

Artifacts Aligned to Relevant Standards

Category	CAEP Standards	CAEP Substandard	FEET Competency	InTASC Standard
A. Knowledge of student development	Standard 1: Content and Pedagogical Knowledge	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	2.4 Demonstrate knowledge of content and student development.	#1 Learner Development #2 Learning Differences #3 Learning Environments
B. Student progress monitoring	Standard 1: Content and Pedagogical Knowledge	1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.	3.5 Use formal and informal assessment data to monitor student progress toward learning targets.	#6 Assessment #7 Planning for Instruction #8 Instructional Strategies
C. Content knowledge	Standard 1: Content and Pedagogical Knowledge	1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments	2.4 Demonstrate knowledge of content and student development.	#4 Content Knowledge

<p>D. Rigorous instruction</p>	<p>Standard 1: Content and Pedagogical Knowledge</p>	<p>1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p>	<p>2.1 Use backward design curriculum planning to develop units of study.</p> <p>2.2 Design measurable, challenging, and relevant lessons.</p>	<p>#5 Application of Content</p>
<p>E. Technology integration</p>	<p>Standard 1: Content and Pedagogical Knowledge</p>	<p>1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>	<p>2.2 Design measurable, challenging, and relevant lessons.</p> <p>3.4 Make content and language comprehensible.</p>	<p>#6 Assessment</p> <p>#7 Planning for Instruction</p> <p>#8 Instructional Strategies</p>
<p>F. Breadth and diversity of clinical experience</p>	<p>Standard 2: Clinical Partnerships and Practice</p>	<p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration</p>	<p>All FEET Competencies</p>	<p>All InTASC Standards</p>

<p>G. Teaching effectiveness</p>	<p>Standard 3: Candidate Quality, Recruitment, and Selectivity</p>	<p>3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards.</p>	<p>All FEET Competencies</p>	<p>All InTASC Standards</p>
<p>H. Professional growth</p>	<p>Standard 3: Candidate Quality, Recruitment, and Selectivity</p>	<p>3.6 The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.</p>	<p>4.1 Meet professional standards of practice. 4.2 Demonstrate professional growth and commitment.</p>	<p>#9 Professional Learning and Ethical Practice #10: Leadership and Collaboration</p>

<p>I Professional Exemplar Library</p>	<p>Standard 1: Content and Pedagogical Knowledge</p> <p>Standard 2: Clinical Partnerships and Practice</p>	<p>1.1 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p> <p>3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards.</p>	<p>All FEET Competencies</p>	<p>All InTASC Standards</p>
----------------------------------------	--------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------	-----------------------------