Exhibit 2a.1:PPM-UPRAg Teacher Candidates' Proficiencies-Standards Alignment Matrix

Standard 1 NCATE "Target"	INTASC Principles	State Standards (PR Council on Higher Education)	"Teacher Candidate Proficiencies"	Goals/Core Areas
A. Content Knowledge for Teacher Candidates: Initial and Continuing Teacher candidates <u>have in-depth knowledge of the subject matter that they plan to teach</u> as described in professional, state, and institutional standards. They <u>demonstrate their knowledge through inquiry, critical analysis and synthesis of the subject.</u>	INTASC 1: Knowledge of Subject Matter The teacher understands the central concepts, tools of inquiry, and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Section 2.1.1: The teacher candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings.

2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.

3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making | 1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Diversity
2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment

3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Knowledge, Assessment, Diversity |

Standard 1 NCATE "Target"	INTASC Principles	State Standards (PR Council on Higher Education)	"Teacher Candidate Proficiencies"	Goals/Core Areas
	INTASC 6: Communication Skills The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction.	Section 2.1.7: The teacher candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	4. Mastery of language and communication skills	1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge
B. Pedagogical content knowledge for teacher candidates: Initial and continuing Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional state and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.	INTASC 7: Instructional Planning Skills The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Section 2.1.4: The teacher candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process

6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom

8. Knowledge and effective use of technology as a tool | 1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Assessment, Diversity
1. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment, Diversity
4. Apply the assessment process in teaching and learning practices. /Assessment

5. Master and utilize the integration of technology as |

Standard 1 NCATE "Target"	INTASC Principles	State Standards (PR Council on Higher Education)	"Teacher Candidate Proficiencies"	Goals/Core Areas
			in the learning process	a facilitating and powerful creative tool in learning./Technology
	INTASC 4: Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving and performance skills.	Section 2.1.5: The teacher candidate uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills.	7. Knowledge and effective use of technology as a tool for the learning process 9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to life-long learning	5. Master and utilize the integration of technology as a facilitating and powerful creative tool in learning./Technology 3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Lifelong learning 6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field./Ethics
C. Professional and pedagogical knowledge and skills for teacher candidates Teacher candidates reflect a <u>thorough understanding of professional and pedagogical knowledge and</u>	INTASC 5: Classroom Motivation and Management The teacher uses and an understanding of individual and group motivation to create a learning environment that	Section 2.1.6: The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active	1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings. 5. Mastery of methods, strategies, and techniques	1. Demonstrate content and pedagogical knowledge and are able to select and develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge,

Standard 1 NCATE "Target"	INTASC Principles	State Standards (PR Council on Higher Education)	"Teacher Candidate Proficiencies"	Goals/Core Areas
skills delineated in professional, state and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to student's prior experience and applying the ideas to real-world problems.	encourages positive social interactions, active engagement in learning and self motivation.	engagement in learning, and self-motivation.	for an effective teaching and learning process 9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to life-long learning	Assessment, Diversity 2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment, Diversity 4. Apply the assessment process in teaching and learning practices. /Assessment 3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Lifelong learning 6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field./Ethics
			8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate	1. Demonstrate content and pedagogical knowledge and are able to select and

Standard 1 NCATE "Target"	INTASC Principles	State Standards (PR Council on Higher Education)	"Teacher Candidate Proficiencies"	Goals/Core Areas
			learning for all students.	develop instructional strategies to plan, evaluate, assess, and transform student learning effectively./Knowledge, Assessment, Diversity 2. Apply knowledge of differences in learning styles, cultural diversity, student population, family, and community contexts to develop effective learning experiences./Knowledge, Assessment, Diversity 3. Evaluate the learning experiences continuously, in interaction with the faculty, peers, and the academic community, to become a reflective educator in search of opportunities to grow professionally in the pursuit of lifelong learning./Lifelong learning 6. Demonstrate knowledge of the ethical values which reflect the social, historical, and philosophical foundations of the field./Ethics