

Stephen F. Austin State University College of Education

Conceptual Framework Standards Alignment Chart

Conceptual Framework	Critical Transitions Points	Entry Level Standards Alignment			Advanced Standards Alignment	
		State Standards	INTASC	SPA Standards	State Standards*	SPA Standards
<p>Knowledge of Learning Theory/Philosophy</p> <p>1. The candidate has knowledge of a variety of learning theories including behavioral, cognitive, and social learning.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Openness to new ideas, culturally diverse people and innovation and change • Integrity, responsibility, diligence and ethical behavior <p>2. The candidate understands that learning occurs through experiences that relate to prior knowledge, involving active participation and problem solving, and through structured teacher-directed activities.</p> <p>Disposition (Core Values)</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Openness to new ideas, culturally diverse people and innovation and change • Integrity, responsibility, diligence and ethical behavior 	<p>1. Benchmark II : Intern Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>2. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical ,Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey, Alumni Follow-up Survey</p>	<p>1. Learner-centered Knowledge</p>	<p>1; 3</p>	<p>AAHE 1; 7 ACTFL 3; 4 CEC 1; 4 NAEYC 1; 4b; 4d NASPE 1; 6 NCSS 3.1 NCTE 2; 4 NCTM 8 NMSA 1 NSTA 5; 6</p>	<p>S-SBEC 5, 6.7 P-SBEC 4,5,6</p> <p>ED 1,2</p> <p>R-1,2,4</p>	<p>ELCC1,2,4 NAEYC 1,4b, and 4d IRA 1 CEC 3, 4</p>

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<p>Content Knowledge</p> <p>3. The candidate understands major concepts, assumptions, processes of inquiry, and ways of knowing that are central to the discipline and can relate content knowledge to other subject areas.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Openness to new ideas, culturally diverse people and innovation and change Integrity, responsibility, diligence and ethical behavior <p>4. The candidate knows and implements the State of Texas curriculum in the subject area.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change Integrity, responsibility, diligence and ethical behavior Service that enriches the community <p>5. The candidate uses technology to help students learn.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change Integrity, responsibility, diligence and ethical behavior 	<p>3. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>4. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>5. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>	<p>1. Learner-centered Knowledge</p>	<p>1; 3</p>	<p>AAHE 1; 3 ACTFL 1; 2 CEC 1 NAEYC 1; 4b; 4c; 4d NASPE 1 NCSS 1.1-1.10 NCTE 3; 4 NCTM 1-2; 4-7; 9-15 NMSA 4 NSTA 1; 3; 5; 6</p>	<p>S-SBEC 5,6,7 P-SBEC 4,5,6 ED 1,2, 6,7 R-1,4</p>	<p>ELCC 2 NAEYC 1,4b,4c,4d IRA 1,2 CEC 2,4</p>

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<p>Positive Learning Environment</p> <p>6. The candidate models effective verbal and nonverbal communication strategies in conveying ideas and information and in asking questions.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change Integrity, responsibility, diligence and ethical behavior <p>7. The candidate uses effective verbal, nonverbal, media and technological communication techniques to shape the classroom/school into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking <p>8. The candidate uses an understanding of individual and group motivation and behavior to create learning environments that encourages active engagement in learning, self-direction, and positive social interaction.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change 	<p>6. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>7. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>8. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>	2. Learner-centered Instruction	2; 3; 7; 8	AAHE 6; 7 ACTFL 2; 3; 4; 5 CEC 2; 3; 5 NAEYC 1; 3; 4b; 4d NASPE 4; 5; 8 NCSS 3.1 NCTE 2 NCTM 3; 6; 8 NMSA 2; 7 NSTA 3; 5	S-SBEC 5,6,7 P-SBEC 1,2,7,8,9 ED 1,2,7 R-1,2,3,4	ELCC 1,2,3,4,6 NAEYC 1,3,4b,4d IRA 4 CEC 2,4

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<u>Conceptual Framework</u> <u>-Positive Learning Environment</u>	<u>Critical Transition Points</u>					
<p>8. (continued)</p> <ul style="list-style-type: none"> • Collaboration and shared decision making • Integrity, responsibility, diligence and ethical behavior <p>9. The candidate organizes, allocates, and manages time, space and activities to promote active engagement of students in productive learning.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Life-long learning • Openness to new ideas, culturally diverse people and innovation and change • Integrity, responsibility, diligence and ethical behavior 	<p>9. Benchmark II: Course Mastery Exam Work Sample</p> <p>Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper</p> <p>Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>					

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<p>Assessment and Instruction</p> <p>10. The candidate understands and uses a variety of instructional strategies, including technological resources, to promote and assess students' development of critical thinking, problem-solving, and meaningful learning.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change Integrity, responsibility, diligence and ethical behavior <p>11. The candidate makes use of a variety of assessment strategies and makes instructional decisions based on assessment data.</p> <p>Dispositions(Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking <p>12. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>10. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>11. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>12. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey</p>	2. Learner-centered Instruction	2; 3; 7; 8	AAHE 2; 3; 4 ACTFL 5 CEC 7; 8 NAEYC 3 NASPE 6; 7; 9 NCSS 3.1 NCTE 2; 3; 4 NCTM 7; 8 NMSA 3; 5 NSTA 8	S-SBEC 5,6,7 P-SBEC 2,4,5,6 ED 8 K1-9, ED 3,4,5, ED 8S 1-14 R-1,2,3	ELCC 2,4,6 NAECY 3 IRA 2,3 CEC 7,8

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<p>Conceptual Framework -Assessment and Instruction 12. (Continued) Dispositions (Core Values)</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Life-long learning • Openness to new ideas, culturally diverse people and innovation and change <p>13. The candidate plans and implements instruction based upon knowledge of subject matter, students, the community, and the Texas Essential Knowledge and Skills. Dispositions (Core Values)</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Life-long learning • Openness to new ideas, culturally diverse people and innovation and change 	<p>Critical Transition Points</p> <p>12. Benchmark III (Continued) Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>13. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>					
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<p>Knowledge of Diverse Learners</p> <p>14. The candidate demonstrates understanding of how all children/youth learn and develop intellectually, physically, socially, and emotionally while appreciating individual variation within each area of development.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change <p>15. The candidate demonstrates understanding of the influence of social class, gender, race, ethnicity, talents, disabilities, religion, and geographic location and values diversity in children/youth, families, and the community.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> Academic excellence through critical, reflective and creative thinking Life-long learning Openness to new ideas, culturally diverse people and innovation and change 	<p>14. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>15. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>	3. Equity in Excellence for All Learners	3; 4; 5; 7	AAHE 1; 7 ACTFL 1; 2; 5 CEC 2; 6 NAEYC 1; 4b; 4d NASPE 2; 3 NCSS 3.1 NCTE 4 NCTM 7 NMSA 1; 6 NSTA 5	S-SBEC 3,5,6,7 P-SBEC 2,4,5,6 ED 1,2,3 R-1,2,3	ELCC 2,4,6 NAEYC 1,4b,4d IRA 1,4 CEC 2,3

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<p>Conceptual Framework -Knowledge Of Diverse Learners</p> <p>16. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Life-long learning • Openness to new ideas, culturally diverse people and innovation and change <p>17. The candidate knows about the process of language and second language acquisition and about strategies to support the learning of students whose first language is not English.</p> <p>Dispositions (Core Values)</p> <ul style="list-style-type: none"> • Openness to new ideas, culturally diverse people and innovation to change. 	<p>Critical Transitions Points</p> <p>16. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>17. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>					
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<p>Professionalism</p> <p>18. The candidate communicates and interacts in a positive manner with parents/families, school colleagues, and members of the community.</p> <p style="text-align: center;">Dispositions and Core Values</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Openness to new ideas, culturally diverse people and innovation and change • Integrity, responsibility, diligence and ethical behavior • Service that enriches the community <p>19. The candidate collaborates with parents and professionals to improve the overall learning environment for students.</p> <p style="text-align: center;">Dispositions and Core Values</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Openness to new ideas, culturally diverse people and innovation and change • Integrity, responsibility, diligence and ethical behavior • Service that enriches the community <p>20. The candidate understands and implements legal requirements related to students' rights and teachers' responsibilities.</p> <p style="text-align: center;">Dispositions and Core Values</p> <ul style="list-style-type: none"> • Collaboration and shared decision making • Integrity, responsibility, diligence and ethical behavior • Service that enriches the community 	<p>18. Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>19. Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>20. Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>	<p>4. Learner-centered Communications</p> <p>5. Learner-centered Professional Development</p>	<p>5; 6; 10</p> <p>9</p>	<p>AAHE 2; 5; 7 ACTFL 6 CEC 9 NAEYC 2; 4a; 5 NASPE 9 NCSS 3.1 NCTE 1; 2 NCTM 7 NMSA 7; 6 NSTA 10</p>	<p>S-SBEC 1,2,310 P-SBEC 2,3 ED 4,9 R-4</p>	<p>ELCC 4,5 NAEYC 2; 4a; 5 IRA 5 CEC 9</p>

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<u>Conceptual Framework</u> -Professionalism	<u>Critical Transition Points</u>				
<p>21. The candidate understands and honors the Texas Code of Ethics for Professional Educators.</p> <p style="text-align: center;">Dispositions and Core Values</p> <ul style="list-style-type: none"> • Collaboration and shared decision making • Integrity, responsibility, diligence and ethical behavior • Service that enriches the community <p>22. The candidate is open to new ideas, reflects upon his or her practice, and actively seeks out opportunities to grow professionally Academic excellence through critical, reflective and creative thinking</p> <p style="text-align: center;">Dispositions and Core Values</p> <ul style="list-style-type: none"> • Academic excellence through critical, reflective and creative thinking • Openness to new ideas, culturally diverse people and innovation and change • Integrity, responsibility, diligence and ethical behavior 	<p>21. Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p> <p>22. Benchmark I: Pre-Philosophy Paper Benchmark II: Course Mastery Exam Work Sample Benchmark III: Field/Experience Clinical Practice Evaluation PPR Licensure Exam Candidate Program Exit Survey Mentor Dispositions Evaluation Final Philosophy Paper Benchmark IV: Employer Follow-up Survey Alumni Follow-up Survey</p>				

Initial Programs

* See the following link for the detailed description of the Texas Learner-Centered Proficiencies
<http://www.esc13.net/statewide/pdas/LearnerCenteredSchools.pdf>

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