career planning.
2. The teacher uses and models analytical, empirical, interpretive, and critical science modes of inquiry.
3. The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
4. The teacher demonstrates skill in presenting information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).

Standard #2 The teacher of family and consumer sciences understands that social, cultural, cognitive, economic, emotional, and physical factors contribute to the well-being of individuals, families, and communities.

Knowledge

1. The teacher understands the development and use of personal, social and material resources to meet individual, family and community needs.
2. The teacher understands the complex roles of individuals and families as consumers of materials and services.
3. The teacher understands the importance of nurture and challenge to the development of the learner within the learning community as well as within the family.

Performance

1. The teacher addresses emerging, persistent, and perennial concerns of individuals and families and plans instruction to meet these needs.
2. The teacher acts as an advocate on behalf of individuals, families, consumers, and communities.

Standard #3 The teacher of family and consumer sciences understands that individuals and families can be empowered through education to maximize their potential and to function independently and collaboratively.

Knowledge

1. The teacher understands factors to be used in the design, development, and management of a family and consumer sciences program.
2. The teacher understands the importance of a family and consumer sciences program in preparing students for family, community and career roles.
3. The teacher understands that family and consumer sciences programs are built upon sciences, arts and humanities.

4. The teacher understands the importance of a family and consumer sciences curriculum that empowers students to maximize their potential through problem-solving, critical thinking, ethical reasoning, leadership and citizenship, and communication skills.

Performance

1. The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals and families.
2. The teacher acts as an advocate for family and consumer sciences programs.
3. The teacher makes linkages and develops partnerships with parents, the community, and business and industry.

Standard #4 The teacher of family and consumer sciences understands how technology and the quality of environments enhance the functioning and productivity of individuals, families, careers and communities.

Knowledge

1. The teacher identifies the broad implications of technology on individuals, families, careers and communities.
2. The teacher understands the environmental impact of decisions made by individuals, families and communities.
3. The teacher understands general health and safety principles related to individuals, families, careers and communities.

Performance

1. The teacher creates learning opportunities that help students understand relationships among society, technology, and the environment.
2. The teacher establishes and models appropriate health and safety practices in the family and consumer sciences learning environment.
3. The teacher develops a safe learning environment for family and consumer sciences students.

Standard #5 The teacher of family and consumer sciences develops family and consumer sciences programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.

Knowledge

1. The teacher understands the importance of career and life planning.
2. The teacher understands the knowledge, skills and practices needed to prepare students for careers in family and consumer sciences.
3. The teacher understands the importance of the linkages and partnerships between family and consumer sciences and career and technical education.
4. The teacher understands how career and technical student organizations help prepare students for roles of leadership and service in the family, community, and workplace.

Performance

1. The teacher plans, develops, implements and evaluates programs that prepare students for individual, family, community roles, and for careers in family and consumer sciences.
2. The teacher prepares students for leadership and service roles in the family, community and workplace.
3. The teacher implements learning opportunities that empower students to make the transition from school to career.
4. The teacher documents work experience related to family and consumer sciences.

JOURNALISM

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of journalism demonstrates knowledge of the history of American journalism.

Knowledge

1. The teacher understands the historical influence of journalism on American culture.
2. The teacher knows the impact that societal and technological changes have had on American journalism.
3. The teacher knows the role and responsibilities of a free press in a democratic society.

Performance

1. The teacher explains the historical influence of journalism on American culture.
2. The teacher describes how technology and social forces have changed the nature of American journalism.
3. The teacher guides the students in understanding the responsibilities of a free press.

Standard #2 The teacher of journalism demonstrates knowledge of how language and images shape thinking and behavior.

Knowledge

1. The teacher understands the rhetorical attributes of language and images.
2. The teacher knows how media messages are crafted to elicit specific behaviors.

Performance

1. The teacher guides students to be informed about media manipulative techniques.
2. The teacher guides students to be critical consumers of media.

Standard #3 The teacher of journalism demonstrates knowledge of legal and ethical issues pertaining to scholastic journalism.

Knowledge

1. The teacher knows the legal rights and ethical responsibilities of student journalists, faculty advisers, and school administrators.
2. The teacher understands legal terms applicable to scholastic journalism.
3. The teacher knows state law pertaining to scholastic journalism.
4. The teacher knows court cases that impact scholastic journalism.
5. The teacher is aware of professional resources that provide legal advice and assistance to scholastic journalism programs.

Performance

1. The teacher practices ethical decision-making as applied to scholastic journalism.
2. The teacher guides student journalists in ethical decision-making.
3. The teacher instructs students in legal terms, state law, and court cases affecting scholastic journalism.
4. The teacher adheres to laws governing scholastic journalism.

Standard #4 The teacher of journalism demonstrates proficiency in various types of journalistic writing, reporting, scriptreading, and copyediting.

Knowledge

1. The teacher defines and differentiates journalistic genres, such as news, sports, feature, and opinion articles.
2. The teacher understands the writing of journalistic devices, such as headlines and cutlines.
3. The teacher knows the basics of reporting, including interviewing, researching, assessing newsworthiness, and selecting sources.
4. The teacher knows the basic techniques used for presenting stories for both radio and television.
5. The teacher knows Associated Press style and the journalistic standards governing punctuation, spelling, and English usage.

Performance

1. The teacher prepares student reporters to gather adequate and newsworthy information.
2. The teacher guides the student writing of effective journalistic genres and devices for both print and broadcast media.
3. The teacher trains students to edit copy for style, conventions, and space.

Standard #5 The teacher of journalism demonstrates proficiency with the organizational and technical aspects of scholastic journalism.

Knowledge

1. The teacher understands publication management, including finances, marketing, and circulation.
2. The teacher understands design and layout principles.
3. The teacher knows contemporary technology appropriate to scholastic journalism and broadcast media.
4. The teacher knows the basic elements of photojournalism for both print and broadcast media.
5. The teacher knows the basic elements of broadcast journalism.

Performance

1. The teacher supervises the students in devising and executing a plan to finance publications.
2. The teacher guides the staff in devising and executing a plan to maximize circulation and readership of publications.
3. The teacher instructs students in effective design and layout of school publications.
4. The teacher directs the students in the use of contemporary technology appropriate to the technical printing procedures used in the production of newspapers and the technical procedures used in both radio and television broadcasting.

Standard #6 The teacher of journalism demonstrates effective methods of teaching scholastic journalism.

Knowledge

1. The teacher knows current and proven methods of teaching scholastic journalism.

2. The teacher knows how to organize and manage school publications.
3. The teacher knows techniques for evaluating student journalistic products and performances.
4. The teacher knows how to organize and manage broadcast media.

Performance

1. The teacher applies appropriate journalism teaching methods in the classroom.
2. The teacher efficiently supervises school publications and broadcast productions.
3. The teacher establishes and applies standards for evaluating student products and performances in both print and broadcast media.

Standard #7 The teacher of journalism understands the role of media products to communicate with a variety of audiences, purposes, occasions and contexts.

Knowledge

1. The teacher is knowledgeable about various methods that can be used to create aural and visual products.
2. The teacher knows how to analyze characteristics of various methods to create media.

Performance

1. The teacher can demonstrate how to create media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.
2. The teacher can demonstrate how to create media products, such as computer applications, video and audio tapes, recordings, live presentations and props.
3. The teacher can demonstrate advanced techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.

MATHEMATICS

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of mathematics has conceptual and procedural understanding of mathematics.

Knowledge

1. The teacher has knowledge of number and computation including number sense, number systems and their properties estimation, and computation using a variety of methods.
2. The teacher has knowledge of algebra including patterns, variables, equations, inequalities, functions, and models.
3. The teacher has knowledge of geometry including figures and their properties, measurement, and from multiple perspectives.
4. The teacher has knowledge of data analysis including probability and statistics.

Performance

1. The teacher uses knowledge of mathematics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of mathematics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of mathematics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of mathematics to demonstrate the integration of the concepts and procedures throughout mathematics and makes connections among other disciplines.
5. The teacher uses knowledge of mathematics to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to e-mail, spreadsheets, the internet, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data collection devices, presentation software and concrete materials, such as, but not limited to geoboards, tangrams, attribute and pattern blocks, algebraic manipulation materials, etc., to explore and model mathematical thinking and solve problems.

Standard #2 The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.

Knowledge

1. The teacher has knowledge of properties of numbers and the extension of these concepts throughout mathematics.

2. The teacher has knowledge of the use of numbers and operations to quantify, to represent and solve problem situations within and outside of mathematics.
3. The teacher has knowledge of the structure and properties of number systems.
4. The teacher has knowledge of geometric and polar representations of complex numbers.
5. The teacher has knowledge of the differences between algebraic and transcendental numbers.

Performance

1. The teacher uses knowledge of numbers and number systems to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of numbers and number systems to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of numbers and number systems to organize and express mathematical thinking orally, in writing and visually using mathematical notation and language.
4. The teacher uses knowledge of numbers and number systems to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of numbers and number systems to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of numbers and number systems to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #3 The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions, and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Knowledge

1. The teacher understands patterns, including an ability to recognize, describe, analyze, extend, generalize, and create a wide variety of patterns.
2. The teacher understands how to investigate algebraic structures using concrete examples such as clock arithmetic, modular systems, and matrices.
3. The teacher understands the use of matrices and matrix operations to record information and to solve systems of equations.
4. The teacher understands aspects of algebraic structures such as order relations, groups, and fields.
5. The teacher understands properties of algebraic expressions and the extension of these concepts throughout mathematics.
6. The teacher understands representations of situations and solutions of problems that involve variable quantities with expressions, equations, and inequalities, including algebraic, geometric, and combinatorial relationships.
7. The teacher understands multiple representations of relations by tables, graphs, words, and symbols, the strengths and limitations of each representation, and conversion from one representation to another, using appropriate graphing technology.
8. The teacher understands operations on expressions and ways to find solutions to equations, systems of equations and inequalities using concrete, informal, and formal methods.
9. The teacher understands numerical approximation techniques as a basis for numerical integration and numerical based proofs.
10. The teacher understands modeling to solve problems, to understand and describe the behavior of a system or event, and to predict its behavior based on past experiences.
11. The teacher understands transformations of algebraic expressions and knows the effects of the transformation.

Performance

1. The teacher uses knowledge of concepts of patterns, functions, and algebra to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of patterns, functions, and algebra to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of patterns, functions, and algebra to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of patterns, functions, and algebra to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.

5. The teacher uses knowledge of concepts of patterns, functions, and algebra to create, use, and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of patterns, functions, and algebra to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #4 The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of technology.

Knowledge

1. The teacher has the knowledge to make conjectures, model and solve geometry problems.
2. The teacher understands properties and relationships of and between two-dimensional shapes and three-dimensional objects.
3. The teacher has spatial visualization skills and knows the ways in which shapes and objects can be visualized, combined, subdivided, and changed to illustrate concepts, properties, and relationships.
4. The teacher understands spatial reasoning and the use of geometric models to represent, model, and solve real-world and mathematical problems.
5. The teacher understands geometric transformations, including rotations, reflection, translation and dilation to two- and three-dimensional figures.
6. The teacher understands indirect measurement and its uses, including developing formulas and procedures for determining measures to solve problems.
7. The teacher understands how to choose from coordinate, synthetic, and transformational geometries to solve problems.
8. The teacher understands axiomatic development of geometric systems and formal and informal proofs in both Euclidean and non-Euclidean geometries.
9. The teacher understands trigonometric and circular functions, their graphs and applications, establishment and applications of trigonometric identities.
10. The teacher understands use of vectors in real world and mathematical problem solving.

Performance

1. The teacher uses knowledge of geometry, measurement, and spatial visualization to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of geometry, measurement, and spatial visualization to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of geometry, measurement, and spatial visualization to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of geometry, measurement, and spatial visualization to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of geometry, measurement, and spatial visualization to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of geometry, measurement, and spatial visualization to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #5 The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of data, statistics and probability and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Knowledge

1. The teacher understands how to investigate problems using data, including formulating a problem, devising a plan to collect data, and systematically collecting, recording and organizing data.
2. The teacher understands descriptive statistics to analyze data, make predictions and decisions.
3. The teacher understands inferential statistics to make predictions and draw conclusions.
4. The teacher understands the role of randomness and sampling in statistical claims about populations.
5. The teacher understands the probability as a way to describe chance or risk in simple and compound events such as in a description of a fair game, odds, and coincidence.
6. The teacher understands the use of experiments and simulations to make predictions and decisions.
7. The teacher understands prediction of outcomes based on theoretical probabilities and comparison of mathematical expectations with experimental results.
8. The teacher recognizes the potential misuses of statistics and common misconceptions about probability.

9. The teacher understands regression with emphasis on line of best fit.
10. The teacher understands random variables and their applications to generate and interpret probability distributions including normal and binomial probability distributions.
11. The teacher has experience with probability topics including expected value, elementary counting techniques, conditional probability, and the use of an area model to represent probability geometrically.

Performance

1. The teacher uses knowledge of data, probability and statistics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of data, probability and statistics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of data, probability and statistics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of data, probability and statistics to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of data, probability and statistics to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of data, probability and statistics to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #6 The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of calculus and is able to identify and apply these relationships within a real world context, including the use of appropriate technology.

Knowledge

1. The teacher understands how to construct and interpret graphs of single- and multi-variable functions using rectangular and non-rectangular coordinate systems.
2. The teacher understands functions, continuous and discrete, and their use to describe relations and to model a variety of real world situations.
3. The teacher knows the attributes of elementary functions.
4. The teacher understands conceptual understanding of limit, continuity, derivative and integral of single variable functions.
5. The teacher understands representations of limit, continuity, derivative and integral in graphical, symbolic, and numerical form.
6. The teacher understands limit, continuity, derivative, and integral of multivariate variable functions.
7. The teacher has knowledge of series and sequences.
8. The teacher has knowledge of parameterize curves.

Performance

1. The teacher uses knowledge of concepts of calculus to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of calculus to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of calculus to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of calculus to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of calculus to create, use, and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of calculus to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #7 The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within a real world context including the use of appropriate technology.

Knowledge

1. The teacher understands elementary counting techniques, including combinations and permutations.
2. The teacher has knowledge of sequences, elementary graph concepts, sets, and networks.

3. The teacher understands iteration and recursion as processes to generate patterns.
4. The teacher understands matrices as tools to record information.
5. The teacher has knowledge of modular systems and mathematical induction.
6. The teacher knows how to create and analyze elementary computer programs.
7. The teacher knows how to trace and explain algorithms.

Performance

1. The teacher uses knowledge of discrete processes and computer science to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of discrete processes and computer science to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of discrete processes and computer science to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of discrete processes and computer science to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of discrete processes and computer science to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of discrete processes and computer science to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #8 The teacher of mathematics can demonstrate knowledge of the history of mathematics.

Knowledge

1. The teacher has knowledge of key moments, individual contributions, and contributions of different cultures to the historical development of mathematics.
2. The teacher has knowledge of the role of mathematics in culture and society.
3. The teacher has knowledge of the historical development of Euclidean and non-Euclidean geometries.

Performance

1. The teacher uses knowledge of history of mathematics to integrate relevant historical information into mathematical lessons.
2. The teacher uses knowledge of history of mathematics to enhance student learning and incorporate the contributions of individuals in the development of mathematics.

Standard #9 The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.

Knowledge

1. The teacher has knowledge of different types of instructional strategies.
2. The teacher selects and uses appropriate technological tools and concrete materials to explore and model mathematical thinking and to solve problems.
3. The teacher is able to identify appropriate manipulatives and other instructional tools and their use in the learning of mathematical concepts and processes.
4. The teacher knows effective ways to use physical space and materials to facilitate student learning of mathematics.
5. The teacher has knowledge of different ways to assess students' understanding.
6. The teacher has knowledge of 6-12 curricula and mathematical standards.
7. The teacher is aware of professional mathematics organizations and is able to describe their contributions to the teaching of mathematics.
8. The teacher is able to identify current and emerging research based trends in mathematics education.

Performance

1. The teacher uses knowledge of students as learners and of pedagogical strategies to promote effective learning of all students.
2. The teacher uses knowledge of students as learners and of pedagogical strategies to select and demonstrate effective mathematics instructional strategies.
3. The teacher uses knowledge of students as learners and of pedagogical strategies to use appropriate technology, manipulatives and other instructional tools to enhance the learning of mathematics concepts and processes.
4. The teacher uses knowledge of students as learners and of pedagogical strategies to apply current and emerging research trends in mathematics education.

PSYCHOLOGY

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of psychology understands the major theoretical approaches, research findings, and historical trends in the science of psychology.

Knowledge

1. The teacher demonstrates an understanding of the major theoretical approaches in psychology: behavioral, biological, cognitive, psychoanalytic, and social.
2. The teacher possesses a knowledge of the history of psychology including, but not limited to, the major theoretical approaches of behavioral, biological, cognitive, psychoanalytic, and social psychology.
3. The teacher is aware of emerging areas in psychology such as cross-cultural and evolutionary psychology.
4. The teacher is aware of expanding areas in psychology such as human factors and health psychology.

Performance

1. The teacher can compare and contrast the behavioral, biological, cognitive, psychoanalytic, and social approaches to psychology.
2. The teacher can explain the contributions of the major theoretical approaches/disciplinary areas as they relate to the study of human development, personality, and abnormal psychology..
3. The teacher demonstrates awareness of emerging areas in psychology such as cross-cultural psychology and evolutionary psychology.
4. The teacher demonstrates awareness of expanding areas in psychology such as human factors and health psychology.

Standard #2 The teacher of psychology demonstrates an understanding of the use of major research methods in psychology, including design, data analysis, and interpretation.

Knowledge

1. The teacher understands how to locate information, formulate research questions and hypotheses, design an ethical study, collect and analyze data using descriptive and inferential statistics, interpret the results and report them in the format of the American Psychological Association (APA).

Performance

1. The teacher locates research, theory, and information necessary to plan, conduct, and interpret results of research studies.
2. The teacher formulates a testable research hypothesis.
3. The teacher designs basic studies to address psychological questions using different research methodologies.
4. The teacher demonstrates APA guidelines for the ethical treatment of human and nonhuman research participants.
5. The teacher collects and analyzes the data designed to answer a psychological question using basic descriptive and inferential statistics.
6. The teacher reports the results in APA format.

Standard #3 The teacher of psychology applies the major theoretical approaches in psychology to reality-based personal, social, motivational, emotional, educational, and organizational issues.

Knowledge

1. The teacher recognizes the value of psychology in understanding and suggesting solutions for actual problems.
2. The teacher understands the application of psychology to the areas of abnormal behaviors, psychological assessment; motivational/emotional aspects of behavior; stress, coping, and health; education; and industries and organizations.

Performance

1. The teacher suggests psychologically-based solutions to actual problems including, but not limited to, those encountered in education and business and industry.
2. The teacher explains the various etiologies and treatments for abnormal behaviors.
3. The teacher explains the uses of psychological assessment.
4. The teacher incorporates knowledge and research findings concerning human motivation and emotion when teaching in the areas of stress, coping, and health.

HISTORY, GOVERNMENT, AND SOCIAL STUDIES

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.

Knowledge

1. The teacher understands that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
2. The teacher understands the key concepts from the study of history such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.
3. The teacher understands how to investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment.
4. The teacher understands significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic and political revolutions.

Performance

1. The teacher is able to construct learning experiences so that students can apply key concepts from the study of history such as time, chronology, causality, change conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.
2. The teacher guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weight evidence for claims and searching for causality.
3. The teacher creates experiences so that learners are able to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Standard #2 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.
2. The teacher understands the major beliefs of many of the world's major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.
3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.
4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.
5. The teacher understands the basic elements of life in Feudal Japan including the Shogunate and the Meiji Restoration.
6. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
7. The teacher understands the major events, movements, and individuals of the Age of Absolutism and the Enlightenment.
8. The teacher understands the interaction and mutual impact among Europe, Africa, Asia, and the Americas during the Age of Exploration and Imperialism.
9. The teacher understands the Age of Revolutions and their impact from 1763 through 1848 including the American Revolution, French Revolution, and the Revolutions of 1820, 1830, and 1848.
10. The teacher understands the important individuals and movements of the nineteenth century in the fields of economics and science.
11. The teacher understands the rise of nationalism in the world community.
12. The teacher understands the origins, course, and consequences of World War I, World War II, and the Cold War and the consequences of the post-Cold War era and the struggle for human rights.

13. The teacher understands comparative history, including but not limited to the formation, development, and evolution of civilizations, and their interaction with each other.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #3 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning experiences for students related to the history of the United States.

Knowledge

1. The teacher understands chronological thinking that assists in distinguishing the past, present and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization.
2. The teacher understands historical analysis and interpretation; understands the difference between historical facts and interpretations.
3. The teacher understands how to conduct historical research.
4. The teacher understands the historical content in United States history as it relates to the development of the continent of North America.
5. The teacher understands the relationship of social, political, economic and cultural history and the history of science and technology in the United States.

Performance

1. The teacher creates experiences to enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary or musical sources.
2. The teacher creates experiences to assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America.

Standard #4 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

Knowledge

1. The teacher understands pre-Columbian cultures in the Americas.
2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.
5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
7. The teacher understands the significant events of the Civil War and Reconstruction.
8. The teacher understands the evolution of nativism and the growth of immigration.
9. The teacher understands the ongoing struggle for the United States to realize its identity through its diversity.
10. The teacher understands the closing of the frontier and the rise of industrialism and labor.

11. The teacher understands the major reform movements in late-nineteenth-century America until World War I, including Populism, Progressivism, Suffrage, and Prohibition.
12. The teacher understands the origins and growth of American internationalism and imperialism including the Spanish-American War, Philippine Insurrection, World War I, and World War II.
13. The teacher understands the social, cultural, and economic developments within the United States between the Wars.
14. The teacher understands the social revolution unfolding in the United States during the late 1950s through the early 1970s and the conservative movement in the late twentieth century.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in U.S. history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #5 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individual, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge

1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher knows and understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.
6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the environmental and economic problems in Kansas during the 1920s and 1930s and their long-term impact.
9. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in *Brown v. Board of Education*.
10. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
11. The teacher understands the significance of well-known Kansans on the national scene.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in Kansas history that are developmentally appropriate for students.

6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #6 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge

1. The teacher understands the organization and functions of a democratic government and the rights, privileges, and responsibilities of citizens on which democracy is based.
2. The teacher understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
3. The teacher understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
4. The teacher has a working knowledge of the Kansas curricular standards.
5. The teacher understands various purposes and types of local, state, and national repositories of primary source collections.
6. The teacher understands the current debates in the teaching of history.

Performance

1. The teacher is able to evaluate the intellectual soundness of historical writings.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments that require students to use and evaluate primary and secondary sources.
4. The teacher is able to integrate the theories and practices of history with other disciplines such as civics and government, geography, economics and sociology.
5. The teacher is able to use art, literature, folklore, and music in designing lessons.
6. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
7. The teacher is able to select readings and curriculum that are developmentally appropriate for the students.
8. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
9. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #7 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge

1. The teacher understands the origins of governmental authority, recognizes the need for government, and identifies the crucial functions of government, including laws and rules.
2. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
3. The teacher understands the differences between limited and unlimited government and the importance of limitations on governmental power.
4. The teacher understands the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government.
5. The teacher understands the importance of major Supreme Court cases in American history.
6. The teacher understands how the American concept and practice of civil liberties has evolved over time.
7. The teacher understands how the government of the United States operates under the Constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system.
8. The teacher understands various political and economic systems.

9. The teacher understands citizenship, its rights and responsibilities, and the importance of participating effectively in civic life.
10. The teacher understands the purpose of international relations on both regional and world-wide levels.
11. The teacher understands how ideas, theories and modes of historical inquiry can be used to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy.

Performance

1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.
2. The teacher is able to develop lesson plans which encourage participatory citizenship.
3. The teacher is able to evaluate, take, and defend differing positions on issues regarding the proper relationships among local, state, and national governments.
4. The teacher is able to research and analyze policies, actions, and issues regarding the rights of individuals.
5. The teacher demonstrates political science skills that exemplify the major subjects of study in political science including but not limited to constitutional interpretation, issue analysis and public policy, the rule of law, and the role of the individual.

Standard #8 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge

1. The teacher understands how the market system works in the United States.
2. The teacher knows characteristics of traditional command, market and mixed economies.
3. The teacher understands in the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output and prices.
4. The teacher understands how trade agreements affect international trade and economic and social conditions.
5. The teacher understands the importance of economic growth to an economy and how the gross national product is used to measure it.
6. The teacher understands that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.

Performance

1. The teacher is able to present and explain the economic principles and concepts in the context of past and current local, regional, national and international issues.
2. The teacher is able to give examples of how unlimited wants and limited resources led to choices that have involved opportunity costs in an historical setting.
3. The teacher is able to analyze and explain how economic choices made by business or governments have intended and unintended consequences.
4. The teacher uses graphs, tables and economic data to acquire, process and report information from an economics perspective.
5. The teacher presents opportunities for students to analyze the characteristics, distribution and migration of human populations on the earth's surface.

Standard #9 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of the spatial organizations of the Earth's surface and the relationships among people, places, and physical and human environments.

Knowledge

1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth's surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.
6. The teacher understands the primary geographic causes for world trade and economic interdependence.
7. The teacher understands the forces of cooperation and conflict among people in pursuit of scarce resources or other spatial anomalies and how those forces influence the division and control of the earth's surface.
8. The teacher understands the distribution patterns of ecosystems and ecosystems with hemispheres and the challenges faced by both systems.

Performance

1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher is able to describe and analyze the characteristics, structure, and patterns of different populations through the use of demographic concepts.
3. The teacher is able to use the appropriate vocabulary, methodologies and technical tools of geography to explain and analyze problems of regions and human environment interaction.

Standard #10 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.

Knowledge

1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands the various forms institutions take, and explains how they develop and change over time.
4. The teacher understands how societies establish and maintain order.
5. The teacher understands the concepts of role, status and social class.
6. The teacher understands the principles and theories of sociology as they are affected by past and current local, regional, national and international issues.

Performance

1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to access opportunities within and outside the community to increase cultural awareness.

SPEECH/THEATRE

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of speech/theatre has practical knowledge and skills in teaching and critically evaluating intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.

Knowledge

1. The teacher knows how to develop and use criteria for evaluating and selecting materials for speech communication instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.
3. The teacher understands various assessment techniques utilized in the communication classroom.

Performance

1. The teacher guides students to select and evaluate the appropriateness of their communication strategies.
2. The teacher uses technology to enhance the preparation, presentation, and evaluation of student communication.
3. The teacher uses various assessment tools to evaluate the student.
4. The teacher stays current with communication research.

Standard #2 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating debate and forensic co-curricular activities.

Knowledge

1. The teacher knows how to coach debate and forensic events offered at Kansas tournaments and festivals.
2. The teacher is aware of legal and ethical issues regarding student performances.
3. The teacher understands the administrative aspects relating to coaching debate and forensics, including the hosting of tournaments and festivals.

Performance

1. The teacher explains and demonstrates the various debate and forensic events.
2. The teacher utilizes tournament-judging criteria in preparing the students for presentations.

3. The teacher instructs students in appropriate use of copyright materials.
4. The teacher is able to participate in and/or host tournaments/festivals.
5. The teacher participates in administering and maintaining a debate and/or forensics program.

Standard #3 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating mass media.

Knowledge

1. The teacher is aware of the historical development of the mass media and the role mass media play in local, national, and global societies.
2. The teacher understands how persuasion techniques in mass media influence audience attitudes and behaviors.
3. The teacher understands characteristics of various forms of mass media and the supportive technological trends.
4. The teacher is aware of analytical criteria in the students' selection and use of mass media.

Performance

1. The teacher explains and demonstrates the significance of mass media in students' own lives.
2. The teacher guides students to critically evaluate messages of the mass media.

Standard #4 The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating technical theatre, design, history, dramatic literature, performance techniques, and directing.

Knowledge

1. The teacher knows the artistic and pragmatic purposes, procedures, and challenges of the theatre and its designers.
2. The teacher recognizes the styles, major movements, and interaction between theatre history and dramatic literature.
3. The teacher understands the basic duties and procedures of the theatrical director and is familiar with the potential challenges that often accompany direction of a theatrical production.
4. The teacher stays current with dramatic literature, technology, and performance techniques.

Performance

1. The teacher designs and constructs unified scenic environments, properties, costumes, make-up, lighting, and sound with available resources to communicate visual and aural concepts appropriate to selected scripts and improvised dramas.
2. The teacher identifies, analyzes, and interprets human actions, conflicts, and themes as expressed in scripted plays and improvised dramas.
3. The teacher coaches actors to develop, communicate, and sustain consistent characters in improvisations and formal theatre productions.
4. The teacher is able to direct theatre productions selecting appropriate scripts and effectively communicating directorial production choices to actors and technicians during rehearsals and production meetings.

Standard #5 The teacher of speech/theatre has practical content knowledge and skills, needed in managing theatrical presentations in collaboration with others.

Knowledge

1. The teacher is aware of legal, safety, and ethical issues regarding student performances.
2. The teacher knows how to direct, design, and administer a theatre program.
3. The teacher is aware of available resources and technology that could enhance a theatre program.

Performance

1. The teacher instructs and demonstrates appropriate safety precautions when working with students on theatre activities and ensures that students practice theatre safety.
2. The teacher instructs students in and demonstrates appropriate use of copyright materials.
3. The teacher participates in administering and maintaining a theatre program and effectively communicates with the appropriate personnel.

Standard #6 The teacher of speech/theatre has practical knowledge and skill in teaching and critically evaluating theatre as a tool for learning about self and culture.

Knowledge

1. The teacher knows how to develop and use criteria for evaluating and selecting materials for theatre instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands the ramifications of ethics and artistic choices in the uses and/or presentations of theatre.

Performance

1. The teacher explains and demonstrates how diverse skills used in theatre transfer to students' own lives.

2. The teacher utilizes cultural and historical information when preparing for, collaborating with, and evaluating student work.
3. The teacher utilizes dramatic activities and theatre productions that promote self-discovery, build productive and creative relationships, and empathize with the human condition.
4. The teacher uses a variety of strategies to stimulate students' creativity, critical thinking skills, and self-awareness through theatre arts.
5. The teacher guides students in the use of theatre as a means for self-evaluation as a theatre artist.

TECHNOLOGY EDUCATION

Early Adolescence through Late Adolescence Grades 6-12

Standard#1 The teacher of technology education demonstrates an understanding of the nature of technology.

Knowledge

1. The teacher understands the characteristics and scope of technology—its role in human adaptation to the natural world, its development, direction, commercialization, and rate of growth.
2. The teacher understands the core concepts of technology—systems, resources, requirements, optimization and tradeoffs, processes and controls.
3. The teacher understands the relationships among technologies and the connections between technology and other fields of study—integration, interactions, interrelationships, technology transfer, invention and innovation, knowledge protection and patents, and advancements.

Performance

1. The teacher models solutions by constructing physical, graphic, or mathematical models of product, structure, or system.
2. The teacher communicates the product, structure, or system design through verbal, graphic, and mathematical means.
3. The teacher applies mathematical and scientific principles as they relate to technological systems.
4. The teacher applies knowledge and skills regarding diverse technological systems to solve practical problems.
5. The teacher develops and uses curricula that encourage students to see, question, and interpret technological ideas from diverse perspectives.

Standard #2 The teacher of technology education demonstrates an understanding of technology and society.

Knowledge

1. The teacher has knowledge of the cultural, social, economic, and political effects of technology, including impacts and consequences, ethical issues, influences and changes resulting from technology.
2. The teacher has knowledge of the effects of technology on the environment, including good and bad effects, recycling, waste management, damage repair, environmental monitoring, conservation and tradeoffs.
3. The teacher understands the role of society in the development and use of technology, including society's needs and wants, its values and interests, and its demands and acceptance of technology.
4. The teacher understands the influence of technology on history from technology's early history through the current Information Age.
5. The teacher can identify important historical developments in the evolution of technology and can use past and present technological developments to discover trends and to predict possible future developments and their effects.
6. The teacher understands how different cultures have used technology to solve similar problems in different ways.
7. The teacher understands the relationship between consumer skills and sustainable production, consumption, and maintenance of technological goods and services.

Performance

1. The teacher identifies the positive and negative effects of technology on the individual, society, and the environment.
2. The teacher creates activities that clarify the relationship between technology, society, and the environment.
3. The teacher develops and uses technology-based activities to help students understand technology as a knowledge base that is historical, current, and futuristic in nature.

Standard #3 The teacher of technology education demonstrates an understanding of design.

Knowledge

1. The teacher understands the attributes of design—the design process, design requirements, and use of designing product and system development.
2. The teacher understands engineering design—the engineering design process, design principles, brainstorming, expressing ideas, modeling, prototyping, testing, evaluating, and modifying.
3. The teacher understands the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Performance

1. The teacher uses the problem solving method to solve problems.
2. The teacher uses engineering design procedures and principles—brainstorming, expressing ideas, modeling, prototyping, testing, evaluating, and modifying.
3. The teacher is able to sketch solutions, make technical drawings—orthographic projection and perspectives, and use CAD (computer-aided design or computer-assisted design) to create two- and three-dimensional drawings.
4. The teacher makes visual, mathematical, and/or three-dimensional models of an object and makes necessary tests of the design solution.
5. The teacher constructs a prototype full-scale working model of a product or system and makes necessary adjustments.
6. The teacher troubleshoots and carries out research and develops activities.
7. The teacher illustrates the design process by developing a folio to illustrate the process used to design a solution to a given problem.
8. The teacher models the development of a problem solution and formal presentation of the solution to a group using graphics, models, decision-making charts and tables, presentation software, and instructional media.

Standard #4 The teacher of technology education demonstrates an understanding of the abilities needed in a technological world.

Knowledge

1. The teacher understands how to apply the design process by identifying a problem, identifying criteria and constraints, refining the idea, evaluating the design, developing a product or system using quality control, and reevaluating final solutions.
2. The teacher understands the need to maintain technological products and systems.
3. The teacher understands the assessment of impacts associated with products and systems.

Performance

1. The teacher applies the design process in and beyond the laboratory and classroom.
2. The teacher is able to make two- and three-dimensional representations of the designed solution, including sketches, technical drawings, CAD, and graphic, mathematical, and physical models.
3. The teacher is able to test and evaluate designs in relation to pre-established criteria and constraints, using conceptual, physical, and mathematical models at various intervals of the design process in order to check design, note potential improvements, and redefine as needed.
4. The teacher is able to develop and produce a product or system solution and document it.
5. The teacher evaluates final solutions and communicates observations, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.
6. The teacher selects and safely uses tools to diagnose, adjust, and repair products and systems.
7. The teacher troubleshoots, analyzes, and maintains systems to ensure safe and proper function and precision.
8. The teacher operates systems so they function as designed.
9. The teacher uses computers and calculations to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate ideas and findings.
10. The teacher designs and uses instruments to collect data, synthesize data, draw conclusions and make predictions based upon assessment techniques.

Standard #5 The teacher of technology education demonstrates an understanding of the designed world.

Knowledge

1. The teacher knows how to select medical technologies.
2. The teacher knows how to select agricultural and related bio-technologies.
3. The teacher knows how to select energy and power technologies.
4. The teacher knows how to select information and communication technologies.
5. The teacher knows how to select transportation technologies.
6. The teacher knows how to select manufacturing technologies.
7. The teacher knows how to select construction technologies.

Performance

1. The teacher uses tools and devices (e.g., thermometers, blood pressure machines, self-testing kits for glucose, sugars and pH levels, etc.) to provide clues about health and to provide a safe environment.
2. The teacher uses resources to design, select, manipulate, and evaluate various components of agricultural and related biotechnology systems.
3. The teacher uses resources to design, select, construct, and evaluate various components of information and communications systems.
4. The teacher uses resources to design, select, construct, and evaluate various components of transportation and power systems.
5. The teacher uses resources to plan, manage, and build structures (construction).
6. The teacher is able to use resources to plan, manage and convert materials into industrial and consumer goods (manufacturing).
7. The teacher demonstrates processes used in the primary recovery of raw materials and demonstrates secondary processes used to convert engineering materials into finished products.
8. The teacher uses tools most commonly associated with technology classrooms and laboratories.

Standard #6 The teacher of technology education demonstrates an understanding of organization, maintenance and management, safety and laboratory practices associated with teaching technology education.

Knowledge

1. The teacher demonstrates knowledge, including the application of computers and media related to the design, organization and management of technology education facilities to accommodate current and future multidisciplinary activities and project-based learning.
2. The teacher knows how to design, conduct, manage and assess structured and inquiry-based, open-ended laboratory/field experiences.
3. The teacher can operate and maintain technology education laboratory equipment.
4. The teacher knows about general safety procedures related to tools, equipment, materials, and processes found in the technology education learning environment (e.g., safety associated with material separating, casting, forming, conditioning, assembling and finishing, including computer-controlled equipment).
5. The teacher understands state and federal laws, liability issues, and legal responsibilities relating to safety in the technology education learning environment.
6. The teacher knows about the environmental factors contributing to the safety, health, and educational performance in the technology education learning environment (i.e., lighting, climate control, air quality, and organization and placement of equipment).
7. The teacher knows how to use public relations strategies to promote technology education.

Performance

1. The teacher creates and maintains a safe laboratory environment that reflects state and national program standards for technology education.
2. The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g., implements a hazardous communication program, such as material safety data sheets).
3. The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.
4. The teacher organizes facilities to accommodate current/future multidisciplinary activities and project-based learning.
5. The teacher develops and implements public relations strategies to promote technology education.

Standard #7 The teacher of technology education demonstrates an understanding of the technology education profession and its curriculum and instructional practices.

Knowledge

1. The teacher understands the state and national curricular models for technology education and the sequencing of courses associated with the developmental level of students.
2. The teacher understands the selection and use of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction), technological tools, instructional resources, and assessment measures (e.g., tests, portfolios, rubrics, etc.) used in technology education programs including multidisciplinary, project-based technology programs.

3. The teacher knows about the educational opportunities, practical applications, emerging technologies and careers related to technology education, and the knowledge, skills, and dispositions needed for success in business and industry.
4. The teacher knows about issues of equity, diversity, and special populations regarding the participation of all students in the technology education program.
5. The teacher knows of professional/trade organizations associated with technology education, including their publications, resources, research initiatives, and opportunities for professional development and participation (e.g., conferences, seminars, committees, and leadership opportunities).
6. The teacher knows the relationship of technology education concepts to other subject areas and to students' life experiences.
7. The teacher is aware of technology education-related student organizations most commonly identified with technology education and their activities and opportunities for leadership development.
8. The teacher knows current educational or instructional technology practices.

Performance

1. The teacher discusses, develops, and implements programs and curricular materials that reflect state and national curricular models for technology education, and sequences courses appropriately to the developmental level of students.
2. The teacher selects and uses appropriate instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction), technological tools, instructional resources, and assessment measures (e.g., tests, portfolios, rubrics, etc.) in teaching various technology education programs (e.g., multidisciplinary, project-based technology programs).
3. The teacher is able to teach multidisciplinary activities and project-based learning.
4. The teacher continually updates his or her knowledge of technology-related careers and emerging technologies, teaches his or her students the educational opportunities, practical applications, emerging technologies and careers related to technology disciplines and provides students opportunities to develop knowledge, skills, and dispositions necessary for success in business and industry.
5. The teacher facilitates the discovery of individual talents, aptitudes, interests, and potentials related to technology-based careers by providing "real world" learning opportunities.
6. The teacher provides classroom and laboratory learning experiences in technology-related subjects that are appropriate for each and every student, regardless of gender, race, ethnicity, or special needs.
7. The teacher is aware of professional organizations associated with technology education, utilizes their publications and resources, and takes part in opportunities for professional development and participation (e.g., conferences, seminars, committees, research initiatives, and leadership opportunities).
8. The teacher creates and uses interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas (i.e., science, mathematics, language arts, social studies, art, etc.), focusing on the practical application of that knowledge.
9. The teacher is able to serve as an effective advisor to an active technology student organization and as a mentor or coach for technology-related competitive events (e.g., engineering design competitions).
10. The teacher facilitates integration of technology education into the academic curriculum.
11. The teacher effectively uses appropriate, up-to-date educational or instructional technology to develop and present instructional material.

COMMUNICATION TECHNOLOGY

Early Adolescence through Late Adolescence

Grades 6-12

Standard #1 The teacher of communication technology demonstrates abilities needed in a technological world and an in-depth knowledge of communication technology, including application of major concepts, principles, theories, and systems—inputs, processes, outputs, and feedback.

Knowledge

1. The teacher understands the major concepts and principles associated with communication technology.
2. The teacher understands the design process by identifying a problem, identifying criteria and constraints, refining the idea, evaluating the design, developing a product or systems using quality control, and reevaluating solutions.
3. The teacher knows how to assess, use and maintain communication products and systems.

4. The teacher understands communication processes, photography processes, technical drawing, electronic communication and telecommunications, computer technologies as applied to communication systems, and digital imaging.
5. The teacher understands designing and planning a message for a given communication system.
6. The teacher understands the industrial safety rules and regulations associated with communication technology.

Performance

1. The teacher is proficient in making two- and three-dimensional representations of a designed solution, including sketches, technical drawings, computer-assisted designs, and models.
2. The teacher evaluates solutions and communicates observations, processes, and results of the design process.
3. The teacher uses computers and calculations to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.
4. The teacher demonstrates safe practices and procedures with equipment associated with communication processes.
5. The teacher uses communication systems equipment including photography, printing, technical drawing, electronic communication, telecommunication, and digital imaging and computer technology.

Standard #2 The teacher of communication technology demonstrates an understanding of laboratory procedures and skills related to communication technology.

Knowledge

1. The teacher has knowledge of the application of computers and media related to the design, organization and management of communication technology facilities to accommodate current and future multidisciplinary activities and project-based learning.
2. The teacher knows how to design, conduct, manage and assess structured and inquiry-based, open-ended laboratory/field experiences related to communication technology.
3. The teacher knows how to operate and maintain communication technology and technology education laboratory equipment.
4. The teacher knows about general safety procedures related to tools, equipment, materials, and processes found in the communication technology and technology education learning environments (e.g., safety associated with material separating, casting, forming, conditioning, assembling and finishing, including computer-controlled equipment).
5. The teacher understands state and federal laws, liability issues and legal responsibilities relating to safety in the communication technology learning environment.
6. The teacher knows about the environmental factors contributing to the safety, health, and educational performance in communication technology and technology education learning environments (i.e., lighting, climate control, air quality, and organization and placement of equipment).
7. The teacher knows how to use public relations strategies to promote communication technology.

Performance

1. The teacher creates and maintains a safe laboratory environment that reflects state and national program standards for technology education and communication technology.
2. The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g., implements a hazardous communication program such as material safety data sheets).
3. The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.
4. The teacher organizes facilities to accommodate current/future multidisciplinary activities and project-based learning.
5. The teacher develops and implements public relations strategies to promote communication technology and technology education.

Standard #3 The teacher of communication technology demonstrates an understanding of the professional knowledge and teaching skills specific to communication technology.

Knowledge

1. The teacher understands the state and national curricular models for communication technology and technology education and the sequencing of courses associated with the developmental level of students.
2. The teacher understands the selection and use of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction),

technological tools, instructional resources, and assessment measures (e.g., tests, portfolios, rubrics, etc.) used in communication technology and technology education programs including multidisciplinary, project-based technology programs.

3. The teacher knows about the educational opportunities, practical applications, emerging technologies and careers related to communication technology, and the knowledge, skills, and dispositions needed for success in business and industry.
4. The teacher has knowledge of issues of equity, diversity, and special populations regarding the participation of all students in communication technology courses.
5. The teacher is knowledgeable about professional/trade organizations associated with technology education and communication technology, including their publications, resources, research initiatives, and opportunities for professional development and participation (e.g., conferences, seminars, committees, and leadership opportunities).
6. The teacher has knowledge of the relationship of communication technology concepts to other subject areas and to students' life experiences.
7. The teacher demonstrates knowledge of technology education-related student organizations most commonly identified with technology education and their activities and opportunities for leadership development.
8. The teacher is knowledgeable about current educational or instructional technology practices.

Performance

1. The teacher discusses, develops, and implements programs and curricular materials that reflect state and national curricular models for communication technology and technology education and sequences courses appropriately to the developmental level of students.
2. The teacher selects and uses appropriate instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction), technological tools, instructional resources, and assessment measures (e.g., tests, portfolios, rubrics, etc.) in teaching various communication technology courses (e.g., multidisciplinary, project-based technology programs).
3. The teacher is able to teach multidisciplinary activities and project-based learning.
4. The teacher continually updates his or her knowledge of technology-related careers and emerging technologies, teaches his or her students the educational opportunities, practical applications, emerging technologies and careers related to communication technology, and provides students opportunities to develop knowledge, skills, and dispositions necessary for success in business and industry.
5. The teacher facilitates the discovery of individual talents, aptitudes, interests, and potentials related to technology-based careers by providing "real world" learning opportunities.
6. The teacher provides classroom and laboratory learning experiences in communication technology courses that are appropriate for each and every student, regardless of their gender, race, ethnicity, or special need.
7. The teacher is aware of professional organizations associated with communication technology and technology education, utilizes their publications and resources, and takes part in opportunities for professional development and participation (e.g., conferences, seminars, committees, research initiatives, and leadership opportunities).
8. The teacher creates and uses interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas (i.e., science, mathematics, language arts, social studies, art, etc.), focusing on the practical application of that knowledge.
9. The teacher is able to serve as an effective advisor to an active technology student organization and as a mentor or coach for communication technology-related competitive events (e.g., engineering design competitions).
10. The teacher facilitates integration of technology education into the academic curriculum.
11. The teacher effectively uses appropriate, up-to-date educational or instructional technology to develop and present instructional material.
12. The teacher serves as a model who is knowledgeable in communication technology.

POWER/ENERGY/TRANSPORTATION TECHNOLOGY

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of power/energy/transportation technology demonstrates abilities needed in a technological world and an in-depth knowledge and application of major concepts, principles, theories and systems—inputs, processes, outputs and feedback associated with power/energy/transportation technology.

Knowledge

1. The teacher has an understanding of the major concepts, principles and processes associated with power/energy/transportation technology.
2. The teacher knows how to apply the design process to energy/power/transportation technologies by identifying a problem, identifying criteria and constraints, refining the idea, evaluating the design, developing a product or system using quality control, and reevaluating final solutions.
3. The teacher knows how to use and maintain technological products and systems associated with power/energy/transportation technology.
4. The teacher knows how to assess the impact of power/energy/transportation products and systems.
5. The teacher understands the application of laser, electronic, computer, fluid, mechanical, electrical, thermal and robotic systems associated with power/energy/transportation systems.
6. The teacher understands the industrial safety rules and regulations associated with power/energy/transportation systems.

Performance

1. The teacher is able to develop and produce a power/energy/transportation product or system and document the solution.
2. The teacher is able to test and evaluate designs in relation to pre-established criteria and constraints using conceptual, physical, and mathematical models at various intervals of the design process in order to determine check design, note potential improvements, and redefine as needed.
3. The teacher troubleshoots, analyzes, and maintains power/energy/transportation systems to ensure safe and proper function and precision.
4. The teacher provides samples, illustrations, and demonstrations of power/energy/transportation products and systems.
5. The teacher demonstrates safe practices and procedures associated with building or servicing products associated with power/energy/transportation products and systems.
6. The teacher can design, plan and build a power/energy/transportation solution to a problem.

Standard #2 The teacher of power/energy/transportation technology demonstrates an understanding of laboratory procedures and skills related to power/energy/transportation technology.

Knowledge

1. The teacher understands the application of computers and media related to the design, organization and management of power/energy/transportation technology facilities to accommodate current and future multidisciplinary activities and project-based learning.
2. The teacher knows how to design, conduct, manage and assess structured and inquiry-based, open-ended laboratory/field experiences related to power/energy/transportation technology.
3. The teacher knows how to operate and maintain power/energy/transportation technology and technology education laboratory equipment.
4. The teacher understands general safety procedures related to tools, equipment, materials, and processes found in the power/energy/transportation technology and technology education learning environments (e.g., safety associated with material separating, casting, forming, conditioning, assembling and finishing, including computer-controlled equipment).
5. The teacher understands state and federal laws, liability issues and legal responsibilities relating to safety in the power/energy/transportation technology learning environment.
6. The teacher understands how environmental factors contribute to the safety, health, and educational performance in power/energy/transportation technology and technology education learning environments (i.e., lighting, climate control, air quality, and organization and placement of equipment).
7. The teacher understands how public relations strategies are used to promote power/energy/transportation technology.

Performance

1. The teacher creates and maintains a safe laboratory environment that reflects state and national program standards for technology education and power/energy/transportation technology.
2. The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g., implements a hazardous communication program –material safety data sheets).
3. The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

4. The teacher organizes facilities to accommodate current/future multidisciplinary activities and project-based learning.
5. The teacher develops and implements public relations strategies to promote power/energy/transportation technology and technology education.

Standard #3 The teacher of power/energy/transportation technology demonstrates an understanding of the professional knowledge and teaching skills specific to power/energy/transportation technology.

Knowledge

1. The teacher understands the state and national curricular models for power/energy/transportation technology and technology education and the sequencing of courses associated with the developmental level of students.
2. The teacher understands the selection and use of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction), technological tools, instructional resources and assessment measures (e.g., tests, portfolios, rubrics, etc.) used in power/energy/transportation programs including multidisciplinary, project-based technology programs.
3. The teacher knows about the educational opportunities, practical applications, emerging technologies and careers related to power/energy/transportation technology, and the knowledge, skills, and dispositions needed for success in business and industry.
4. The teacher has knowledge of issues of equity, diversity, and special populations regarding the participation of all students in power/energy/transportation technology courses.
5. The teacher is knowledgeable about professional/trade organizations associated with technology education and power/energy/transportation technology, including their publications, resources, research initiatives, and opportunities for professional development and participation (e.g., conferences, seminars, committees and leadership opportunities).
6. The teacher has knowledge of the relationship of power/energy/transportation technology concepts to other subject areas and to students' life experiences.
7. The teacher has knowledge of technology education-related student organizations most commonly identified with technology education and their activities and opportunities for leadership development.
8. The teacher is knowledgeable about current educational or instructional technology practices.

Performance

1. The teacher discusses, develops and implements programs and curricular materials that reflect state and national curricular models for power/energy/transportation technology and technology education, and sequences courses appropriate to the developmental level of students.
2. The teacher selects and uses appropriate instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study and interdisciplinary instruction), technological tools, instructional resources and assessment measures (e.g., tests, portfolios, rubrics, etc.) in teaching various power/energy/transportation technology courses (e.g., multidisciplinary, project-based technology programs).
3. The teacher is able to teach multidisciplinary activities and project-based learning.
4. The teacher continually updates his or her knowledge of technology-related careers and emerging technologies, teaches his or her students the educational opportunities, practical applications, emerging technologies and careers related to power/energy/transportation technology, and provides students opportunities to develop knowledge, skills and dispositions necessary for success in business and industry.
5. The teacher facilitates the discovery of individual talents, aptitudes, interests and potentials related to technology-based careers by providing "real world" learning opportunities.
6. The teacher provides classroom and laboratory learning experiences in power/energy/transportation technology courses that are appropriate for each and every student, regardless of their gender, race, ethnicity or special need.
7. The teacher is aware of professional organizations associated with power/energy/transportation technology and technology education, utilizes their publications and resources and takes part in opportunities for professional development and participation (e.g., conferences, seminars, committees, research initiatives and leadership opportunities).
8. The teacher creates and uses interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas (i.e., science, mathematics, language arts, social studies, art, etc.), focusing on the practical application of that knowledge.
9. The teacher is able to serve as an effective advisor to an active technology student organization and as a mentor or coach for power/energy/transportation technology-related competitive events (e.g., engineering design competitions).

10. The teacher facilitates integration of technology education into the academic curriculum.
11. The teacher effectively uses appropriate, up-to-date educational or instructional technology to develop and present instructional material.
12. The teacher serves as a model who is knowledgeable in power/energy/ technology.

PRODUCTION TECHNOLOGY

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of production technology demonstrates abilities needed in a technological world and an in-depth knowledge of production technology, including application of major concepts, principles, theories, and systems—inputs, processes, outputs, and feedback.

Knowledge

1. The teacher knows how to apply the design process by identifying a problem, identifying criteria and constraints, refining the idea, evaluating the design, developing a product or system using quality control, and reevaluating final solutions.
2. The teacher knows how to use, assess, and maintain technological products and systems.
3. The teacher understands the major concepts and principles associated with production technology.
4. The teacher understands the gathering processes, material science, properties and processes associated with harvesting, drilling, and mining to obtain raw materials and their conversion (primary processing) into standard stock material suitable for production of manufactured goods and constructed structures.
5. The teacher understands the relationship of manufacturing and construction to technology, industry and society.
6. The teacher understands the components of a manufacturing-construction system associated with enterprise, research and development, finance, production planning, production, quality control, and marketing.
7. The teacher understands the industrial safety rules and regulations associated with production technology.

Performance

1. The teacher is able to make two- and three-dimensional representations of a designed solution, including sketches, technical drawings, computer-assisted designs, and models.
2. The teacher evaluates solutions and communicates observations, processes, and results of the entire design process.
3. The teacher uses computers and calculations to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate ideas and findings.
4. The teacher demonstrates safe practices and procedures associated with the secondary processing (separating, forming, combining, and conditioning) of engineering materials (plastics, metals, woods, composites, and ceramics) into products and/or structures, diagnose, adjust, and repair product and systems.
5. The teacher can design a product, design and build tooling (jigs, fixtures, templates, etc.), sequence operations (flow charts, process charts, etc.) and produce the product.
6. The teacher teaches students to successfully organize and manage a manufacturing enterprise, including the research and development, financing, production planning, production, quality control, and marketing of a product.
7. The teacher teaches students to successfully organize and manage the construction of a structure, including scheduling, site preparation, building major structural elements, utilities installation, finishing the structure and site, servicing, and selling.

Standard #2 The teacher of production technology demonstrates an understanding of laboratory procedures and skills related to production technology.

Knowledge

1. The teacher has knowledge about the application of computers and media related to the design, organization and management of production technology facilities to accommodate current and future multidisciplinary activities and project-based learning.
2. The teacher knows how to design, conduct, manage and assess structured and inquiry-based, open-ended laboratory/field experiences related to production technology.
3. The teacher knows how to operate and maintain production technology and technology education laboratory equipment.
4. The teacher knows about general safety procedures related to tools, equipment, materials, and processes found in the production technology and technology education learning environments (e.g., safety associated with

material separating, casting, forming, conditioning, assembling and finishing, including computer-controlled equipment).

5. The teacher understands state and federal laws, liability issues and legal responsibilities relating to safety in the production technology learning environment.
6. The teacher knows about the environmental factors contributing to the safety, health, and educational performance in production technology and technology education learning environments (i.e., lighting, climate control, air quality, and organization and placement of equipment).
8. The teacher knows how to use public relations strategies to promote production technology.

Performance

1. The teacher creates and maintains a safe laboratory environment that reflects state and national program standards for technology education and production technology.
2. The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g., implements a hazardous communication program such as material safety data sheets).
3. The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.
4. The teacher organizes facilities to accommodate current/future multidisciplinary activities and project-based learning.
5. The teacher develops and implements public relations strategies to promote production technology and technology education.

Standard #3 The teacher of production technology demonstrates an understanding of the professional knowledge and teaching skills specific to production technology.

Knowledge

1. The teacher understands the state and national curricular models for production technology and technology education and the sequencing of courses associated with the developmental level of students.
2. The teacher understands the selection and use of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction), technological tools, instructional resources, and assessment measures (e.g., tests, portfolios, rubrics, etc.) used in production technology and technology education programs including multidisciplinary, project-based technology programs.
3. The teacher knows about the educational opportunities, practical applications, emerging technologies and careers related to production technology and the knowledge, skills, and dispositions needed for success in business and industry.
4. The teacher knows issues of equity, diversity, and special populations regarding the participation of all students in production technology courses.
5. The teacher knows professional/trade organizations associated with technology education and production technology, including their publications, resources, research initiatives, and opportunities for professional development and participation (e.g., conferences, seminars, committees, and leadership opportunities).
6. The teacher knows the relationship of production technology concepts to other subject areas and to students' life experiences.
7. The teacher knows technology education-related student organizations most commonly identified with technology education and their activities and opportunities for leadership development.
8. The teacher knows current educational or instructional technology practices.

Performance

1. The teacher discusses, develops, and implements programs and curricular materials that reflect state and national curricular models for production technology and technology education and sequences courses appropriate to the developmental level of students.
2. The teacher selects and uses appropriate instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, group discussion, independent study, and interdisciplinary instruction), technological tools, instructional resources, and assessment measures (e.g., tests, portfolios, rubrics, etc.) in teaching various production technology courses (e.g., multidisciplinary, project-based technology programs).
3. The teacher is able to teach multidisciplinary activities and project-based learning.
4. The teacher continually updates his or her knowledge of technology-related careers and emerging technologies, teaches his or her students the educational opportunities, practical applications, emerging technologies and

careers related to production technology, and provides students opportunities to develop knowledge, skills, and dispositions necessary for success in business and industry.

5. The teacher facilitates the discovery of individual talents, aptitudes, interests, and potentials related to technology-based careers by providing “real world” learning opportunities.
6. The teacher provides classroom and laboratory learning experiences in production technology courses that are appropriate for each and every student regardless of their gender, race, ethnicity, or special need.
7. The teacher is aware of professional organizations associated with production technology and technology education, utilizes their publications and resources, and takes part in opportunities for professional development and participation (e.g., conferences, seminars, committees, research initiatives, and leadership opportunities).
8. The teacher creates and uses interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas (i.e., science, mathematics, language arts, social studies, art, etc.), focusing on the practical application of that knowledge.
9. The teacher is able to serve as an effective advisor to an active technology student organization and as a mentor or coach for production technology-related competitive events (e.g., engineering design competitions).
10. The teacher facilitates integration of technology education into the academic curriculum.
11. The teacher effectively uses appropriate, up-to-date educational or instructional technology to develop and present instructional material.
12. The teacher serves as a model who is knowledgeable in production technology.

ART

Early Childhood through Late Adolescence/Adulthood PreK-12

Standard #1 The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.

Knowledge

1. The teacher understands the history and philosophy of art education.
2. The teacher discerns goals and purposes for art education.
3. The teacher knows current trends and research in art education.
4. The teacher compares and contrasts a variety of approaches and scholarly theories in art education.

Performance

1. The teacher formulates a personal teaching philosophy of art education.
2. The teacher interprets and uses current information to implement appropriate teaching practices for art education.
3. The teacher applies current trends and research in art education to develop curricula and classroom practices.
4. The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

Standard #2 The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance.

Knowledge

1. The teacher understands aesthetic theories as they relate to the visual arts.
2. The teacher understands methods and approaches to art criticism.
3. The teacher knows art history and understands the cultural and historical contexts surrounding works of art.
4. The teacher understands contemporary art and the art world.
5. The teacher characterizes elements and principles of design.
6. The teacher knows art involves critical thinking, emotion, and skill.
7. The teacher recognizes two- and three-dimensional problems in visual art.
8. The teacher discerns multiple solutions to visual and conceptual problems.
9. The teacher understands the process of visual perception.
10. The teacher demonstrates knowledge of drawing, painting and collage by competently using a variety of media, styles, processes, and techniques.
11. The teacher demonstrates knowledge of printmaking, photography and digital imaging by competently using various processes and techniques.
12. The teacher demonstrates knowledge of clay, metals and fibers and other three dimensional media by competently using traditional and/or creative processes and techniques.

13. The teacher demonstrates knowledge of sculpture by competently using a variety of processes and techniques within carving, casting, modeling and constructing.
14. The teacher knows pedagogy which elicits creative behaviors.

Performance

1. The teacher uses aesthetic theories to help students define art.
2. The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.
3. The teacher demonstrates how history, culture, and the arts can influence each other.
4. The teacher uses knowledge of art history to explain the contemporary art world.
5. The teacher uses elements and principles of design to create and discuss effective artworks.
6. The teacher plans lessons which utilize thought, expression and skill.
7. The teacher poses two and three-dimensional problems to students.
8. The teacher solicits multiple solutions to visual and conceptual problems in art.
9. The teacher relates visual perception to the aesthetic experience.
10. The teacher plans lessons and presents studio experiences in drawing, painting and collage.
11. The teacher plans lessons and presents studio experiences in printmaking, photography and digital imaging.
12. The teacher plans lessons and presents studio experiences with clay, metals, fibers and other three dimensional media.
13. The teacher plans lessons and presents studio experiences in carving, casting, modeling and constructing.
14. The teacher applies pedagogy which elicits creative behavior.

Standard #3 The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.

Knowledge

1. The teacher recognizes the effect a classroom's environment and ambiance has upon safety, learning, and creativity.
2. The teacher knows a variety of effective instructional strategies.
3. The teacher understands how the choice of media and processes impacts classroom design and arrangement.
4. The teacher knows the various safety factors to consider when arranging a classroom.
5. The teacher understands the safety measures for using art tools and operating art equipment.
6. The teacher recognizes the health hazards associated with some art materials, such as paint thinners and other potentially toxic substances.

Performance

1. The teacher creates a classroom environment and ambiance conducive to learning, creativity, and safety.
2. The teacher uses a variety of effective instructional strategies.
3. The teacher adjusts classroom arrangement to the specific media and processes used in art.
4. The teacher arranges the art classroom according to known safety factors.
5. The teacher implements appropriate safety practices when using art tools and operating equipment.
6. The teacher practices safe measures in storing, handling and ventilating of potentially dangerous substances.

Standard #4 The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.

Knowledge

1. The teacher knows media and processes for a variety of age and ability levels.
2. The teacher understands the use of various traditional and emerging instructional materials.
3. The teacher knows human and environmental resources which enhance student learning.
4. The teacher understands curriculum theory and design and its effect on teaching practice.
5. The teacher knows the various career opportunities within the art field, and is knowledgeable of portfolio preparation.
6. The teacher understands the relation of visual art to other art forms.
7. The teacher understands the relation of curriculum design to the goals of art education.
8. The teacher knows the cost and value of materials, equipment, and how to manage a budget.

Performance

1. The teacher adapts media and processes to the age and abilities of students.
2. The teacher uses a variety of traditional and emerging instructional materials to augment teaching and enhance learning.
3. The teacher uses human and environmental resources to enhance learning.

4. The teacher implements curriculum theory to design an appropriate sequence of art lessons, art units and art curriculum.
5. The teacher includes portfolio preparation and discussions on art careers.
6. The teacher relates visual art lessons to other forms of art.
7. The teacher uses the goals and philosophy for art education to develop an art curriculum aligned to local, district and state standards and policies.
8. The teacher manages the art budget and keeps accurate records.

Standard #5 The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.

Knowledge

1. The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.
2. The teacher knows entrepreneurial as well as educational initiatives which contribute to the general purpose of art education.
3. The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.

Performance

1. The teacher collaborates with colleagues to plan and implement initiatives which promote interdisciplinary studies and cooperative learning.
2. The teacher collaborates with families and community members to sponsor initiatives which bring communities and schools closer together.
3. The teacher develops relationships with families and other community members to gain valuable insights into students, their interests, and their ability to learn.

Standard #6 The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.

Knowledge

1. The teacher understands various methods for the assessment and evaluation of students and programs.
2. The teacher understands the importance of student self-assessment.
3. The teacher knows the purposes and processes for analyzing and reporting assessment data.

Performance

1. The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality instructional decisions.
2. The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.
3. The teacher encourages student self-assessment as a part of teaching and learning.

Standard #7 The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.

Knowledge

1. The teacher knows local, state and national art organizations.
2. The teacher knows of events and professional gatherings related to the arts.
3. The teacher recognizes responsibility for promoting the arts.

Performance

1. The teacher communicates with local, state and national art organizations.
2. The teacher participates in events which contribute to the professional development of self and others.
3. The teacher uses strategies which advocate for the arts.

FOREIGN LANGUAGE

Early Childhood through Late Adolescence/Adulthood PreK-12

Standard #1 The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students.

Knowledge

1. The teacher is aware that language manifests itself in all aspects of life.
2. The teacher knows how the target culture and target language interrelate.

3. The teacher understands linguistic and cultural realities as dynamic and complex and views perspectives of language and culture in relation to practices and products.
4. The teacher knows both formal and informal aspects of the target language: geography, history, economics, the arts, religion, politics, daily living and customs, social sciences, literature, and origins of the language.
5. The teacher knows the benefits of internalizing and personalizing the study of target language and culture.
6. The teacher understands the value of first-hand experiences in the target culture.

Performance

1. The teacher presents the target language, its literature, and its culture in contextually meaningful situations.
2. The teacher explains the interrelated connections between the target language and the target culture.
3. The teacher engages the students in continual opportunities to update and re-evaluate their knowledge and understanding of changing cultural realities and their appreciation for the historical development of both language and culture.
4. The teacher develops authentic situations for exploring both high culture and popular culture to increase pragmatic, semantic, sociological, and aesthetic experiences of the target culture through literature.
5. The teacher relates personal experiences with the target language and culture.
6. The teacher seeks opportunities for first-hand experiences in the target culture such as study/travel abroad, cultural immersion within the United States, and through Internet communication.

Standard #2 The teacher of a foreign language is proficient in the foreign language.

Knowledge

1. The teacher is aware of the levels of proficiency in the basic skills in foreign language and his or her own level.
2. The teacher understands the importance of maintaining and advancing his or her skills.

Performance

1. The teacher demonstrates advanced proficiency in the target language to converse according to the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines.
2. The teacher initiates, sustains, and brings to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.
3. The teacher narrates and describes with paragraph-length connected discourse in the target language.
4. The teacher engages in a variety of formal and informal conversations on practical, social, professional, and abstract topics, using native-like discourse strategies in the target language.
5. The teacher can express his or her own ideas on practical, social, and professional topics in most formal and informal writing styles in the target language.
6. The teacher can write most kinds of correspondence, such as memos, social and business letters, short research papers, and statements of position in areas of special interest in the target language.
7. The teacher demonstrates control of a full range of structures, spelling, and non-alphabetic symbol production in the target language.
8. The teacher uses a wide vocabulary to hypothesize and present written arguments or points of view in the target language.
9. The teacher uses appropriate formal and informal styles for various purposes and audiences in the target language.
10. The teacher includes learning activities in the target language that capitalize on proficiency levels in each skill: listening, speaking, reading, and writing.
11. The teacher interacts frequently with persons who are also skilled in the target language, locally or outside the local setting.
12. The teacher creates opportunities for self, students, and the wider community to have direct contact with native speakers of the target language.

Standard #3 The teacher of a foreign language demonstrates an understanding of second-language acquisition and its relation to first-language development including the history of second-language education in the United States.

Knowledge

1. The teacher knows theories of first- and second-language acquisition and learning.
2. The teacher knows how to relate knowledge of first-language to second-language acquisition.

Performance

1. The teacher explains language learning theory to help students become better language learners.
2. The teacher creates lessons that reflect thought about first- and second-language acquisition methods.

3. The teacher helps students understand their learning styles and how they relate to language learning.
4. The teacher continues language investigations to enhance understanding of second-language acquisition.

Standard #4 The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development.

Knowledge

1. The teacher understands that the foreign language process must be long-range and sequential to ensure continuity.
2. The teacher knows that in learning a foreign language, comprehension precedes production, linguistic abilities develop in stages, student output is not error-free, language is more readily produced in an affective environment, and language, a singularly human endeavor, is produced systematically.
3. The teacher knows that in learning a foreign language, the sociolinguistic context of language learning is a practical necessity, meaningful extracurricular activities enhance developing language skills of students, and community outreach is a meaningful use of foreign language skills.

Performance

1. The teacher uses a comprehensive target-language vocabulary to provide interesting and appropriate input.
2. The teacher allows student output to occur in the target language when ready.
3. The teacher provides a comfortable environment for correcting errors.
4. The teacher encourages students to progress at their own developmental rates.
5. The teacher uses the textbook as a resource but not as the ultimate guide for instruction.
6. The teacher develops classroom activities and uses authentic materials that are meaningful, purposeful, and realistically appropriate.
7. The teacher presents specific information on gestures and rhythmic properties of language.
8. The teacher promotes, creates, and seeks out opportunities for practicing the language within the local community or abroad.

Standard #5 The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.

Knowledge

1. The teacher understands the differences between convergent and divergent thinking processes and recognizes methods, techniques, and resources appropriate to the diversity of the students.
2. The teacher understands foreign language instructional principles and techniques and knows how to integrate cultural knowledge, literature, history, and customs through group learning, discussions, journals, oral presentations, drama, and multi-media projects into instruction.
3. The teacher knows about foreign language learning and the need to vary materials with human and technological resources.

Performance

1. The teacher chooses, creates, uses, and adjusts methods and resources to achieve different learning goals based on continual evaluations of students' developmental needs and interests.
2. The teacher immerses students in foreign language communication through informative, directive, expressive, imaginative, and other interactive means.
3. The teacher uses role play and communication activities to give students the opportunity to practice foreign language creatively and cooperatively, in cultural situations.
4. The teacher, to promote students' critical understanding, presents alternative, diverse concepts and representations of foreign language culture, and encourages the students to assume cultural perspectives other than their own.

Standard #6 The teacher of a foreign language motivates both individuals and groups to create a target language learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Knowledge

1. The teacher understands human motivation and behavior for organizing and supporting individual and group work in learning a foreign language.
2. The teacher understands the principles of effective classroom management and strategies to promote equity, positive relationships, cooperation, and purposeful learning of a foreign language in the classroom.
3. The teacher recognizes how to help students become self-motivated to learn a second language.

Performance

1. The teacher creates a smoothly functioning community in which students assume responsibility for themselves and one another in learning a foreign language.
2. The teacher engages students in individual and group learning activities that help them develop the motivation to achieve and respond to the challenge of high expectations for learning a foreign language.
3. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks for learning a foreign language.

Standard #7 The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students.

Knowledge

1. The teacher understands the value of listening, speaking, reading, and writing in the communication process.
2. The teacher is aware of various learning modes appropriate for students from diverse backgrounds and those with special needs.
3. The teacher understands how cultural and gender differences can affect communication in the classroom.

Performance

1. The teacher demonstrates the ability to communicate with accuracy in oral form: diction, grammar, appropriate register, drama expression, volume and pitch, enunciation and pronunciation.
2. The teacher demonstrates the ability to communicate with accuracy and appropriateness in written form: vocabulary, mechanical skills, physical and organization form, style and tone, voice, development of ideas, sentence structure and fluency, and discourse.
3. The teacher demonstrates the ability to listen and comprehend.
4. The teacher uses a variety of teaching and assessment activities to accommodate differing learning modes such as audio presentations, written expression, video presentations, group activities, individual performances, physical activities (e.g., cooking, drama, dance, visual art, music), oral and written practice, speaking and conversational opportunities, cultural presentations, technology usage, and others that meet the needs of emotional, social, cultural, physical, and mental development of the students.
5. The teacher uses techniques to develop the scope and depth of students' higher order thinking skills.

Standard #8 The teacher of a foreign language integrates knowledge of and encourages interactions with the local cultures and the general school curriculum through a foreign language.

Knowledge

1. The teacher understands the culture(s) of the foreign language.
2. The teacher knows how to integrate aspects of the foreign language with other curricula.

Performance

1. The teacher creates lessons incorporating the foreign language culture(s).
2. The teacher helps students research the foreign language culture(s).
3. The teacher accesses opportunities within and outside of the community to increase cultural awareness.
4. The teacher collaborates with and integrates other educational segments (e.g., content areas and/or levels) to emphasize foreign language culture(s).

Standard #9 The teacher of a foreign language fosters collaborative relationships within the school system and community, particularly those that reflect diverse languages and cultures.

Knowledge

1. The teacher is familiar with various cultural and language backgrounds of the local school personnel, the community, and area.
2. The teacher recognizes and identifies the various community agencies that work with families who speak different languages.
3. The teacher recognizes school and community organizations that foster positive relationships with families of different cultural backgrounds.

Performance

1. The teacher shares linguistic and cultural expertise with the community (e.g., language clubs, social events, education programs, and field trips).
2. The teacher uses local, national, and international resources to foster student learning.
3. The teacher advocates for foreign language education for all students to prepare them to function in a multilingual and multicultural community at home and abroad.

HEALTH

Early Childhood through Late Adolescence/Adulthood

PreK-12

Standard #1 The teacher of health education understands health education content, disciplinary concepts, and applies these concepts to the content knowledge development of a healthy educated person.

Knowledge

1. The teacher has knowledge of the relationship of the ten health education content areas (community health, consumer health, environmental health, family life, mental/emotional health, injury prevention, nutrition, personal health, prevention/control of disease, substance use/abuse) and six adolescent risk behaviors (tobacco use, nutritional behavior, sedentary lifestyle, sexual behavior, intentional/unintentional injury, other drugs) and how they relate to the national health education standards.
2. The teacher has knowledge of the interrelationship of media and technology on behavior and health.
3. The teacher has knowledge of interactions within the body.
4. The teacher has knowledge of prevention of disease and other health problems.
5. The teacher has knowledge of valid prevention and intervention strategies for maintaining health.
6. The teacher has knowledge of the effects of harmful and risk-taking behaviors.
7. The teacher understands human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
8. The teacher has knowledge of developmentally appropriate and culturally sensitive health education instructional strategies.
9. The teacher has knowledge of instructional strategies that enhance decision-making and goal setting essential to develop life-long skills to implement and sustain health-enhancing behaviors.
10. The teacher understands the process of curriculum development and ability to integrate into other content areas.
11. The teacher has knowledge of evaluation skills to determine if the program has an impact on students and demonstrates the effectiveness of the teaching/learning process.

Performance

1. The teacher demonstrates how messages from various media influence health behaviors.
2. The teacher evaluates the influence of technology on personal, family, and community health.
3. The teacher demonstrates how health is influenced by the interaction of body systems.
4. The teacher identifies ways to reduce risks related to health problems.
5. The teacher demonstrates skill in presenting information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
6. The teacher applies teaching and learning theory.
7. The teacher incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
8. The teacher demonstrates a variety of classroom management strategies.
9. The teacher incorporates desirable personal skill performance at various developmental levels.
10. The teacher utilizes formative and summative evaluation techniques.
11. The teacher utilizes effective instruction and assessment techniques.

Standard #2 The teacher of health education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.

Knowledge

1. The teacher has knowledge of the role of health education relative to individuals, school, and community.
2. The teacher has knowledge of the influence of non-school factors on learning and engagement in health education (family circumstances, community settings, health and economic conditions).
3. The teacher has knowledge of the laws related to learner rights, as well as teacher rights and responsibilities (equity, inclusion, confidentiality, privacy, and child abuse).
4. The teacher has knowledge of professional organizations and resources available for continued professional growth.
5. The teacher has knowledge of strategies for communications and socialization with school colleagues, parents/community members and how it impacts quality instruction.

Performance

1. The teacher acts as an advocate in the school and community to promote a variety of health education opportunities.

2. The teacher identifies and consults with other school and community professionals to improve the learning of all learners.
3. The teacher consults professional literature, colleagues, professional associations, and other resources to develop as a learner and a teacher.
4. The teacher participates in the professional health education community within the broader field of education.
5. The teacher recognizes and is responsive to signs of distress and seeks assistance from appropriate professionals.

Standard #3 The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various health education settings and understands how individuals differ in their approaches to learning.

Knowledge

1. The teacher uses knowledge of a variety of communication techniques that allow for the promotion of health.
2. The teacher uses knowledge of appropriate verbal and nonverbal cues and how to use these cues in the teaching situation.
3. The teacher uses knowledge of how diversity and environmental differences may affect communication.
4. The teacher uses knowledge of current technological innovations and tools specific to enhance the learning of health education for all learners.
5. The teacher uses knowledge of areas of special needs including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers.
6. The teacher has knowledge of differences in approaches to learning and health education.

Performance

1. The teacher communicates in ways that demonstrate sensitivity to diversity and environmental differences.
2. The teacher models effective communication strategies and communicates information through a variety of media.
3. The teacher uses appropriate instructional strategies, services, and resources to meet special and diverse learning needs.
4. The teacher selects and implements developmentally appropriate instruction that is sensitive to multiple needs, learning styles, and experience of learners.

Standard #4 The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher has knowledge of strategies to help learners demonstrate responsible personal and social behavior that promotes positive relationships, a productive learning environment and a healthy lifestyle.
2. The teacher has knowledge of factors related to intrinsic motivation and strategies to help learners become self-motivated to pursue a healthy lifestyle.

Performance

1. The teacher uses a variety of strategies and developmentally appropriate practices to motivate learners to participate in healthy activities both in/out of the classroom situation.
2. The teacher develops managerial and instructional routines that create smoothly functioning learning experiences in a safe health education environment.
3. The teacher uses a variety of strategies to promote personal responsibility and appropriate social behavior in a safe health education environment.

VOCAL MUSIC

Early Childhood through Late Adolescence/Adulthood PreK-12

Standard #1 The teacher of vocal music has skills in teaching and evaluation techniques for vocal music.

Knowledge

1. The teacher understands vocal repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

Performance

1. The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret representative works of the past and present in solos, small ensembles, and/or large ensembles.
2. The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
3. The teacher develops vocal pedagogy appropriate for various developmental stages.
4. The teacher demonstrates functional knowledge of various band and orchestra instruments for instructional purposes.
5. The teacher demonstrates singing effectively for instructional purposes.

Standard #2 The teacher of vocal music has skills in improvising melodies, variations, and accompaniments.

Knowledge

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

Performance

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

Standard #3 The teacher of vocal music has skills in composing and arranging music.

Knowledge

1. The teacher knows the ranges and traditional usage of various musical sound sources.

Performance

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for voices other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard #4 The teacher of vocal music has skills in reading and writing music.

Knowledge

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

Performance

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
2. The teacher performs music notation at sight vocally.
3. The teacher notates music from aural sources.

Standard #5 The teacher of vocal music has skills in listening to, analyzing, and describing music.

Knowledge

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

Performance

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard #6 The teacher of vocal music has skills in evaluating music and music performances.

Knowledge

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

Performance

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

Standard #7 The teacher of vocal music has an understanding of music in relation to various historical periods and cultures.

Knowledge

1. The teacher understands musical events and characteristics of various historical periods and cultures.

Performance

1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard #8 The teacher of vocal music has skills in establishing effective music-learning environments.

Knowledge

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

Performance

1. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

Standard #9 The teacher of vocal music advocates for the school music program in the community at large.

Knowledge

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience–performer–composer interaction.

Performance

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.

INSTRUMENTAL MUSIC

Early Childhood through Late Adolescence/Adulthood

PreK-12

Standard #1 The teacher of instrumental music has skills in teaching and evaluation techniques.

Knowledge

1. The teacher understands instrumental repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

Performance

1. The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret representative works of the past and present in solos, small ensembles, and large ensembles.
2. The teacher demonstrates the ability to access musical and literary resources for instrumental music.
3. The teacher develops instrumental pedagogy appropriate for various developmental stages.
4. The teacher demonstrates singing effective for instructional purposes.
5. The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

Standard #2 The teacher of instrumental music has skills in improvising melodies, variations, and accompaniments.

Knowledge

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

Performance

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

Standard #3 The teacher of instrumental music has skills in composing and arranging music.

Knowledge

1. The teacher knows the ranges and traditional usage of various musical sound sources.

Performance

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard #4 The teacher of instrumental music has skills in reading and writing music.

Knowledge

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

Performance

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
2. The teacher performs music notation at sight instrumentally.
3. The teacher notates music from aural sources.

Standard #5 The teacher of instrumental music has skills in listening to, analyzing, and describing music.

Knowledge

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

Performance

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard #6 The teacher of instrumental music has skills in evaluating music and music performances.

Knowledge

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

Performance

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

Standard #7 The teacher of instrumental music has an understanding of music in relation to various historical periods and cultures.

Knowledge

1. The teacher understands musical events and characteristics of various historical periods and cultures.

Performance

1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard #8 The teacher of instrumental music has skills in establishing effective music-learning environments.

Knowledge

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

Performance

1. The teacher manages instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

Standard #9 The teacher of instrumental music advocates for the school music program in the community at large.

Knowledge

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience–performer–composer interaction.

Performance

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.

MUSIC

Early Childhood through Late Adolescence/Adulthood PreK-12

Standard #1 The teacher of general music has skills in teaching and evaluation techniques for vocal, instrumental, and general music.

Knowledge

1. The teacher understands repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

Performance

1. The teacher performs alone with musical understanding and technical proficiency sufficient to interpret representative works of the past and present.
2. The teacher performs in small and large vocal ensembles or instrumental ensembles.
3. The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
4. The teacher develops instrumental pedagogy appropriate for various developmental stages.
5. The teacher demonstrates singing effective for instructional purposes.
6. The teacher demonstrates functional knowledge of various band and orchestra instruments.

Standard #2 The teacher of general music has skills in improvising melodies, variations, and accompaniments.

Knowledge

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

Performance

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

Standard #3 The teacher of general music has skills in composing and arranging music.

Knowledge

1. The teacher knows the ranges and traditional usages of various musical sound sources.

Performance

1. The teacher composes music appropriate for various developmental stages.

2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

Standard #4 The teacher of general music has skills in reading and writing music.

Knowledge

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

Performance

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
2. The teacher performs music notation at sight vocally and instrumentally.
3. The teacher notates music from aural sources.

Standard #5 The teacher of general music has skills in listening to, analyzing, and describing music.

Knowledge

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

Performance

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

Standard #6 The teacher of general music has skills in evaluating music and music performances.

Knowledge

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

Performance

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

Standard #7 The teacher of general music has an understanding of music in relation to various historical periods and cultures.

Knowledge

1. The teacher understands musical events and characteristics of various historical periods and cultures.

Performance

1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

Standard #8 The teacher of general music has skills in establishing effective music-learning environments.

Knowledge

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

Performance

1. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

Standard #9 The teacher of general music advocates for the school music program in the community at large.

Knowledge

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.

2. The teacher is aware of the audience–performer–composer interaction.

Performance

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students’ intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.

PHYSICAL EDUCATION

Early Childhood through Late Adolescence/Adulthood PreK-12

Standard #1 The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.

Knowledge

1. The teacher has knowledge of critical elements and sequencing of basic motor skills.
2. The teacher has knowledge of concepts and strategies related to physical activity and fitness.
3. The teacher has knowledge of methods to incorporate physical activity into other content areas.
4. The teacher has knowledge of the relationship among physical activity, fitness, and health.
5. The teacher has knowledge of historical, philosophical, sociological, and psychological factors associated with diverse populations and associated physical activities.
6. The teacher has knowledge of the physiological, anatomical and mechanical systems of the human body, as well as how these systems adapt to physical activity, and how they contribute to motor performance, fitness, and wellness.
7. The teacher has knowledge of a wide variety of activities, including individual, dual and team sports, games, lifelong leisure activities, dance, rhythms, and tumbling.
8. The teacher has knowledge of developmentally appropriate PreK-12 physical activity and skill development.

Performance

1. The teacher demonstrates fundamental motor skills and competency in individual, dual and team sports, games, lifelong leisure activities, dance, rhythms, and tumbling.
2. The teacher applies disciplinary concepts and principles in the selection of developmentally appropriate activities.
3. The teacher incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
4. The teacher supports and encourages learner expression through movement.
5. The teacher identifies and applies appropriate first aid and injury procedures in emergency classroom situations.

Standard #2 The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment.

Knowledge

1. The teacher has knowledge of physical, cognitive, social and emotional development and the impact on learning associated with making instructional decisions.
2. The teacher has knowledge of expected developmental progressions and ranges of individual variation and can identify levels of readiness.
3. The teacher has knowledge of the value of practice opportunities for growth and development.
4. The teacher has knowledge of safety issues when planning and implementing instruction and the ability to respond correctly to special safety needs.

Performance

1. The teacher assesses individual and group performance in order to design safe instruction that meets learner developmental needs in physical, cognitive, social and emotional domains.
2. The teacher encourages learners to reflect and make decisions on prior knowledge, experiences and skills, and to assume responsibility in their learning.
3. The teacher encourages learners to reflect on and make decisions on physical activity based on the learners’ current cognitive, physical, emotional and social development.

Standard #3 The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.

Knowledge

1. The teacher has knowledge of the role of physical education relative to individuals, school and community.
2. The teacher has knowledge of the influence of non-school factors on learning and engagement in physical activity (family circumstances, community settings, health and economic conditions).
3. The teacher has knowledge of the laws related to learner rights, as well as teacher rights and responsibilities (equity, inclusion, confidentiality, privacy, and child abuse).
4. The teacher has knowledge of professional organizations and resources available for continued professional growth.
5. The teacher has knowledge of strategies for communication and socialization with school colleagues, parents, community members and how it impacts quality instruction.

Performance

1. The teacher acts as an advocate in the school and community to promote a variety of physical activity opportunities.
2. The teacher identifies and consults with other school and community professionals to improve the learning of all students.
3. The teacher consults professional literature, colleagues, professional associations and other resources to develop as a learner and as a teacher.
4. The teacher participates in the professional physical education community and within the broader field of education.
5. The teacher recognizes and is responsive to signs of distress and seeks assistance from appropriate professionals.

Standard #4 The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.

Knowledge

1. The teacher has knowledge of the variety of communication techniques for the promotion of lifelong learning through physical activity.
2. The teacher has knowledge of appropriate verbal and nonverbal cues and how to use these cues in teaching situations.
3. The teacher has knowledge of how diversity and environmental differences may affect communication in an activity setting.
4. The teacher has knowledge of current technological innovations and tools specific to physical education that enhance student learning.
5. The teacher has knowledge of areas of special needs, including physical and emotional challenges, learning disabilities, sensory difficulties and language barriers.
6. The teacher has knowledge of differences in approaches to learning and physical performance.

Performance

1. The teacher communicates in ways that demonstrate sensitivity to diversity and environmental differences.
2. The teacher communicates and models effective communication strategies through a variety of media.
3. The teacher uses appropriate strategies, services, and resources to meet special and diverse learning needs.
4. The teacher selects and implements developmentally appropriate instruction that is sensitive to multiple needs, learning styles, and experiences of learners.

Standard #5 The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop physical educated individuals.

Knowledge

1. The teacher has knowledge of how to design instructional sequences and learning experiences that maximize learner participation and success.
2. The teacher has knowledge of a variety of direct and indirect teaching methodologies including their effectiveness and appropriateness for the learning experience and the students.
3. The teacher has knowledge of how to design inclusionary learning experience for children with special needs.
4. The teacher has knowledge of the characteristics of a safe learning environment for all learners.

Performance

1. The teacher applies learning theory, philosophical principles, and curricular models in the development of physical education programs.
2. The teacher selects instructional strategies based on developmental levels, learning styles, and safety issues.
3. The teacher designs and implements learning experiences that are safe, appropriate, realistic, and relevant based on the principles of effective instruction.
4. The teacher utilizes inclusionary practices for students of all abilities.
5. The teacher uses a variety of teaching styles and approaches to adopt, modify, and enhance learning within the various multiple intelligences.

Standard #6 The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.

Knowledge

1. The teacher has knowledge of how to select, use, and interpret developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.
2. The teacher has knowledge of assessment procedures and construction or modification of assessment instruments in order to effectively measure performance levels.

Performance

1. The teacher uses a variety of formal and informal assessment techniques to assess learner progress and involve learners in self-assessment.
2. The teacher maintains records of learner performance and can communicate learner progress based on a variety of appropriate indicators.
3. The teacher evaluates the scope and sequence of the physical education programs to ensure student progress and appropriate participation and learning for all learners.

Standard #7 The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Knowledge

1. The teacher has knowledge of developmentally appropriate strategies and practices to motivate learners to participate in physical activity.
2. The teacher has knowledge of strategies to help learners demonstrate responsible personal and social behavior that promotes positive relationships and a productive learning environment in physical activity settings.
3. The teacher has knowledge of factors related to intrinsic motivation and strategies to help learners become self-motivated movers.
4. The teacher has knowledge of a variety of classroom management strategies in the physical education setting.

Performance

1. The teacher uses a variety of strategies and developmentally appropriate practices to motivate learners to participate in physical activity in/out of the physical education classroom.
2. The teacher develops managerial and instructional routines that create smoothly functioning learning experiences in a safe physical education environment.
3. The teacher uses a variety of strategies to promote personal responsibility, appropriate social behavior and a safe climate in physical education.

HIGH INCIDENCE (ADAPTIVE) SPECIAL EDUCATION

K-6, 5-8, 6-12, PreK-12

The following teaching standards should be used to prepare individuals to adapt the curriculum to assist the learning of children and youth who have learning problems and needs in the mild through moderate range.

The Kansas State Board of Education adopted new High Incidence (Adaptive) Special Education licensure program standards on May 12, 2015. They can be found on www.ksde.org at the following link:

<http://ksde.org/Portals/0/TLA/Program%20Standards/High%20Incidence%20Standards%20May122015.pdf>

LOW INCIDENCE (FUNCTIONAL) SPECIAL EDUCATION

K-6, 5-8, 6-12, PreK-12

The following teaching standards should be used to prepare individuals to adapt the curriculum to assist the learning of children and youth who have learning problems and needs in the mild through moderate range.

The Kansas State Board of Education adopted new Low Incidence (Functional) Special Education licensure program standards on May 12, 2015. They can be found on www.ksde.org at the following link:
<http://ksde.org/Portals/0/TLA/Program%20Standards/Low%20Incidence%20Standards%20May122015.pdf>

DEAF OR HARD-OF-HEARING

Early Childhood and Early Childhood through Late Adolescence/Adulthood Birth through Third Grade, PreK-12

Standard #1 The teacher of deaf or hard-of-hearing students demonstrates understanding of philosophical, historical, and legal foundations of education for such students.

Knowledge

1. The teacher understands the current educational definitions of infants and children with hearing loss, including State of Kansas identification criteria, labeling issues, and current national and state incidence and prevalence figures.
2. The teacher understands models and theories, and historical developments that provide the basis for educating infants and children who are deaf or hard-of-hearing as consistent with a range of educational program philosophies.
3. The teacher understands variations in beliefs, traditions, values, and social and cultural issues impacting the education of children who are deaf or hard-of-hearing.
4. The teacher is aware of issues in definition and identification procedures for individuals who are deaf or hard-of-hearing.
5. The teacher understands the rights and responsibilities of parents, general education students, teachers and schools as they relate to students who are deaf or hard-of-hearing.
6. The teacher is aware of the unique aspects of natural and least restrictive environment (LRE) as applied to children who are deaf or hard-of-hearing.
7. The teacher is aware of the findings and concerns of the President's Commission on Education of the Deaf, and of the United States Department of Education policy guidance on deaf students' education services.

Performance

1. The teacher conducts instruction and other intervention activities in accordance with the requirements of federal and state laws.
2. The teacher applies understanding of theory, philosophy and models of practice to educating infants and children who are deaf or hard-of-hearing.
3. The teacher articulates pros and cons of current issues and trends in educating infants and children who are deaf or hard-of-hearing (e.g., LRE).
4. The teacher weighs the effect of various educational placement options with regard to cultural identity, linguistic, academic, and social-emotional development.
5. The teacher identifies the major contributors to the growth and improvement of past-to-present knowledge and practice in the field of educating infants and children who are deaf or hard-of-hearing.

Standard #2 The teacher of deaf or hard-of-hearing infants and children understands that a variety of factors both intrinsic and external, influence communication, cognitive, emotional, and social development.

Knowledge

1. The teacher understands visual, spatial, tactile and auditory aspects can affect communication.
2. The teacher understands research in cognition related to infants and children who are deaf or hard-of-hearing.
3. The teacher understands various etiologies that can result in additional sensory, motor or learning differences in infants and children who are deaf or hard-of-hearing.
4. The teacher understands how families and/or other caregivers affect the overall development of infants and children who are deaf or hard-of-hearing.
5. The teacher understands that emotional factors may affect infants and children who are deaf or hard-of-hearing and may place them at risk for social and academic difficulties.
6. The teacher understands how onset of hearing loss, age of identification, degree of loss, and implementation of services may affect the development of infants and children who are deaf or hard-of-hearing.

7. The teacher understands how early comprehensible communication influences infants and children who are deaf or hard-of-hearing, their families, and/or other caregivers.
8. The teacher recognizes a variety of communication modes used by infants and children who are deaf or hard-of-hearing.

Performance

1. The teacher uses information and appropriate resources to understand the cognitive, physical, cultural, social, and emotional needs of infants and children who are deaf or hard-of-hearing.
2. The teacher identifies factors related to quality and quantity of incidental language on learning experiences, which impact the language development of infants and children who are deaf or hard-of-hearing.
3. The teacher describes how sensory input and the ability to express oneself affects the development of language, cognition, emotional and social skills of infants and children who are deaf or hard-of-hearing.
4. The teacher articulates the impact of cultural/familial factors on the development of communication skills in infants and children who are deaf or hard-of-hearing.
5. The teacher can identify the primary language and mode of communication used by the infant or child who is deaf or hard-of-hearing.

Standard #3 The teacher of deaf or hard-of-hearing infants and children demonstrates assessment, diagnosis, and evaluation knowledge and skills related to students with special needs.

Knowledge

1. The teacher understands how deafness and hearing impairments affect learning.
2. The teacher understands specialized terminology used in the assessment of infants and children who are deaf or hard-of-hearing.
3. The teacher knows the components of an appropriate evaluation for eligibility, placement and program planning decisions for infants and children who are deaf or hard-of-hearing (including necessary accommodations).
4. The teacher knows how to advocate for the appropriate assessment of infants and children who are deaf or hard-of-hearing and who experience an additional disabling condition.
5. The teacher understands legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with infants and children who are deaf or hard-of-hearing.

Performance

1. The teacher selects, administers, and interprets appropriate assessment tools utilizing the natural, native or preferred language of infants and children who are deaf or hard-of-hearing.
2. The teacher gathers and interprets communication samples from infants and children who are deaf or hard-of-hearing. These samples include, but are not limited to, non-verbal acts such as eye gaze and gestures as well as linguistic acts such as sign or speech.
3. As part of the IEP team, the teacher will determine appropriate modifications or accommodations for state and local assessments.

Standard #4 The teacher of deaf or hard-of-hearing infants and children demonstrates knowledge and skill in planning and implementing effective instruction for infants and children who are deaf or hard-of-hearing based upon knowledge of subject matter, infant or child, community, and curriculum goals.

Knowledge

1. The teacher understands sources of specialized materials for infants and children who are deaf or hard-of-hearing.
2. The teacher knows components of non-linguistic communication for infants and children who are deaf or hard-of-hearing. The teacher is aware of information related to American Sign Language (ASL) and English used by infants and children who are deaf or hard-of-hearing.
3. The teacher understands the procedures and technologies to educate infants and children who are deaf or hard-of-hearing for a range of modes or philosophies.
4. The teacher understands current theories of how languages develop.
5. The teacher is aware of the best practices regarding first language development and second language acquisition (such as ASL to English or English to ASL).
6. The teacher knows ways to facilitate cognitive and communicative development, including speech in children who are deaf or hard-of-hearing.
7. The teacher understands techniques of stimulation and utilization of residual hearing in infants and children who are deaf or hard-of-hearing and multiply disabled, instructional strategies, and appropriate teaching practices.

8. The teacher recognizes the legal requirement to provide instruction in the infant or child's primary language and mode of communication.
9. The teacher understands characteristics of various existing communication modes used with infants and children who are deaf or hard-of-hearing.
10. The teacher has a working knowledge of assistive devices and technology used by infants and children who are deaf or hard-of-hearing.
11. The teacher has an understanding of how to access/modify appropriate activities or general education curriculum instruction to enhance learning opportunities.
12. The teacher understands the value of developing an effective individualized family service plan (IFSP) or individualized education program (IEP) to drive overall planning for instruction.

Performance

1. The teacher selects, designs, produces and utilizes technology, media, materials, and resources required to educate infants and children who are deaf or hard-of-hearing.
2. The teacher infuses speech skills into academic areas as indicated on the infant or child's IFSP or IEP.
3. The teacher modifies program, instructional process and learning environment to meet the physical, cognitive, cultural, and communication needs of infants and children who are deaf or hard-of-hearing.
4. The teacher applies first and second language teaching strategies appropriate to the needs of infants and children who are deaf or hard-of-hearing.
5. The teacher demonstrates ability to modify incidental language by facilitating a barrier-free communication environment for infants and children who are deaf or hard-of-hearing.
6. The teacher provides appropriate activities for infants and children who are deaf or hard-of-hearing to promote literacy in English and/or ASL.
7. The teacher demonstrates proficiency in or can advocate for using the primary language of an infant or child.

Standard #5 The teacher of deaf or hard-of-hearing infants and children promotes learning by providing supportive environments that encourage participation of infants and children who are deaf or hard-of-hearing.

Knowledge

1. The teacher understands unique and cultural factors related to hearing loss that may influence the management of classrooms and other environments that include infants and children who are deaf or hard-of-hearing.
2. The teacher is aware of transitional needs at various educational levels for infants and children who are deaf or hard-of-hearing.

Performance

1. The teacher selects, adapts, and implements classroom strategies that reflect understanding of each child's or infant's needs, including primarily visual deaf culture where appropriate.
2. The teacher designs a classroom environment that maximizes opportunities for visually oriented or auditory learning in infants and children who are deaf or hard-of-hearing.

Standard #6 The teacher of deaf or hard-of-hearing infants and children demonstrates effective communication and collaboration skills and knowledge related to infants and children who are deaf or hard-of-hearing and their families.

Knowledge

1. The teacher recognizes and understands concerns of parents, families, and/or other caregivers involved with individuals who are deaf or hard-of-hearing.
2. The teacher is aware of resources to help parents and others with concerns that may include but are not limited to educational options, communication modes and/or philosophies for individuals who are deaf or hard-of-hearing.
3. The teacher understands roles and responsibilities of other teachers and support personnel in educational practices for infants and children who are deaf or hard-of-hearing and their families.
4. The teacher is knowledgeable of consumer and professional organizations, publications, and journals relevant to the field of educating infants and children who are deaf or hard-of-hearing and their families.
5. The teacher is aware of services provided by governmental and non-governmental agencies or individuals in managing students who are deaf or hard-of-hearing.

Performance

1. The teacher creates opportunities for interaction with communities of individuals who are deaf or hard-of-hearing on a local, state and national level.
2. The teacher prepares students in the appropriate use of interpreters, tutors, note-takers and other support personnel.

3. The teacher facilitates communication between the infant or child and his or her family, caregivers and peers.
4. The teacher interacts with support personnel to meet the communication needs of infants and children and of the primary caregivers.
5. The teacher provides families and/or other caregivers with the knowledge and skills to make appropriate choices and establish priorities needed to enhance development and transition for children who are deaf or hard-of-hearing.

Standard #7 The teacher of deaf or hard-of-hearing students demonstrates professionalism and ethical practices related to individuals who are deaf or hard-of-hearing.

Knowledge

1. The teacher understands the responsibilities inherent in teaching infants and children who are deaf or hard-of-hearing and their families.
2. The teacher is aware of current publications and journals relevant to the field of education of infants and children who are deaf or hard-of-hearing and their families.

Performance

1. The teacher seeks out resources for acquiring additional knowledge and skills related to educating infants and children who are deaf or hard-of-hearing and their families.
2. The teacher actively seeks interaction with the deaf community or participates in training programs to maintain and improve ASL, English signs, or cues and to continue to enhance understanding of deaf culture.
3. The teacher participates in the activities of professional organizations relevant to educating infants and children who are deaf or hard-of-hearing and their families.

VISUALLY IMPAIRED

Early Childhood and Early Childhood through Late Adolescence/Adulthood Birth through Third Grade, PreK-12

Standard #1 The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.

Knowledge

1. The teacher has a working knowledge of federal and state entitlements, laws and state regulations that relate to the provision of specialized equipment, materials, and services for learners with visual impairments. The teacher can identify major legislation related to the above.
2. The teacher has knowledge of Braille literacy issues, history, and laws.
3. The teacher has knowledge of historical foundations for the education of children with visual impairments, including those with deaf-blindness and multiple disabilities.
4. The teacher understands the current educational definitions of students with visual impairments, including identification criteria, labeling issues, and current incidence and prevalence figures.
5. The teacher is aware of current issues in early intervention, special education and visual impairment.
6. The teacher is aware of visual impairment consumer advocacy issues.
7. The teacher understands the components of appropriate, high quality service delivery models for infants and children with visual impairments and their families and knows how to advocate for their provision within the school bureaucracy.

Performance

1. The teacher articulates a personal philosophy of education related to instructing infants and children who are visually impaired and their families.
2. The teacher safeguards due process rights related to assessment, eligibility, and placement for infants and toddlers who are visually impaired.
3. The teacher conducts instruction and other professional activities in accordance with the requirements of federal and state law and local district policies and procedures.

Standard #2 The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.

Knowledge

1. The teacher understands the functional and educational implications of eye conditions and the ways they affect student learning.
2. The teacher knows about the normal development of the human visual system.
3. The teacher knows the basic terminology related to the structure and function of the human visual system.

4. The teacher knows the basic terminology related to diseases and disorders of the human visual system.
5. The teacher knows how visual impairment affects the development and use of the secondary senses.
6. The teacher knows the effects of a visual impairment on human development.
7. The teacher understands the implications of dual sensory impairments and other disabilities on the learning and development of infants and children with visual impairments.
8. The teacher understands the psychosocial aspects of a visual impairment.
9. The teacher understands the effects of medications on the visual system and on learning.
10. The teacher has knowledge of visual and perceptual processes in learning the utilization of low vision.

Performance

1. The teacher communicates with parents, educators, and others, in easily understood language, the implications of an infant or a child's visual impairment upon the learning experience and the psychosocial aspects of the child's life, and ensures that instructional strategies across the school address these implications.
2. The teacher collaborates with children, parents, and the instructional team to ensure that individual learning styles and characteristics and their interface with visual impairments are considered in the development of instructional strategies.

Standard #3 The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.

Knowledge

1. The teacher understands how visual impairments affect learning and experience.
2. The teacher understands specialized terminology used in assessing individuals who are visually impaired.
3. The teacher understands the ethical considerations and legal provisions, regulations, and guidelines (federal, state, and local) related to assessment of individuals with visual impairments, including the legal, as compared to functional, definitions of blindness and low vision, and the reliability issues of instruments not designed for individuals with visual impairments.
4. The teacher understands the relationships between assessment, individualized education program (IEP) development, placement and instruction as they affect vision impairment related services.
5. The teacher is knowledgeable of disability-specific assessment instruments and procedures, and understands the many areas of functioning, i.e., communication skills, technology, orientation and mobility, social/emotional, etc., that should be considered.
6. The teacher knows how to obtain necessary resources to organize an assessment process for infants and children with visual impairments that have dual sensory loss or additional disabilities and their families.

Performance

1. The teacher interprets eye reports and other vision-related diagnostic information.
2. The teacher adapts and uses various assessment procedures appropriately when evaluating individuals with visual impairments.
3. The teacher gathers and interprets background information about academic, medical and family history, as it relates to the infant or child's visual impairment.
4. The teacher assesses communication skills and develops instructional strategies from these evaluation results.
5. The teacher assesses disability-specific technology needs.
6. The teacher identifies instruments and techniques appropriate for transition planning for infants and children with visual impairments.
7. The teacher performs the procedures used for screening, pre-referral, and referral of infants and children who are visually impaired, including functional vision evaluations, and learning media assessments. The teacher ensures that the recommendations indicated by the screening, assessment and evaluation data form the basis of the vision-related intervention strategies used across the learning environment.
8. The teacher collaborates with health professionals as needed to ensure that school-wide vision screening efforts benefit from the teacher's knowledge of specialized assessment techniques.

Standard #4 The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.

Knowledge

1. The teacher understands that the visual system is heavily relied upon for learning, conceptualization, problem solving, and knows alternative techniques to maximize student access to developmentally appropriate activities (for young children) and to the general education curriculum (for school-aged children).

2. The teacher knows what constitutes an appropriate, disability-specific curriculum for visually impaired individuals and how to individualize that curriculum to meet student needs within the context of the general educational curriculum.
3. The teacher understands the educational implications of deaf-blindness and multiple disabilities, and knows how to address the vision impairment related learning needs of such individuals.
4. The teacher knows teaching methods for the development of special auditory, tactual, and modified visual communication skills for infants and children who are visually impaired, including Braille reading and writing, including slate and stylus, handwriting, listening skills and compensatory auditory skills, typing and keyboarding skills; and technology for individuals with visual impairments. The teacher is also aware of current best practices utilized in the general curriculum to teach reading and communication arts.
5. The teacher knows disability-unique teaching methods and tools to assist learners to acquire compensatory academic skills, including the use of an abacus and talking calculator, tactile graphics, adapted science equipment, and tape recorders, etc.
6. The teacher knows alternative methods to develop basic concepts needed by infants and children who do not learn visually.
7. The teacher knows methods to teach visual efficiency skills, including instruction in the use of print adaptations, optical devices, and non-optical devices for students who have usable vision.
8. The teacher knows methods to develop alternative organization and study skills for students who are visually impaired.
9. The teacher knows methods to prepare students who are visually impaired for structured orientation and mobility assessment and instruction, and understands the limits of intervention by non-orientation mobility certified personnel.
10. The teacher knows methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
11. The teacher knows methods to teach human sexuality to students who are visually impaired, using tactual models and other appropriate instructional materials.
12. The teacher knows methods to develop adapted physical and recreational skills for infants and children who are visually impaired.
13. The teacher knows methods to develop social and daily living skills as needed by students with visual impairments, with an emphasis on family input and participation.
14. The teacher knows strategies for developing career awareness for students who are visually impaired.
15. The teacher knows strategies for promoting self-advocacy and responsibility in students who are visually impaired.
16. The teacher knows functional life skills instruction strategies relevant to independent community and personal living, and employment for individuals who are visually impaired including methods for accessing printed public information, methods for accessing community services, methods for accessing public transportation, and methods for acquiring practical skills.
17. The teacher knows techniques for modifying instructional methods and materials for students who are visually impaired and how to assist regular classroom teachers in implementing these modifications.
18. The teacher knows methods to communicate instructional objectives in ways that enhance the abilities of visually impaired learners to conceptualize key elements, particularly concepts generally presented in a visual format.
19. The teacher knows strategies for fostering higher level thinking and problem solving, including alternative reasoning and decision making skills appropriate for students with visual impairments.
20. The teacher knows how to obtain specialized instructional materials for students with visual impairments.

Performance

1. The teacher interprets and uses assessment data to plan instruction for infants and children with visual impairments.
2. The teacher selects and uses appropriate technologies to accomplish instructional objectives for infants and children who are visually impaired, and integrates the technologies into the instructional process, including the production of tactile or visually enhanced graphics, the use of adaptive technology devices, and other instructional tools.
3. The teacher can modify instruction to the individual needs of infants and children with visual impairments and additional disabilities.
4. The teacher sequences, implements, and evaluates individual disability-related learning objectives for infants

and children with visual impairments and their families.

5. The teacher implements and collaborates with other service providers on techniques related to the development of ocular-motor skills in infants and children with visual impairments such as focus, tracking, accommodations, and eye-hand coordination.
6. The teacher utilizes strategies such as concept mediation, organization skills and hands-on, realistic experiences to enhance learning opportunities for students with visual impairments.
7. The teacher demonstrates proficiency in writing, transcribing, proofreading, and interlining Grade II Braille and Nemeth Code Braille materials, using slate and stylus, braillewriter, and computer technology in order to provide students with visual impairments literacy skills and access to text materials at the same level as their sighted peers, and in a manner appropriate to students' individual learning objectives.

Standard #5 The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning environments conducive to learning by infants and children with visual impairments.

Knowledge

1. The teacher understands the appropriate duties and responsibilities of paraeducators and other related service personnel who work directly with and/or provide special materials to infants and children who are visually impaired.
2. The teacher understands how to integrate specialized technologies and approaches to instruction into the larger school environment by working collaboratively with various instructional team members involved in educating students with visual impairments.
3. The teacher is sufficiently familiar with the computer technology and other devices used by students with visual impairments to support their usage throughout the school environment.
4. The teacher understands the requirements of the general education curriculum sufficiently to support students with visual impairments accessing that curriculum, and knows how to ensure that the disability-specific curriculum works in unison with general education.

Performance

1. The teacher collaborates with other instructional team members to create learning environments that develop and encourage self-advocacy and independence in students who are visually impaired.
2. The teacher prepares, obtains, organizes, and efficiently provides modified learning materials for students who are visually impaired, including the management and supervision of paraprofessionals and other related service personnel assigned to assist in the process.
3. The teacher creates learning environments that are multi-sensory and accessible to students with visual impairments, including those with dual sensory loss or additional disabilities.
4. The teacher plans and conducts community-based learning experiences beneficial to learners who are visually impaired.
5. The teacher develops plans to identify, assess, and teach daily living skills necessary for independence of infants and children who are visually impaired and their families.

Standard #6 The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.

Knowledge

1. The teacher understands that infants and children with visual impairments may face unique challenges within the social environment of the home, school, and community, and knows how to address such issues.
2. The teacher understands common behavioral issues associated with visual impairments, and knows how to help infants and children, parents, and instructional teams address such concerns.

Performance

1. The teacher collaborates with infants and children, parents, and instructional teams on strategies to increase social interactions between individuals with visual impairments and their peers in school and community.
2. The teacher provides strategies to students with visual impairments for dealing with real and perceived discriminatory attitudes on the part of individuals who are non-disabled.
3. The teacher collaborates with students, parents, and instructional teams to provide experiences that enhance the development of positive self-esteem and self-advocacy skills in students with visual impairments.
4. The teacher coordinates interventions that address the psycho-social needs of infants and families with visual impairments and their families.
5. The teacher uses strategies for promoting responsibility in students with visual impairments regarding the

management of their schoolwork and arranging for materials and supports as needed.

6. The teacher serves as a resource to students, parents, and instructional teams in meeting the behavioral and social needs of students with dual sensory impairments or additional disabilities.
7. The teacher assists students with degenerative eye conditions to achieve a smooth transition to alternative skills.

Standard #7 The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.

Knowledge

1. The teacher knows how to work collaboratively across the learning environment with parents and instructional teams to ensure that infants and children with visual impairments receive adequate support.
2. The teacher has knowledge of disability advocacy organizations, support groups, and professional organizations and their importance as resources to assist in learning outcomes and transition planning for students with visual impairments and their families.
3. The teacher understands the current importance of parents as partners in educational planning for infants and children with visual impairments, and knows how this collaboration can be used to achieve greater learning outcomes for students.

Performance

1. The teacher creates opportunities for students, parents, and instructional teams to access networks of adults with visual impairments and disability-related organizations that may support student learning objectives and transition planning.
2. The teacher uses the skills of collaborative teaming to assist the school as a whole in all aspects of educating a student who is blind or visually impaired.
3. The teacher uses strategies for collaborating with parents and other professionals in planning appropriate transitions for individuals who are visually impaired.
4. The teacher of the visually impaired accesses specialized resources in planning for the instruction and transition of infants and children with dual sensory impairments or additional disabilities.
5. The teacher serves as a liaison, as appropriate, between parents and eye care professionals to help ensure infants and children receive needed health services and to promote greater understanding of treatment plans on the part of infants and children, parents, and instructional team members.
6. The teacher creates opportunities for inclusion of infants and children with visual impairments in extra-curricular activities with non-disabled and disabled peers.

Standard #8 The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.

Knowledge

1. The teacher understands the responsibilities inherent in entering the field of blindness and visual impairments, and paramount among these responsibilities is the duty to ensure that all infants and children with visual impairments have access to the same quality of education offered their peers who are not visually impaired.

Performance

1. The teacher actively seeks to keep skills and knowledge current by participating in continuing education and professional development opportunities and in professional and consumer organizations related to visual impairments.

GIFTED

K-6, 5-8, 6-12, PreK-12

Standard #1 The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.

Knowledge

1. The teacher understands the historical background of the foundations, classic studies, and current research related to regular education, special education, and education for learners who are gifted.
2. The teacher understands the effects of historical background on current perspectives and practices in education for learners who are gifted.

3. The teacher understands theories, philosophies, and models that form the foundation for practices in education of learners who are gifted.
4. The teacher understands commonly used definitions and identification procedures for individuals who need advanced and expanded curriculum.
5. The teacher understands rights and responsibilities of parents, students, teachers, and schools as they relate to individuals who need advanced and expanded curriculum.
6. The teacher understands policies and issues at the national, state, and local levels that affect education of individuals with need for advanced and expanded curriculum.

Performance

1. The teacher articulates a personal philosophy, knowledge base, and goals of education related to instruction of learners with needs for advanced and expanded curriculum.
2. The teacher safeguards due process rights related to assessment, eligibility, and placement for all students with needs for advanced and expanded curriculum, including those whose potential may be overlooked due to effects of multiple exceptionalities, cultural and linguistic diversity, and/or socioeconomic disadvantages.
3. The teacher conducts instruction and other professional activities in accordance with historical and theoretical foundations, and requirements of federal and state laws, local district policies and procedures.

Standard #2 The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development.

Knowledge

1. The teacher understands principles of human development and nature of individual differences, particularly as applied to individuals who are gifted and their need for advanced and expanded curriculum.
2. The teacher understands differences in approaches to learning, and how these approaches relate to performance.
3. The teacher understands effects of various instructional methods on the education and cognitive, social, and emotional development of individuals with needs for advanced and expanded curriculum.
4. The teacher understands how learning is influenced by individual differences and experiences, including abilities, prior learning, language, culture, family, social, and community variables.
5. The teacher understands the impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
6. The teacher understands how cultural, ecological, and demographic variables affect the performance and functioning of learners with needs for advanced and expanded curriculum.
7. The teacher understands variations in beliefs, traditions, and values across and within cultures and their effects upon relationships among the learner, the family, and the school.
8. The teacher understands realities of how one's own culture, use of language and ways in which these may differ can affect learning.
9. The teacher understands behaviors and communication patterns among cultures that may result in misinterpretation and misunderstanding of the learner.
10. The teacher understands the impact of various educational settings and program options on individual learners with regard to cultural identity or economic class and physical, linguistic, academic, social, and emotional development.

Performance

1. The teacher identifies and describes learners' stages of development, learning abilities, strengths, styles, and needs for advanced and expanded curriculum.
2. The teacher uses information and appropriate resources to understand the cognitive, academic, cultural, social, and emotional needs of individuals with needs for advanced and expanded curriculum.
3. The teacher describes the effects of giftedness upon the learner's cognitive, social, emotional, and academic development, and upon the learner's acquisition, maintenance, and generalization of knowledge and skills.
4. The teacher demonstrates sensitivity to the effects of diverse culture, language, religion, gender, abilities, disabilities, socioeconomic status, and sexual orientation on learner need for advanced and expanded curriculum.
5. The teacher demonstrates awareness of own culture and use of language and ways in which these can differ from other cultures and uses of language.
6. The teacher demonstrates sensitivity to the impact of various educational placement options on learners who need advanced and expanded curriculum, with regard to cultural identity or economic class, and cognitive, linguistic, academic, social, and emotional development.

Standard #3 The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner’s cognitive, academic, social, and emotional growth and development.

Knowledge

1. The teacher understands psychometric terms and principles used in assessment and evaluation.
2. The teacher understands a variety of assessment instruments and procedures used for screening, general education interventions, placement, evaluation, and re-evaluation.
3. The teacher understands construction and use of teacher-made objective tests, product assessments, and performance measures.
4. The teacher understands construction and administration of standardized tests, and product and performance measures.
5. The teacher understands legal provisions, regulations, and guidelines regarding unbiased assessment and ethical concerns related to use of assessment measures for learners who are gifted.
6. The teacher understands alignment of assessment with curriculum and instruction.
7. The teacher understands appropriate interpretation and applications of assessment results.
8. The teacher understands limitations and contributions of assessment instruments and procedures.
9. The teacher understands influences of cultural, linguistic, and socioeconomic diversity on assessment.
10. The teacher understands appropriate assessment procedures and instrumentation for learners with other exceptionalities.
11. The teacher understands scoring, grading, and reporting issues related to learners who are gifted.

Performance

1. The teacher selects, administers, and interprets formative and summative assessment procedures and norm-and criterion-referenced tests for needs of individuals who are gifted.
2. The teacher uses formal and informal observation and interview techniques in a variety of educational settings to identify learner needs.
3. The teacher uses multiple methods of assessment for determining appropriate services (if any) to meet identified needs.
4. The teacher applies comprehensive, systematic, objective, and equitable procedures for identifying and placing learners who are gifted in appropriate programming and services, and evaluating the match of those services with learner needs.
5. The teacher uses assessment and evaluation results to plan learning options and alternatives.
6. The teacher uses assessment and evaluation results to guide instruction and to make educational decisions.
7. The teacher interprets assessment results and reports as a member of the interdisciplinary team.
8. The teacher uses assessment and evaluation results to determine learner readiness for advanced and extended learning options and alternatives.
9. The teacher uses electronic technology for effective measurement, assessment, and evaluation.
10. The teacher develops rubrics, checklists, and other appropriate measures for assessing products and performances.
11. The teacher monitors and evaluates learner products, performances, and portfolios appropriately.
12. The teacher applies appropriate grading and feedback procedures to products and performances.
13. The teacher gathers information, creates, and maintains evaluation records confidentially, ethically, and professionally.
14. The teacher provides parents of identified students with progress reports toward goals at a frequency that coincides with reports provided in general education.

Standard #4 The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum.

Knowledge

1. The teacher understands a variety of specific, research-supported strategies for addressing individual needs for learning that include, but are not limited to, accelerated content, enriched material, flexible pace for learning, and opportunity for intellectual risk-taking.
2. The teacher understands learning theory, subject matter and related processes, curriculum, learner development stages within general education and education of learners who are gifted, and the impacts of multi-exceptionality, underachievement, and/or under-performance.

3. The teacher understands various appropriate learning environments related to effective instruction of individuals with needs for advanced and expanded curriculum.
4. The teacher understands a variety of research-supported instructional methods, techniques, and curricula that are appropriate for learners who are gifted.
5. The teacher understands a variety of techniques for modifying instructional methods and materials for learners who are gifted in general education settings.

Performance

1. The teacher interprets and uses assessment and evaluation data for instructional planning.
2. The teacher plans for and uses learning opportunities that recognize and address variations in learning styles and performance modes.
3. The teacher plans for and uses instructional programs and practices that respond to cultural, linguistic, motivational, and gender differences of learners who are gifted.
4. The teacher selects and uses appropriate technologies to accomplish instructional objectives and integrates them into instructional options and alternatives.
5. The teacher assists learners in applying a variety of technology methods to enhance student acquisition, processing, analysis, and presentation of information.
6. The teacher conducts and uses task analysis, discrepancy analysis, ecological inventories, informal assessment, and learner input to plan appropriate instruction.
7. The teacher selects, adapts, uses, and evaluates with the planning team instructional strategies and materials based upon learner characteristics and needs.
8. The teacher sequences, implements, and evaluates individual learning goals and objectives.
9. The teacher designs cognitively complex discussion questions, learning activities, projects, and assignments that promote complex thinking and engagement in learning.
10. The teacher assists learners in developing skills to evaluate their own thinking, learning, projects, and performances toward goals for cognitive, affective, social, and emotional development.
11. The teacher integrates creative, affective, social/leadership, and career or vocational skills with academic curricula.
12. The teacher uses strategies for facilitating transfer and application of knowledge and skills across learning environments.
13. The teacher uses techniques and strategies that promote successful transition to post-secondary learning programs by learners who are gifted.
14. The teacher models, teaches, and facilitates application of problem-solving strategies and critical and creative thinking skills appropriate for learners with needs for advanced and expanded curriculum.

Standard #5 The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.

Knowledge

1. The teacher understands research concerning best practices for managing learning experiences in the diverse classroom.
2. The teacher understands theories, methods, techniques, and strategies for teaching and facilitating learning.
3. The teacher understands research-supported grouping practices and programs, including team projects, career/vocational transition, internships, and mentorships.
4. The teacher understands use of technology for planning, teaching, guiding, and evaluating learning.
5. The teacher understands research-based models that are effective for accelerated programming.
6. The teacher understands responsibilities and duties of paraeducators in programming for learners who are gifted.
7. The teacher understands role in arranging and coordinating services of related services and support personnel in programming for learners who are gifted.

Performance

1. The teacher establishes and maintains learning environments supportive of diversity.
2. The teacher creates learning environments that promote love of learning, self-advocacy, independence, creativity, educational productivity, and desire for lifelong learning.
3. The teacher evaluates the manner in which different environments, teaching procedures, and classroom opportunities support and encourage educational productivity.
4. The teacher creates a safe, positive, supportive environment for learning and achieving individual education planning goals.

5. The teacher implements classroom opportunities for learners with needs for advanced and expanded curriculum in a variety of learning environments.
6. The teacher uses evaluation, planning, management, and assessment procedures to match learner needs with instructional environments, methods, and materials.
7. The teacher designs learning environments that enable learners to participate effectively in a variety of appropriate individual and group learning activities.
8. The teacher manages instruction of individuals alone and in small and large groups.
9. The teacher identifies, locates, develops, organizes, and presents teaching materials to implement lesson plans.
10. The teacher assists learners who are gifted in their involvement with identifying, creating, organizing, and processing learning materials to enhance their own learning.
11. The teacher assists learners who are gifted in evaluating their own thinking, learning, projects, and performances.
12. The teacher plans as a collaborative team member appropriate placement and instruction of individuals in a comprehensive continuum of instructional environments.
13. The teacher facilitates problem solving to guide the activities and involvement of paraeducators, aides, parents, volunteers, and peer tutors in instructional activities and support services.
14. The teacher directs, observes, evaluates, and provides feedback to paraeducators who assist with the advanced and expanded curriculum of learners who are gifted.

Standard #6 The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.

Knowledge

1. The teacher understands state and federal laws and regulations, and corresponding policies and procedures, that relate to instruction in thinking skills, problem-solving, social skills, and leadership skills.
2. The teacher understands the importance of multidisciplinary and collaborative decision-making related to developing problem solving, leadership, and social skills.
3. The teacher knows a variety of techniques and strategies for developing problem solving, thinking, social, and leadership skills in learners who are gifted.
4. The teacher understands how to use appropriate techniques and strategies for promoting and developing social, leadership, and service skills.
5. The teacher understands how to integrate individual and group curricula as well as programs that promote independence and self-actualization, self-monitoring, self-control, self-esteem, self-advocacy, and own self-direction in learning.
6. The teacher understands a variety of techniques for identifying one's own feelings and a variety of appropriate strategies for dealing with and expressing feelings.
7. The teacher understands the importance and effects of cultural, gender, linguistic, and other diversity-related influences upon behavior, problem solving, and social skill development as well as the importance of these variables for guiding and promoting social skill development.

Performance

1. The teacher uses a variety of techniques and strategies that encourage appropriate behavior and decrease inappropriate behavior by learners who are gifted in a variety of settings.
2. The teacher uses strategies that enable learners who are gifted to identify their own feelings and apply appropriate strategies for dealing with and expressing those feelings.
3. The teacher uses individual and group curricula and environmental variables to teach and facilitate self-management, problem solving, social, and leadership skills.
4. The teacher uses appropriate assessment and evaluation procedures to plan and implement programs that develop self-management, leadership, and social skills.
5. The teacher uses problem-solving and social skill intervention programs based on ethical and proven methods of best practices in accordance with federal, state, and district laws, regulations, policies, and procedures.
6. The teacher attends to cultural, gender, linguistic, and other diversity-related influences in planning and implementing programs that develop self-management, leadership, and social skills.
7. The teacher involves general education personnel, peers, parents, or families, students, and others in planning and implementing programs that develop self-management, social, leadership, and service skills.
8. The teacher uses methods of best practices for crisis prevention and intervention.
9. The teacher works with family and community organizations to promote learning of students who are gifted.

Standard #7 The teacher of learners with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of learners who are gifted.

Knowledge

1. The teacher recognizes concerns of parents, families, and others involved with learners who need gifted curriculum.
2. The teacher knows roles and responsibilities shared by students, parents, general education teachers, related services and support personnel, and other school and community personnel in collaborative planning of individual learning programs.
3. The teacher understands effective verbal, non-verbal, and written techniques for communication with diverse populations to identify needs of learners who are gifted, and plan, implement, and evaluate programming for growth and development.
4. The teacher recognizes the role of technology in effective, efficient communication.
5. The teacher understands the interdependent relationships between general education and education for learners who are gifted in order to foster collaborative learning environments for excellence in learning.

Performance

1. The teacher uses effective verbal, non-verbal, and written techniques for communicating with and about learners who are gifted.
2. The teacher demonstrates effective consultation and problem-solving strategies in working with students, parents, general education teachers, mentors, and other school and community personnel.
3. The teacher assists learners with communication needs by modeling and teaching verbal and non-verbal communication strategies.
4. The teacher explains parental rights and responsibilities as described in state and federal statutes and guidelines regulating policies and procedures for special education.
5. The teacher encourages and assists families in becoming partners in the educational process.
6. The teacher communicates and collaborates with families, paraeducators, other teachers and school personnel, and community members in providing appropriate learning environments for learners who are gifted.
7. The teacher plans and conducts collaborative conferences with learners who are gifted and their families.
8. The teacher uses appropriate technology to communicate effectively with others for the advanced and expanded curriculum needs of learners who are gifted.
9. The teacher collaborates with others to obtain appropriate resources for learning needs.
10. The teacher develops organizational and management plans for effective use of time and resources in providing learning options and alternatives.
11. The teacher participates as a team member in various teaming models and collaborative activities related to planning, implementing, and evaluating instructional and related programs for advanced and expanded curriculum.
12. The teacher identifies sources of unique services, networks, and organizations for serving learners who are gifted who need advanced and expanded curriculum.
13. The teacher provides professional development to promote understanding of learners who are gifted, and learning environments necessary for serving those needs.

Standard #8 The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior.

Knowledge

1. The teacher knows standards and policies of the profession, and laws, regulations, and policies governing the practice of the profession.
2. The teacher knows best practices in educational methods and strategies and understands the differences between controversial, non-validated practices, and valid methods and strategies.
3. The teacher understands ethical practice for confidential communication with others about learners with exceptional learning needs.
4. The teacher understands that some attitudes and perceptions may facilitate or may interfere with professional and ethical practice for learners who are gifted.
5. The teacher knows about consumer and professional organizations, publications, and journals relevant to the field of gifted education.
6. The teacher recognizes opportunities and activities that enhance professional growth and development.

Performance

1. The teacher practices within codes of ethics and other standards of professionalism adopted by learned societies within the profession.
2. The teacher maintains a positive classroom and school climate that helps all learners grow and develop.
3. The teacher practices professional activities that foster maximum growth and development of all learners and their families.
4. The teacher demonstrates for others the professional and ethical behaviors appropriate for practice in the profession.
5. The teacher engages in activities that develop and advance one's own professional and ethical skills and knowledge.
6. The teacher engages in activities that develop and advance ethics and professionalism in the field.
7. The teacher uses research-based, best practices methods while analyzing and evaluating the potential of innovative and promising methods.
8. The teacher uses appropriate written and oral communication related to advocacy and educational programming for individuals with needs for advanced and expanded curriculum.
9. The teacher applies codes and standards of learned societies and professional organizations to one's own behaviors and attitudes.
10. The teacher practices systematic self-evaluation for professional growth and development.
11. The teacher uses relevant feedback from others to facilitate professional growth and development.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

K-6, 5-8, 6-12, PreK-12

Standard #1 The teacher of English for speakers of other languages understands the contributions of general and applied linguistics to second-language education, including the understanding of the sound system, forms, structures, and the lexicon of English.

Knowledge

1. The teacher understands basic phonetics in the second language setting.
2. The teacher understands grammatical concepts applicable to second language instruction.
3. The teacher can relate his or her knowledge of English to another language.
4. The teacher understands word forms and their contributions to the lexicon in English and other languages.

Performance

1. The teacher uses techniques and curricula that encourage students to demonstrate English pronunciation for meaningful communication.
2. The teacher engages students in activities that will enhance their grammatical awareness and performance accuracy within a meaningful context.
3. The teacher effectively helps students relate knowledge of their language to English.
4. The teacher develops and uses learning experiences that enable students to expand their lexicon and their correct usage and use of word forms.

Standard #2 The teacher of English for speakers of other languages understands the fundamentals, similarities, and differences of first- and second-language acquisition.

Knowledge

1. The teacher understands the processes of and differences between first- and second-language acquisition.
2. The teacher understands the stages of second-language acquisition.
3. The teacher understands the similarities and differences between child and adult language acquisition in the first and second language.

Performance

1. The teacher develops and uses curricula that demonstrate an understanding of the processes of and differences between first- and second-language acquisition.
2. The teacher develops and uses curricula that demonstrate an understanding of the stages of second-language acquisition.
3. The teacher stimulates students' reflection on their first-language acquisition process as it compares with the second-language acquisition process.

Standard #3 The teacher of English for speakers of other languages acknowledges the diverse, historical tapestry of cultures that make up the United States and the role language plays in the development of cultural identities.

Knowledge

1. The teacher understands cultural pluralism in the United States and how cultures interrelate.
2. The teacher is knowledgeable about the cultures of the United States and how these cultures relate to other cultures represented in the international context.
3. The teacher understands the role language plays in the development of cultural identities.

Performance

1. The teacher engages students in activities that demonstrate an appreciation of the cultural diversity of the United States.
2. The teacher promotes awareness of the diversity of cultures in the international context.
3. The teacher creates an instructional environment, which enables students to understand the role language and culture play in cross-cultural understanding.

Standard #4 The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.

Knowledge

1. The teacher understands the social structures of diverse cultural groups in the classroom.
2. The teacher understands schools as organizations within the larger community context and knows how to communicate effectively with English language learners (ELL) and their parents within that larger cultural framework.
3. The teacher understands how socio-cultural factors in the English language learners' environment may affect communication.
4. The teacher understands and complies with laws related to English language learners' rights and teacher responsibilities including use of translation resources in the native language.
5. The teacher knows basic words in the other languages that pertain to safety or social comfort (e.g., "stop" and "hello").

Performance

1. The teacher makes appropriate provisions for community and parental involvement in the educational process and uses input from these sources in designing the instructional program.
2. The teacher advocates for English language learners' educational concerns and works with other professionals to improve the quality of educational services provided to English language learners.
3. The teacher demonstrates a multicultural perspective in the communication process, which includes attention to English language learners' personal and family experiences.
4. The teacher uses basic words in other languages that pertain to safety or social comfort (e.g., "stop" and "hello").

Standard #5 The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.

Knowledge

1. The teacher understands theories of communication, second language development, and the role of language in learning.
2. The teacher understands the importance of developing English language learners' communications skills in reading, speaking, listening, and writing as an important contributor to academic success across the curriculum.
3. The teacher understands how culture, language, and gender can influence communication in the classroom.
4. The teacher recognizes the importance of using a variety of communication techniques and actively supports using verbal, non-verbal, and multimedia resources to enhance English language learners' achievement as appropriate to audience, purpose, and setting.

Performance

1. The teacher effectively stimulates the development of English language learners' reading, speaking, listening, and writing skills by using a variety of instructional techniques and learning strategies.
2. The teacher uses verbal, non-verbal, and multimedia resources to enhance English language learners' achievement, including communication technology.
3. The teacher models effective communication strategies that are appropriate for the language proficiency and age of the English language learners.
4. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences.

5. The teacher is able to adapt content of the curriculum to meet the learning needs of the English language learner, in particular the teacher can use linguistic analysis to determine teachable content prior to sheltered activities in the ESOL classroom.

Standard #6 The teacher of English for speakers of other languages understands and uses formal and informal first- and second-language assessment techniques to evaluate the progress of English language learners, including knowledge and use of assessment tools to determine program placement, exit criteria, and participation in state assessments.

Knowledge

1. The teacher understands the characteristics, uses, advantages, and limitations of formal and informal first- and second-language assessment instruments and techniques.
2. The teacher understands item and test construction methods appropriate to the learning needs of English language learners including a thorough knowledge of second-language assessment.
3. The teacher knows how to administer, interpret, and explain the results of standardized tests to English language learners and their parents.
4. The teacher understands measurement theory and assessment-related issues such as validity, reliability, language and culture bias, scoring concerns, and accommodations for state assessments.

Performance

1. The teacher appropriately uses a variety of formal and informal assessment techniques to evaluate English language learners' progress for making informed instructional decisions.
2. The teacher constructs items and tests that provide an accurate picture of English language learners' knowledge and performance.
3. The teacher demonstrates appropriate use and interpretation of standardized tests and communicates the results to English language learners and their parents in an informative, positive manner.
4. The teacher evaluates the effect of class activities on both individuals and the class as a whole.
5. The teacher collects information through observation of classroom interactions, questions, and analysis of student work.
6. The teacher maintains useful records of English language learners' work and performance and communicates progress knowledgeably and responsibly to students, parents and other colleagues.

Standard #7 The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.

Knowledge

1. The teacher understands and uses appropriate methodologies to ensure that English language learners can construct and apply academic knowledge.
2. The teacher understands the connection between language and subject matter content as essential to English language learners' academic success.
3. The teacher understands the importance of building relationships and working with content-area specialists, administrators, and other professionals in the educational setting to facilitate the academic success of English language learners.
4. The teacher understands strategies that result in full participation of English language learners in the school environment.
5. The teacher knows about the history and development of second language instruction.

Performance

1. The teacher develops and uses curricula and methodologies that enables English language learners to develop academic knowledge and skills.
2. The teacher develops and maintains effective working relationships with content area specialists, administrators, and other professionals in the educational setting.
3. The teacher uses a variety of methodologies and communication technologies to present academic information in a culturally sensitive manner to meet the individual academic needs of English language learners.
4. The teacher creates learning experiences based on students' prior knowledge and experiences that allow English language learners to integrate knowledge, skills, and methods of inquiry from several subject-matter areas.
5. The teacher identifies and designs instructional activities based on the research efforts of second language educators and advocates.

Standard #8 The teacher of English for speakers of other languages demonstrates a high level of proficiency in English commensurate with the role of an instructional model.

Knowledge

1. The teacher knows the grammar, usage, and conventions of standard English.

Performance

1. The teacher uses the grammar, usage, and conventions of standard written and oral English.
2. The teacher models a high level of English language proficiency in reading, writing, and listening, speaking, viewing and presenting visually.

Standard #9 The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.

Knowledge

1. The teacher understands how English language learners with special needs construct knowledge, acquire skills, and develop proficiency in academic settings.
2. The teacher understands the importance of using multiple forms of instructional approaches to address native language proficiency, English language proficiency, cultural and cognitive learning styles, and educational backgrounds.
3. The teacher knows how to collaborate with special needs teachers to adapt existing learning materials to meet the needs of all English language learners in a school setting.
4. The teacher understands the developmental progression and range of individual variations that can be expected in English language learners ranging from students with special needs to students who are gifted and talented.
5. The teacher understands the range of services available to students with exceptional learning needs.
6. The teacher understands the effect of the learning environment on individual needs.
7. The teacher understands the differences between second language acquisition (psycholinguistic, subconscious learning) and second language learning (conscious learning) and how these two contribute to learner outcomes.

Performance

1. The teacher identifies and designs instruction appropriate to English language learners' special needs.
2. The teacher identifies and designs instruction appropriate to English language learners' diverse learning styles, cultural background experiences, and performance modes.
3. The teacher collaborates with special needs teachers to effectively adapt learning materials and instructional techniques to meet the needs of all English language learners in a second language academic setting.
4. The teacher can identify when and how to access appropriate services to meet exceptional learning needs beyond the scope of the regular second-language education program.
5. The teacher establishes a learning environment respective of individual differences.

Standard #10 The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.

Knowledge

1. The teacher understands literacy acquisition and development in English language learners.
2. The teacher knows a variety of resources for current research-based methods and best practices for teaching literacy.
3. The teacher understands the progression and sequence of literacy instruction for both literate and non-literate students at all grade levels.
4. The teacher understands individual and group literacy assessment tools and programs.
5. The teacher understands the process of benchmarking and appropriate application in literacy to measure achievement gains.
6. The teacher understands that families engage in literacy for multiple purposes in their daily lives.
7. The teacher understands and appreciates literacy practices that represent the diverse cultures of students while holding high expectations for students' literacy learning.

Performance

1. The teacher uses methods of literacy acquisition and development processes in educating English language learners.
2. The teacher uses a variety of current research-based methods and best practices for teaching literacy.
3. The teacher uses literacy methods appropriate for both literate and non-literate students at all grade levels.

4. The teacher uses individual and group literacy assessment tools and programs.
5. The teacher uses benchmarking and appropriate application in literacy to measure achievement gains.
6. The teacher encourages families to engage in literacy for multiple purposes in their daily lives.
7. The teacher uses literacy practices that represent the diverse cultures of students while holding high expectations for students' literacy learning.

PROGRAM LEADERSHIP

Early Childhood through Late Adolescence/Adulthood PreK-12

Standard #1 The program level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community.

Knowledge

1. The program level administrator has an understanding of effective communication skills.
2. The program level administrator has an understanding of information sources, data collection, and analysis strategies.
3. The program level administrator has an understanding of effective consensus-building and negotiations skills.
4. The program level administrator has an understanding of the principles of developing and implementing a school improvement plan.

Performance

1. The program level administrator promotes the vision of the board of education.
2. The program level administrator leads faculty and staff in developing the district mission and goals.
3. The program level administrator leads faculty and staff in implementing the district mission.
4. The program level administrator utilizes research, data, and effective teaching strategies to increase student learning for regular education and students with exceptionalities.
5. The program level administrator communicates effectively with multiple publics.

Standard #2 The program level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning for all and staff professional growth.

Knowledge

1. The program level administrator understands principles of effective instruction for regular education students and students with exceptionalities.
2. The program level administrator understands diversity and its meaning for instructional programs.
3. The program level administrator understands adult learning and results-based professional development models.
4. The program level administrator understands the role of technology in promoting student learning and staff professional growth.
5. The program level administrator understands the principles of instructional strategies and curriculum development for students with exceptionalities.

Performance

1. The program level administrator designs results-based professional growth activities aligned with curriculum and designed to increase student achievement.
2. The program level administrator integrates instructional programs designed to meet the needs of exceptional students within the general school setting.
3. The program level administrator implements technology into the instructional program for regular education students and students with exceptionalities.
4. The program level administrator utilizes technology for effective student management practices.

Standard #3 The program level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.

Knowledge

1. The program level administrator has knowledge of issues and trends that potentially impact the school community.
2. The program level administrator has knowledge of community resources.
3. The program level administrator has knowledge of successful models of business and school partnerships.

4. The program level administrator has an understanding of federal and state laws that apply to students with exceptionalities.

Performance

1. The program level administrator maintains a high visibility and presence in the school community.
2. The program level administrator participates in activities to foster communication among the various school publics.
3. The program level administrator facilitates the implementation of business and school partnerships.
4. The program level administrator implements Individuals with Disabilities Education Act (IDEA) and Section 504 to meet the needs of students identified as in need of special education supports and services.

Standard #4 The program level administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

1. The program level administrator has knowledge of the role of education and leadership in a modern society.
2. The program level administrator has knowledge of and values the diverse school community.
3. The program level administrator understands professional codes of ethics.
4. The program level administrator has knowledge of the philosophy and history of education.

Performance

1. The program level administrator practices a personal and professional code of ethics.
2. The program level administrator demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
3. The program level administrator applies laws and procedures fairly and accurately.
4. The program level administrator treats people fairly, equitably, and with dignity and respect.
5. The program level administrator protects the rights, confidentiality, and privacy of records for students and staff.

Standard #5 The program level administrator is an educational leader who understands and applies knowledge of supervisory practice, staff development, and evaluation strategies associated with curriculum development and student testing.

Knowledge

1. The program level administrator has knowledge in the area of evaluative, supervisory, and staff development procedures.
2. The program level administrator has knowledge of student testing and educational accountability systems.
3. The program level administrator has knowledge of principles, practices, and evaluation strategies associated with curriculum development.
4. The program level administrator has knowledge of behavioral and management science theory and its application to supervisory practice in schools.
5. The program level administrator has knowledge of the philosophical, social, political, and intellectual conditions that shape school programs.
6. The program level administrator has a basic knowledge of the school as a social system with elements that influence student learning and teacher effectiveness.

Performance

1. The program level administrator demonstrates various evaluative, supervisory, and staff development procedures.
2. The program level administrator is able to appropriately test students, use the results for diagnostic purposes, and plan instruction that is appropriate for those students.
3. The program level administrator demonstrates the ability to cooperatively plan with teachers, administrators, and others regarding the staffing, implementation, and evaluation requirements of a specific curricular or instructional strategy.
4. The program level administrator demonstrates motivational techniques.
5. The program level administrator has the ability to initiate specific teacher and classroom improvement strategies.

BUILDING LEADERSHIP

**Early Childhood through Late Adolescence/Adulthood
PreK-12**

The Kansas State Board of Education adopted new Building Leadership licensure program standards on May 12, 2015. They can be found on [www.ksde.org](http://ksde.org) at the following link:
<http://ksde.org/Portals/0/TLA/Program%20Standards/Building%20Leadership%20Standards%20May122015.pdf>

DISTRICT LEADERSHIP

**Early Childhood through Late Adolescence/Adulthood
PreK-12**

The Kansas State Board of Education adopted new District Leadership licensure program standards on May 12, 2015. They can be found on [www.ksde.org](http://ksde.org) at the following link:
<http://ksde.org/Portals/0/TLA/Program%20Standards/District%20Leadership%20Standards%20May122015.pdf>

LIBRARY MEDIA SPECIALIST

**Early Childhood through Late Adolescence/Adulthood
PreK-12**

Standard #1 The library media specialist applies the principles of library and information studies to create effective, integrated library media programs.

Knowledge

1. The library media specialist understands the principles of the profession in his/her approach to staffing, collaborating, assessing, supporting, and administering the library media program.
2. The library media specialist knows basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property, fair use and copyright regulations, and knows whom to contact for additional information.
3. The library media specialist knows theories of media organization.
4. The library media specialist is familiar with a wide range of children's, young adult, and professional literature.
5. The library media specialist knows the processes and skills related to collection development.
6. The library media specialist knows information problem solving strategies.

Performance

1. The library media specialist develops library media program mission statement, goals, policies, and procedures.
2. The library media specialist evaluates, selects, and organizes a media collection representing an essential information base for the school.
3. The library media specialist promotes the importance of reading through reader's advisory services, literature selection, and focused activities in the school and community.
4. The library media specialist advises learners on ethical and effective strategies for identifying, retrieving, evaluating, using, and synthesizing information.

Standard #2 The library media specialist integrates information literacy through collaboration, planning, implementation, and assessment of learning.

Knowledge

1. The library media specialist understands collaboration techniques between teachers and library media specialists.
2. The library media specialist understands good communication, consultation, and problem-solving skills.
3. The library media specialist knows the curriculum and effective instructional techniques in order to cross disciplines and integrate information literacy.
4. The library media specialist knows information literacy standards as delineated by the American Library Association.
5. The library media specialist understands the relationship between staff development and student performance.

Performance

1. The library media specialist collaborates with teachers to plan and develop units that integrate multimedia, research, and information literacy skills into instruction.
2. The library media specialist collaborates in teaching essential skills, effective communication skills, information literacy, and complex thinking skills.
3. The library media specialist provides instruction to teachers and students in finding and using age and ability appropriate resources.

4. The library media specialist teaches evaluation strategies that assess both product and process.
5. The library media specialist builds a local library media curriculum integrating course content and literacy standards.
6. The library media specialist collaborates in developing staff inservice activities.

Standard #3 The library media specialist applies knowledge of learning styles and of human growth and development.

Knowledge

1. The library media specialist knows the theories of learning styles.
2. The library media specialist understands the levels of growth and development.

Performance

1. The library media specialist uses knowledge of learning styles to shape instructional decisions.
2. The library media specialist uses reading, viewing, and listening activities to foster learning and modifications.
3. The library media specialist uses knowledge to recognize and make accommodations for individual differences.
4. The library media specialist uses knowledge to select suitable resources for individual abilities and interests.

Standard #4 The library media specialist provides equitable access to and effective use of technologies and innovations.

Knowledge

1. The library media specialist has a working knowledge of available and emerging technology resources.
2. The library media specialist knows how to evaluate and select technology equipment and data resources.
3. The library media specialist understands how to use technology as an instructional tool to support content learning and student achievement.
4. The library media specialist understands the use of technology for the creation and management of information.

Performance

1. The library media specialist evaluates, selects, and provides access to local, regional, state, national, and international sources of information appropriate to instructional needs.
2. The library media specialist teaches students and staff how to choose and use the most appropriate resources for their needs.
3. The library media specialist uses technological resources to prepare and deliver instruction.
4. The library media specialist demonstrates expertise with the technologies for information creation, storage, retrieval, organization, communication, and use.

Standard #5 The library media specialist plans, develops, implements, manages, and evaluates the library media program.

Knowledge

1. The library media specialist understands the learning community's mission statement, goals, objectives, policies, and procedures.
2. The library media specialist understands school improvement processes.
3. The library media specialist knows district, state, and national standards.
4. The library media specialist knows management components of an effective library media program: budget, personnel, facilities, evaluation, selection, acquisitions, cataloging, processing, deselection, inventory, client access, and circulation.
5. The library media specialist recognizes the interdependence of all educational institutions and libraries.

Performance

1. The library media specialist participates in curriculum, planning, and departmental committees.
2. The library media specialist implements a library media program that teaches students and staff to use ideas and information effectively.
3. The library media specialist establishes routines for acquiring, storing, accessing, and retrieving information.
4. The library media specialist uses management components to administer an effective library media program.
5. The library media specialist develops procedures and documentation for evaluating the school library media center.
6. The library media specialist develops procedures for networking such as interlibrary loan and information sharing with other institutions.

Standard #6 The library media specialist upholds professional ethics and promotes equity and diversity.

Knowledge

1. The library media specialist understands ethical issues and their importance to the learning community.
2. The library media specialist knows the importance of equity and diversity issues.

Performance

1. The library media specialist models ethical and responsible behavior with regard to the use of information.
2. The library media specialist provides equitable intellectual access to resources and services.
3. The library media specialist provides equitable physical access to resources and services.
4. The library media specialist develops a balanced collection that reflects freedom from stereo-types, is up-to-date and represents multiple points of view in a variety of formats.
5. The library media specialist respects and upholds the rights of users in matters of privacy and confidentiality of records.

Standard #7 The library media specialist recognizes the role of the library media program within the community.

Knowledge

1. The library media specialist understands the techniques of leadership used by library media specialists.
2. The library media specialist knows the strategies necessary to advocate for the library media program.
3. The library media specialist knows the components and connections of the community.
4. The library media specialist recognizes the role of the library media program in the whole school improvement process.

Performance

1. The library media specialist promotes the library media program within the school and the community.
2. The library media specialist participates in the school improvement process through support of and involvement in curriculum planning, department committees, and staff development.
3. The library media specialist establishes rapport with students, staff, administration, parents and community.

SCHOOL COUNSELOR

**Early Childhood through Late Adolescence/Adulthood
PreK-12**

The Kansas State Board of Education adopted new School Counselor licensure program standards on January 13, 2015. They can be found on www.ksde.org at the following link:
<http://www.ksde.org/Portals/0/TLA/HigherEd/School%20Counselor%20Jan132015.pdf>

READING SPECIALIST

**Early Childhood through Late Adolescence/Adulthood
PreK-12**

Standard #1 The reading specialist demonstrates knowledge of the foundations of reading and writing processes and instruction

Knowledge

1. The reading specialist knows major theories in the foundational areas as they relate to reading and writing.
2. The reading specialist knows learning theory principles and how they impact reading and writing achievement.
3. The reading specialist knows pertinent reading and writing research and histories of reading and writing.
4. The reading specialist understands language development, reading acquisition and the variations related to cultural and linguistic diversity.
5. The reading specialist knows the major components of reading, including phonemic awareness, phonics, vocabulary, fluency, comprehension and motivation, and how they are integrated in reading and writing.

Performance

1. The reading specialist demonstrates knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
2. The reading specialist draws on learning theories to design, implement, and evaluate effective reading and writing instruction.
3. The reading specialist can summarize seminal reading and writing studies and can recount how these current and historical studies impacted reading and writing instruction.

4. The reading specialist can identify, explain, compare and contrast the theories and research in the areas of language development and the cultural and linguistic implications related to literacy acquisition.
5. The reading specialist determines if all students are appropriately integrating the major components of reading, including phonemic awareness, phonics, vocabulary, fluency, comprehension and motivation, in fluent reading and writing.

Standard #2 The reading specialist demonstrates the use of a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.

Knowledge

1. The reading specialist recognizes flexible instructional grouping options (individual, small-group, whole-class, and computer based) for effective literacy instruction.
2. The reading specialist knows a wide range of effective instructional practices, approaches, and methods, including technology-based practices for learners at differing stages of development and from varied cultural and linguistic backgrounds.
3. The reading specialist is cognizant of a wide range of curriculum materials in effective reading and writing instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Performance

1. The reading specialist can use flexible grouping options to provide effective literacy instruction and explain the evidence-based rationale for changing configurations to best meet the needs of all students.
2. The reading specialist can support classroom teachers and paraprofessionals in their use of flexible grouping options to provide effective literacy instruction and explain the evidence-based rationale for changing configurations to best meet the needs of all students.
3. The reading specialist uses a wide range of instructional practices, approaches, and methods, including technology-based practices to effectively teach learners at differing stages of development and from varied cultural and linguistic backgrounds.
4. The reading specialist supports teachers and paraprofessionals select appropriate options and explains the evidenced-base for selecting practices to best meet the needs of all students.
5. The reading specialist uses a wide range of curriculum materials to effectively teach learners at differing stages of development and from varied cultural and linguistic backgrounds.
6. The reading specialist supports teachers and paraprofessionals select appropriate curriculum materials and explains the evidenced-base for selecting these materials to best meet the needs of all students.

Standard #3 The reading specialist demonstrates the use of a variety of assessment tools and practices to plan and evaluate effective literacy instruction

Knowledge

1. The reading specialist knows a variety of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
2. The reading specialist understands how to place students along a developmental continuum and identify students' proficiencies and difficulties.
3. The reading specialist knows how to use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students.
4. The reading specialists knows how to communicate assessment results to specific individuals (students, parents, colleagues, administrators, policy makers, and community).

Performance

1. The reading specialist can compare and contrast, use, interpret, and recommend a variety of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
2. The reading specialist can train classroom teachers to administer and interpret the above-mentioned assessments.
3. The reading specialist appropriately places students along a developmental continuum and utilizes the assessment to further determine proficiencies and difficulties for appropriate services.
4. The reading specialist supports the classroom teacher in the assessment of individual students and assists in determining additional diagnostic tools and/or appropriate interventions.
5. The reading specialist demonstrates the effective use of assessment information to plan, evaluate, and revise instruction that meets the needs of all students.

- 6.The reading specialist collects, analyses, and uses schoolwide assessment data to implement and revise school reading programs.
- 7.The reading specialist assists the classroom teacher in using assessments to plan instruction for all students and utilizes in-depth assessment information to plan individual instruction for struggling readers and writers.
- 8.The reading specialist collaborates with other education professionals to implement appropriate reading and writing instruction for individual students.
- 9.The reading specialist communicates assessment information to various audiences for both accountability and instructional purposes.

Standard #4 The reading specialist demonstrates the use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments to create a literate environment that fosters effective reading and writing instruction

Knowledge

- 1.The reading specialist knows the research base that grounds their practice, including the components of phonemic awareness, phonics and other word analysis strategies, fluency, vocabulary, comprehension and motivation.(NCTQ)
- 2.The reading specialist knows how to use student interests, abilities, and backgrounds as foundations for the reading and writing program.
- 3.The reading specialist knows how to collect and use information about students’ interests, abilities, and backgrounds when planning reading and writing instruction.
- 4.The reading specialist recognizes how to select appropriate instructional materials, print and non-print, and how to help students select materials that match their reading and writing levels, interests, and cultural and linguistic backgrounds.
- 5.The reading specialist understands how to model reading and writing as valued lifelong activities.
- 6.The reading specialist understands the importance of modeling effective strategies for reading and writing processes that support achievement.
- 7.The reading specialist understands the importance of motivation and identifying purposes for reading and writing.

Performance

- 1.The reading specialist demonstrates how to use student interests, abilities, and backgrounds as foundations for implementing the reading and writing program.
- 2.The reading specialist demonstrates how to collect and use information, including technology-based strategies about students’ interests, abilities, and backgrounds when planning reading and writing instruction.
- 3.The reading specialist selects appropriate instructional materials, print and non-print, and helps students select materials that match their reading and writing levels, interests, and cultural and linguistic backgrounds.
- 4.The reading specialist can articulate and apply the research base that grounds their practice, including the components of phonemic awareness, phonics and other word analysis strategies, fluency, vocabulary, comprehension and motivation.
- 5.The reading specialist assists the classroom teacher and paraprofessional in selecting materials that match the reading and writing levels, interests, and cultural and linguistic background of students.
- 6.The reading specialist models reading and writing for real purposes in daily interactions with students and colleagues.
- 7.The reading specialist assists teachers and paraprofessionals in modeling reading and writing as valued lifelong activities.
- 8.The reading specialist models effective strategies for reading and writing processes that support achievement.
- 9.The reading specialist can motivate and teach students to identify personal purposes for reading and writing.
- 10.The reading specialist can assist teachers with techniques to motivate and challenge all students to read and write effectively.

Standard #5 The reading specialist demonstrates the importance and responsibility of continuing professional development in increasing the knowledge and skills required for teaching all students to read and write effectively

Knowledge

- 1.The reading specialist understands the relationship between teacher practices and student achievement in reading and writing.
- 2.The reading specialist knows the research supporting appropriate teacher practices and increased achievement in reading and writing.
- 3.The reading specialist knows the importance of collaboration and dialogue to improve one’s teaching practices.

- 4.The reading specialist knows how to participate in, initiate, develop, implement, and evaluate professional development programs.
- 5.The reading specialist knows the characteristics and research base of sound professional development programs.

Performance

- 1.The reading specialist can articulate the relationships between teacher practices and student achievement in reading and writing attainment.
- 2.The reading specialist conducts successful professional study groups for teachers and paraprofessionals.
- 3.The reading specialist assists classroom teachers and paraprofessionals in selecting, planning, and implementing personal professional development plans.
- 4.The reading specialist effectively advocates advancing the research base for expanding knowledge-based practices in reading and writing instruction.
- 5.The reading specialist can positively and constructively provide an evaluation of their personal or others’ teaching practices.
- 6.The reading specialist can effectively initiate, develop, implement, and evaluate professional development activities and programs.
- 7.The reading specialist exhibits leadership skills in planning, implementing, and evaluating professional development activities at the grade, school, district, and/or state level.
- 8.The reading specialist can articulate the research base and characteristics of sound professional development programs.
- 9.The reading specialist exhibits continuing professional development by actively participating in professional activities and organizations related to reading and writing research and instruction.

TEACHER LEADER

PreK-12

Standard #1 The teacher leader is able to apply strategies of adult learning across teacher leadership activities.

Knowledge: The teacher leader demonstrates knowledge of

- 1.The differences in knowledge acquisition and transfer for children and adults
- 2.Stages of career development and learning for colleagues
- 3.Effective use of individual and group interactions such as collaboration, networking, facilitation, team building, and conflict resolution
- 4.Effective listening, oral communication, presentation skills, and expression in written communication
- 5.Research and exemplary practice on “organizational change and innovation”

Performance: The teacher leader

- 1.Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups
2. Assesses teachers’ content knowledge and skills throughout professional learning
3. Fosters mutually respectful and productive relationships among colleagues
- 4.Uses effective communication skills and processes
- 5.Demonstrates the ability to adapt to the contextual situation and make effective decisions
- 6.Demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
- 7.Improves colleagues’ acquisition and application of knowledge and skills

Standard #2 The teacher leader is able to advance the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing quality feedback in order to support reflective practice focused on improving curriculum, instruction, and assessment.

Knowledge: The teacher leader demonstrates knowledge of

- 1.Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
- 2.Models and protocols for effective observation and feedback
- 3.Role and use of critical reflection in improving professional practice

Performance: The teacher leader

- 1.Recognizes, analyzes, and works toward improving the quality of colleagues’ professional and instructional practices
- 2.Uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
- 3.Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
- 4.Develops, leads and promotes a culture of self-reflection and reflective dialogue

5. Applies mentoring as well as coaching practices to support colleagues' individual and group professional improvement and career development

Standard #3 The teacher leader is able to improve the quality of colleagues' collaboration and interaction with families and other stakeholders.

Knowledge: The teacher leader demonstrates knowledge of

1. Child development and conditions in the home, culture and community and their influence on educational processes
2. Contextual considerations of the family, school, and community and their interaction with educational processes
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

Performance: The teacher leader

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

Standard #4 The teacher leader is able to initiate and facilitate colleagues' design and implementation of action research and analysis of data for individual and group decision making.

Knowledge: The teacher leader demonstrates knowledge of

1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes

Performance: The teacher leader

1. Models and facilitates relevant and targeted action research
2. Models and facilitates analysis and application of research findings to improve educational outcomes
3. Engages colleagues in identifying research questions as well as designing and conducting action research to improve educational outcomes
4. Facilitates the analysis of data for informed decision making to improve educational results with a focus on increased productivity, effectiveness and accountability
5. Assists with application and supports dissemination of action research findings to improve educational outcomes

Standard #5 The teacher leader is able to develop and support collaborative teams and promote collegial interactions that improve the effectiveness of practice.

Knowledge: The teacher leader demonstrates knowledge of

1. Collaboration, facilitation, team building, and conflict resolution techniques
2. Influence of individual characteristics on group interactions
3. Structures and processes for collaborative work
4. The process of development of group goals and objectives

Performance: The teacher leader

1. Facilitates development of a responsive culture with shared vision, values, and responsibility
2. Applies understanding of team members' characteristics to develop collaborative teams
3. Guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives
4. Promotes team-based responsibility for assessing and advancing the effectiveness of practice
5. Creates structures and processes for collaborative teams that promote collegiality and result in improved practice

Standard #6 The teacher leader is able to identify and assess opportunities for educational improvement, and advocate effectively for them within and beyond the school community

Knowledge: The teacher leader demonstrates knowledge of

1. Effective identification and interpretation of data, research findings, and exemplary practices (e.g. Multi-Tiered System of Support)
2. Alignment of opportunities with identified needs
3. Synthesis of information to support a proposal for educational improvement
4. Local, state and national policy decisions and their influence on instruction
5. The process to impact policy and to advocate on behalf of students and the community

Performance: The teacher leader

1. Identifies and evaluates needs and opportunities

2. Generates ideas to effectively address solutions/needs
3. Analyzes feasibility of potential solutions and relevant policy context
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities

Standard #7 The teacher leader is able to inform and facilitate colleagues' selection or design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions that improve the quality of instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes
2. Analysis and interpretation of data from multiple sources
3. Use of formative and summative data to inform the continuous improvement process

Performance: The teacher leader

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement
2. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other relevant sources) to guide instructional decisions and improve educational practice

Standard #8 The teacher leader is able to inform and facilitate the design and implementation of coherent, integrated and differentiated professional development based on assessed student and teacher needs.

Knowledge: The teacher leader demonstrates knowledge of

1. Selection and evaluation of professional development resources appropriate to the identified need(s) along the professional career continuum.
2. The standards of high quality professional development and their relevance to improved learning
3. Application of the concepts of adult learning to the design and implementation of professional development
4. Effective use of professional development needs assessment, designs, protocols, and evaluation tools
5. The role of 21st century skills and technologies in educational practice
6. The role of shifting cultural demographics in educational practice

Performance: The teacher leader

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs
3. Involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals
4. Utilizes and facilitates the use of technology and media literacy as appropriate
5. Continually assesses the effectiveness of professional development activities and adjusts appropriately

SCHOOL PSYCHOLOGIST

**Early Childhood and Early Childhood through Late Adolescence/Adulthood
Birth through Third Grade, PreK-12**

Standard #1 The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

Knowledge

1. The school psychologist has knowledge of current research and effective data-based decision-making and problem-solving processes including those used for screening and evaluation which emphasize collecting multiple sources of data (record review, interview, observation, and tests) for making decisions.
2. The school psychologist has knowledge of varied psychological and educational assessment methods validated for the problem area under consideration, including record review, formal and informal test administration, functional behavior assessment, curriculum-based measurement, interviews, observations, and/or ecological or environmental assessment.
3. The school psychologist has knowledge of methods to link assessment results with intervention.

Performance

1. The school psychologist systematically collects information to identify strengths and needs and uses the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for decisions that have been made.
2. The school psychologist collects data on individual students, families (as appropriate), educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, to assess current status, and to evaluate the effectiveness of the decision-making process.
3. The school psychologist collects data about school and home environments and cognitive, social, and behavioral factors that have a significant impact on children's school achievement and personal competence.
4. The school psychologist evaluates the components of environments that facilitate or impede learning or behavioral changes for infants and children and identifies how environmental factors and children's characteristics interact to affect academics and social/behavioral outcomes (i.e. functional behavior assessment).
5. The school psychologist uses data to design, implement, and evaluate effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.
6. The school psychologist assists school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities.
7. The school psychologist applies knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in the identification of factors that influence learning and behavior.
8. The school psychologist administers, scores, and interprets individual tests of cognition, achievement, and social or emotional development.
9. The school psychologist translates assessment results to clear, concise psycho-educational reports.
10. The school psychologist maintains confidential records of evaluations and assessments.

Standard #2 The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

Knowledge

1. The school psychologist has knowledge of theories, current research, and models of consultation, collaboration, and conflict resolutions.
2. The school psychologist has knowledge of interviewing skills for children, families, and teachers.
3. The school psychologist has knowledge of multidisciplinary team development and research.

Performance

1. The school psychologist uses effective collaboration and consultation strategies to convey ideas and information while working with people in various situations and of diverse backgrounds.
2. The school psychologist has positive interpersonal skills and listens, adapts, addresses ambiguity, and is patient in difficult situations.
3. The school psychologist establishes and maintains rapport throughout the problem-solving process.
4. The school psychologist clearly presents and disseminates information to diverse audiences.
5. The school psychologist selects and applies consultation principles and strategies appropriate to each situation.
6. The school psychologist facilitates team meetings effectively.
7. The school psychologist uses effective conflict-resolution strategies in the school community.
8. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and/or other agency.

Standard #3 The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.

Knowledge

1. The school psychologist has knowledge of learning theories and cognitive strategies and their application to the development of effective instructional strategies to promote student learning.
2. The school psychologist has knowledge of cognitive and pre-academic/academic skills of infants and children with different abilities, disabilities, strengths, and needs, and of assessment and instructional strategies for use with students with diverse backgrounds and experiences.
3. The school psychologist has knowledge of principles of student-centered learning.
4. The school psychologist has knowledge of empirically-demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs.

5. The school psychologist has knowledge of current information and research about advances in curriculum and instruction.
6. The school psychologist has knowledge of appropriate assessment techniques to assess progress toward pre-academic/academic goals.
7. The school psychologist has knowledge of methods to assess treatment integrity (the extent to which treatment programs are being implemented in the ways in which they were intended).

Performance

1. The school psychologist uses child-centered learning principles to help children develop their abilities to be self-regulated learners.
2. The school psychologist assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.
3. The school psychologist assists in implementing a variety of assessment techniques and instructional methods to enhance learning of infants and children at the individual, group, and systems levels.
4. The school psychologist, in collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.
5. The school psychologist shares current information and research about advances in curriculum and instruction with educators, parents, and the community at large to promote improvement in instruction and student achievement.
6. The school psychologist helps schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment.
7. The school psychologist links assessment information to the development of instructional strategies to meet the individual learning needs of children.
8. The school psychologist uses appropriate assessment techniques, including treatment integrity, to assess progress toward academic goals and assist in revising instructional methodology as necessary.
9. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.

Standard #4 The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

Knowledge

1. The school psychologist has knowledge of current research and developmental processes in behavioral, social, affective, and adaptive domains.
2. The school psychologist has knowledge of sound principles of behavioral, affective, adaptive, and social assessment and behavior change.
3. The school psychologist has knowledge of socialization and life skills of infants and children with different abilities, disabilities, strengths, and needs.
4. The school psychologist has knowledge of direct and indirect intervention strategies for use with infants and children with diverse backgrounds and experiences.
5. The school psychologist has knowledge of consultation, behavior management, and counseling strategies that enhance appropriate child behavior.
6. The school psychologist has knowledge of strategies that result in optimal instructional environments, foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress.
7. The school psychologist has knowledge of research on classroom climate and ecological and behavioral approaches to classroom management.
8. The school psychologist has knowledge of appropriate assessment techniques to assess progress toward goals.
9. The school psychologist has knowledge of treatment integrity (the extent to which treatment of programs are being implemented in the ways in which they were intended).

Performance

1. The school psychologist provides effective consultation, behavior assessment and interventions, and counseling services.
2. The school psychologist develops methodologies, such as conflict resolution and social problem-solving/decision-making approaches, that will assist teachers and families in teaching pro-social behavior.

3. The school psychologist applies the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).
4. The school psychologist provides leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.
5. The school psychologist assists teachers, families, and others with helping children become responsible for their own behavior.
6. The school psychologist assists parents and other adult caregivers with development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
7. The school psychologist uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom).
8. The school psychologist incorporates appropriate strategies when developing intervention programs to facilitate successful transitions of children from one environment to another environment (e.g., program to program, early childhood to school, and school to work transitions).
9. The school psychologist links assessment information to the development of strategies to address individual behavioral, affective, adaptive, and social goals for infants and children.
10. The school psychologist uses appropriate assessment techniques, including treatment integrity, to assess progress toward goals and assist in revising instructional or intervention strategies as necessary.
11. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies the factors that constitute a successful outcome.

Standard #5 The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

Knowledge

1. The school psychologist has knowledge of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in infant and child development and learning.
2. The school psychologist has knowledge of current research on individual differences, abilities, and disabilities.
3. The school psychologist has knowledge of characteristics, prevalence, development, etiology, diagnostic systems, taxonomies, and the differential diagnosis of human exceptionalities.

Performance

1. The school psychologist incorporates knowledge of diversity when designing and implementing academic and social/behavioral interventions to achieve learning and social/behavioral outcomes.
2. The school psychologist assists schools in identifying what is needed for students with diverse characteristics to succeed and what instructional or other modifications are required to address children's difficulties.
3. The school psychologist promotes practices that help infants, children and families of all backgrounds feel welcome and appreciated in the school and community.
4. The school psychologist assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.

Standard #6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Knowledge

1. The school psychologist has knowledge of systems organization, policy development, and educational climate.
2. The school psychologist has knowledge of resources and services in general and special education.
3. The school psychologist has knowledge of how to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for infants, children, and families.
4. The school psychologist has knowledge of program evaluation methods and data analysis techniques for evaluation of early childhood and school programs.

Performance

1. The school psychologist assists schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.

2. The school psychologist applies effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system.
3. The school psychologist facilitates decision-making and collaboration, and fosters a commitment to quality, effective services for all infants, children, youth, and families.
4. The school psychologist contributes to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services that benefit all infants, children, youth, and families.
5. The school psychologist assumes leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to infants, children, youth, and their families in schools and communities.
6. The school psychologist assists in the development of policies and procedures to promote safe and violence free schools.

Standard #7 The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Knowledge

1. The school psychologist has knowledge of current theory and research about infant, child and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior, societal stressors, crises in schools and communities, and other factors influencing human behavior.
2. The school psychologist has knowledge of mental health promotion and prevention practices and programs.
3. The school psychologist has knowledge of effective crisis intervention.
4. The school psychologist has knowledge of resources to address a wide variety of behavioral, learning, mental, and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

Performance

1. The school psychologist identifies and recognizes behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.).
2. The school psychologist develops, implements, and evaluates programs based on recognition of the precursors that lead to infants' and children's severe learning and behavior problems.
3. The school psychologist collaborates with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disaster, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).
4. The school psychologist collaborates with other health care professionals to promote behaviors that lead to good health for infants and children and promotes mental health in schools and other agencies.
5. The school psychologist facilitates environmental changes that support health and adjustment of infants and children.
6. The school psychologist routinely accesses resources to address behavioral, learning, mental, and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

Standard #8 The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Knowledge

1. The school psychologist has knowledge of the influences of family systems on children's cognitive, motivational, and social characteristics and how these affect development and academic performance.
2. The school psychologist has knowledge of methods to promote collaboration and partnerships among parents, educators, and others in the community to improve outcomes for students.
3. The school psychologist has knowledge of cultural issues that impact home-school collaboration.
4. The school psychologist has knowledge of family, home, and community factors that work to support learning and achievement in school.

Performance

1. The school psychologist designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.
2. The school psychologist provides support and assistance for parents and helps them become comfortable, active, effective participants in school functions or activities (e.g., provides support for parents when participating on special education and IFSP/IEP teams and encourages parent involvement in school wide committees and improvement teams).

3. The school psychologist facilitates collaboration between schools and parents in designing school curriculum and interventions for students.
4. The school psychologist educates schools and communities regarding the influence of family involvement on children's development and achievement and advocates for parent involvement in planning for their children and school governance whenever feasible.
5. The school psychologist helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies.
6. The school psychologist understands the relationship between infants, their families and community agencies and assists in coordinating services when programming for infants.

Standard #9 The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Knowledge

1. The school psychologist has knowledge of basic principles of research design, including single subject design and quantitative and qualitative research techniques.
2. The school psychologist has knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct investigations.
3. The school psychologist has knowledge of program evaluation techniques and methods.
4. The school psychologist has knowledge of psychological and educational measurement principles and psychometric standards.

Performance

1. The school psychologist applies principles of research when designing research studies and evaluating others' research, including its internal and external validity.
2. The school psychologist bases practice on sound research and translates new research findings into service delivery.
3. The school psychologist applies findings from intervention research when designing intervention programs (e.g., educational, mental health).
4. The school psychologist evaluates the psychometric properties of the assessment methods used in data-based decision making, including published tests.
5. The school psychologist provides leadership to personnel in schools and other agencies in understanding and using research and evaluation data.
6. The school psychologist applies knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data.
7. The school psychologist integrates knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities.
8. The school psychologist provides information about relevant research findings to school personnel, parents, and the public.

Standard #10 The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Knowledge

1. The school psychologist has knowledge of the history and foundations of the profession including various service models and methods.
2. The school psychologist has knowledge of public policy applicable to services to infants, children and families.
3. The school psychologist has knowledge of ethical, professional, and legal standards.
4. The school psychologist has knowledge of skills needed to acquire career-long professional development.

Performance

1. The school psychologist applies methods from psychology, education, special education, health care, and related fields, in work with infants, children, parents, and professionals in school and other agencies.
2. The school psychologist adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties.
3. The school psychologist promotes due process guidelines in all decisions affecting students.
4. The school psychologist maintains accepted standards in assessment, consultation, intervention, and general professional practice.

5. The school psychologist fulfills all legal requirements.
6. The school psychologist advocates for the rights and welfare of infants, children and families and promotes new public policies and practices in schools and other settings.
7. The school psychologist evaluates personal knowledge, professional competencies, and outcomes of services to determine specific needs for continuing professional development.
8. The school psychologist recognizes personal limitations, biases, and areas of expertise.
9. The school psychologist plans and implements systematic and effective techniques to enhance professional development.
10. The school psychologist advocates for continuing professional development opportunities for all personnel.

Standard #11 The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

Knowledge

1. The school psychologist has knowledge of relevant information sources and technology.
2. The school psychologist has knowledge of technology resources for infants and children (e.g., instructional software and adaptive technology for individuals with disabilities).

Performance

1. The school psychologist uses word processing, spread sheets, test scoring software and other computer resources to function more effectively and efficiently.
2. The school psychologist uses information resources and technology (e.g., CD ROM, the World Wide Web, e-mail, interactive television, distance learning technology) to acquire information, current research findings, and continuing professional development.
3. The school psychologist uses technology when designing, implementing, and evaluating instructional programs or interventions for infants, children and youth.

Standard #12 The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license. The candidate must enroll in internship program credit hours during the first year under the conditional license as a full-time employee. If the employee is working only half-time, the internship can be spread out over two years. The employing district shall provide a mentor, either from within the employing district or a neighboring one, from the same endorsement field and under conditions described in 91-41-1 through 91-41-4. The university must assign a supervisor during the internship period. The university-assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.



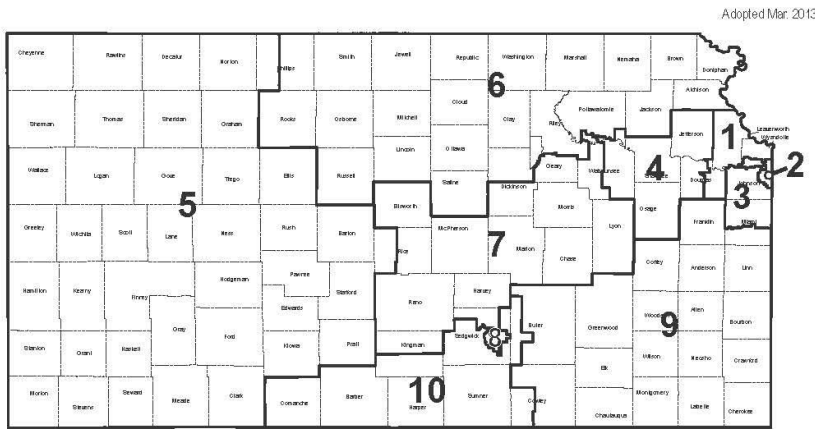
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- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.



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