

# Alignment of QC Education Unit Core Values, NYS Standards and INTASC Principles

QC Education Unit Core Values	QC Principles	NYS Standards for Teacher Education Programs	INTASC Principles
<p><b>Excellence:</b> Encouraging professionalism, scholarship, and evidenced-based practice and reflection.</p>	<p><b>Discipline Specific Competencies</b> <b>Knowledge:</b> Understand in both depth and breadth, as appropriate to the candidate's professional role, the body of knowledge that constitutes the relevant specialty be it a subject (e.g., Mathematics), level (e.g., Early Childhood), specialization (e.g., TESOL), or support (e.g., School Psychology). This knowledge includes history of the field, major theories and concepts, facts and structure of knowledge, as well as ways of knowing, all of which form the material discussed by experts in the area.</p> <p><b>Skills:</b> Demonstrate the ability to explain knowledge of the specialty area at the various levels appropriate to students, colleagues, parents, professors, and other educational stakeholders.</p> <p><b>Dispositions:</b> Value each specialty as an important area of human knowledge, communicating that knowledge to others, and keeping abreast of advances in the field.</p>	<p><b>(ix)</b> Means to update knowledge and skills in the subject(s) taught and in pedagogy.</p>	<p><b>Content Pedagogy</b> Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.</p>
<p><b>Equity:</b> Building inclusive learning communities that challenge and nurture all students</p> <p><b>Excellence:</b> Encouraging professionalism, scholarship, and evidenced-based practice and reflection.</p>	<p><b>Learning and Development</b> <b>Knowledge:</b> Understand major theories of learning both general and specific to candidates' specialties and the developmental levels of learners.</p> <p><b>Skills:</b> Demonstrate the ability to base practice on developmental, learning, and psychological theories.</p> <p><b>Dispositions:</b> Value the role of developmental, learning, and psychological theory as a foundation for good practice.</p>	<p><b>(ii)</b> Learning processes, motivation, communication, and classroom management and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth.</p>	<p><b>Student Development</b> Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p><b>Instructional Planning</b> Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>

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<p><b>Equity:</b> Building inclusive learning communities that challenge and nurture all students</p> <p><b>Ethics:</b> Valuing diversity, democracy and social justice</p>	<p><b>Families and Urban Communities</b> <b>Knowledge:</b> Understand that partnerships with families and communities support students' success at school. Understand the roles students' family backgrounds play in their education. Understand that family and community resources can contribute to students' learning and well being.</p> <p><b>Skills:</b> Demonstrate the ability to develop partnerships with families and communities to create optimal learning environments for students. Demonstrate appropriate use of family and community resources to improve students' learning and well being.</p> <p><b>Dispositions:</b> Value school partnerships with families and communities as critical to student achievement. Value and respect family and community members.</p>	<p>(i) Human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another.</p>	<p><b>Motivation and Management</b> Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><b>School &amp; Community Involvement</b> Principle # 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.</p>

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<p><b>Equity:</b> Building inclusive learning communities that challenge and nurture all students</p> <p><b>Excellence:</b> Encouraging professionalism, scholarship, and evidenced-based practice and reflection.</p> <p><b>Ethics:</b> Valuing diversity, democracy and social justice</p>	<p style="text-align: center;"><b>Curriculum, Instruction &amp; Assessment</b></p> <p><b>Knowledge:</b> Understand the major theories, principles, concepts, and practices of curriculum, instruction and assessment as applicable to teaching and learning of students in various classroom and school settings.</p> <p><b>Skills:</b> Demonstrate the ability to select and use diverse curricula, instructional approaches and assessment measures to support and enhance teaching and learning of students with diverse needs.</p> <p><b>Dispositions:</b> Value the use of different instructional approaches and assessment procedures in the process of teaching and learning of students in various classrooms and school settings.</p>	<p>(v) Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate.</p> <p>(vii) Formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching.</p> <p>(ix) Means to update knowledge and skills in the subject(s) taught and in pedagogy;</p>	<p><b>Content Pedagogy</b> Principle # 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.</p> <p><b>Diverse Learners</b> Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><b>Multiple Instructional Strategies</b> Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><b>Instructional Planning</b> Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p><b>Assessment</b> Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p><b>Reflective Practice: Professional Growth</b> Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>

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