Teacher Academy Executive Summary

Program Description
Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a high school course designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

The Teacher Academy is a pathway course that will do the following:

1. Recruit and hook high-quality high school students for the teaching profession
2. Give qualified high school students an opportunity to begin successful career paths to teaching
3. Offer the opportunity to recruit and train high-quality students who may return to the district as tomorrow’s high-quality teachers. This is a “grow your own” solution to the current and looming shortage in the teaching profession.
4. Provide a framework for building solid partners with area institutions of higher education and offer exciting challenges and opportunities for the district’s students

Industry Certification
This curriculum was written to incorporate the National Council for Accreditation of Teacher Education (NCATE preprofessional) learning standards. The Teacher Academy curriculum includes three major units: Teachers as Professionals; Principles of Teaching, Learning, and Assessment; and The Learning Environment.

Assessment
Students will be assessed using Teacher Academy MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the Human Sciences, Arts, and Humanities Instructional Design Specialists at the Research and Curriculum Unit at 662-325-2510.

Student Prerequisites
1. Proficient or advanced on MCT
2. 92% attendance rate
3. Minimum GPA 2.5
4. C or higher in English from the previous year
5. Application (Including short essay)
6. Interview process
7. Discipline (No more than three referrals from the previous year; severity of infractions to be determined according to the Mississippi Discipline Codes)
8. Instructor approval

Retention in Program (Semester/Annual Review)
1. C average or better
2. Attendance review (maintain 92% ADA)
3. Grade review
4. Discipline review
5. Work ethic review
6. Teacher interview/conference

Admission to Teacher Education Requirements
Contact hours required for admission to teacher education can be met by completing Teacher Academy (four Carnegie units) including documentation of 100 hours of field experience required.
Course Description for Year One: Teacher Academy I is an entry-level course. Students in Education I gain foundation competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Students receive hands-on field experiences (two Carnegie units).

Course Description for Year Two: Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators. Students receive advanced hands-on field experiences (two Carnegie units).

Industry Comments and Quotes

- Currently, there are approximately 33,000 teachers in the state of Mississippi.
- There are currently about 350 teacher vacancies, and 16% (5,300) of the current education workforce is eligible for retirement.
- Thirty to fifty percent of all teachers will drop out of the teaching profession within the first 5 years.
- Teachers who discontinued work in the profession indicated that their reason for leaving was that they were not properly prepared for the teaching profession.
- According to the Mississippi Department of Education, past data indicates that approximately 500 people went through teacher preparation programs but are not teaching.
**Unit 1: Orientation and Safety**

**Competency 1: Identify and research educational, occupational, and leadership opportunities in the Teacher Academy. (DOK 1)**

*NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4*

**Objectives**

a. Introduce career opportunities and emerging technologies in education. (DOK 1)
b. Discuss the students’ career and educational plans (resume, cover letter). (DOK 1)
c. Identify and describe leadership opportunities available from student youth organizations (Future Educators of America, FEA) in the school and community. (DOK 1)
d. Explain to students what the Teacher Academy is, why it is important, and how it will be delivered and assessed (course objectives and program policies). (DOK 1)

**Competency 2: Determine knowledge, skills, and dispositions needed to work in the teaching profession. (DOK 1)**

*NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4*

**Objectives**

a. List dispositions of effective teachers. (DOK 1)
b. Discuss the importance of self-directed learning. (DOK 1)
c. Discuss the importance that all students can learn. (DOK 1)
d. Discuss that students learn at different paces even when exposed to the same educational experience. (DOK 1)

Identify diverse interests of students (e.g., classic literature, automotives, family, and politics). (DOK 1)

**Competency 3: Analyze the importance of using technology in the instructional process (ongoing). (DOK 3)**

*NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4*

**Objectives**

a. Examine acceptable policies for use of technology in schools, including strategies for addressing threats to security. (DOK 1)
b. Identify legal/ethical behavior and safety issues regarding the use of technology and information. (DOK 2)
c. Analyze advantages and disadvantages of widespread use and reliance on technology in teaching and in society as a whole. (DOK 2)
d. Explain how technology can be used to enhance teaching and learning. (DOK 2)
e. List and discuss the various types of technology. (i.e., calculators and Wynn readers) (DOK 1)
f. Explore and use technology to solve problems and make decisions. (Blackboard Introduction and exploration) (DOK 3)

**Competency 4: Apply safety procedures in the Teacher Academy classroom and lab. (DOK 2)**

*NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4*

**Objectives**

a. Discuss the proper classroom and lab safety procedures. (DOK 1)
b. Discuss the healthy schools regulations. (DOK 2)
c. Demonstrate proper care and use of various equipment in the Teacher Academy classroom and lab (i.e., laminating machine and Die Cut Machine). (DOK 2)
d. Complete CPR/first aid certification. (DOK 4)
Unit 2: History and Trends in American Education

**Competency 1:** Understand how the historical and social contexts of education have influenced contemporary schools. (DOK 2)

**Objectives**

a. Review the history of education (people, events). (DOK 1)
b. Understand the evolution of the educational system (one room school house to modern schools). (DOK 2)
c. Discuss events that have influenced educational reform in America. (DOK 2)
d. Examine current trends and issues that affect the future of education in different types of educational settings. (DOK 2)

**Competency 2:** Discuss the relationship of school and society. (DOK 2)

**Objectives**

a. Explain the role of education in society. (DOK 2)
b. Explain governance of schools at the state, local, and building levels. (DOK 2)

**Competency 3:** Analyze the role of service learning in teaching and learning. (DOK 2)

**Objectives**

a. Define service learning. (DOK 1)
b. Research service learning opportunities in the community. (DOK 2)
c. Design and carry out a service learning project in the community. (ongoing) (DOK 3)
Unit 3: Human Growth and Development

Competency 1: Identify the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence. (DOK 2)

Objectives

a. Examine the developmental stages of cognitive development. (DOK 2)
b. Examine the developmental stages of physical development. (DOK 2)
c. Examine the developmental stages of emotional development. (DOK 2)
d. Examine the developmental stages of social development. (DOK 2)
e. Discuss how social issues and relationships affect students. (DOK 1)
Unit 4: Communication Skills I

Competency 1: Identify, demonstrate, and evaluate communication skills in the field of education. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Objectives
  a. Explain the powerful role of language and communication in learning. (DOK 1)
  b. Explain the interrelationships among reading, writing, listening, speaking, viewing, and visual representation. (DOK 2)
  c. Explain methods for assessing communication skills. (DOK 2)
  d. Explain concepts of communication in the educational setting. (DOK 1)
  e. Become familiar with and practice active listening skills. (DOK 2)
  f. Explore and practice the various ways to communicate effectively (verbal, nonverbal, and written). (DOK 2)
  g. Use effective technological communication (e.g., e-mail, authoring, collaboration writing, video conferencing, publication, facsimile, and Internet). (DOK 2)
  h. Review and use the five steps of the writing process. (DOK 3)

Competency 2: Formulate a plan for an effective job search. (DOK 4)

Objectives
  a. Create a generic cover letter using the writing process. (DOK 3)
  b. Create a high-quality one-page resume. (DOK 3)
  c. Construct an electronic portfolio. (DOK 4)
Unit 5: Learning Environment

Competency 1: Research, describe, and design an effective learning environment. (DOK 3)

Objectives
a. Research and describe an effective learning environment. (DOK 2)
b. Discuss classroom climate (the importance of a community of learners). (DOK 1)
c. Explain the role of peers in a learning climate. (DOK 1)
a. Explain that individuals respond to different motivational strategies (intrinsic and extrinsic). (DOK 2)
d. Identify and discuss classroom management styles and strategies. (DOK 2)
e. Discuss and design an effective physical classroom setting. (DOK 3)
Unit 6: The Effective Teacher

**Competency 1:** Analyze characteristics, skills, and resources necessary for effective teaching. (DOK 2)

Objectives

a. Identify personal strengths and areas for improvement as potential teachers. (DOK 1)
b. Describe characteristics of an outstanding teacher. (DOK 1)
c. Research and analyze ways in which a teacher’s personality impacts instructional style and interaction. (DOK 2)
d. Explain time on task and how it relates to instructional pacing. (DOK 2)
e. Establish classroom routines. (DOK 1)
f. Identify how to maintain student attention and engage students in active learning. (DOK 2)
g. Identify components of effective classroom climate, management, and discipline. (DOK 2)
h. Use technology when selecting needed resources necessary for effective teaching. (DOK 2)
i. Exhibit collaboration and team building. (DOK 2)

**Competency 2:** Determine teacher characteristics that promote an effective learning environment. (DOK 2)

Objectives

a. List and demonstrate positive teaching characteristics (i.e., acceptance of differences, warmth, caring, friendliness, openness, compassion, tolerance, humor, mutual respect, honesty, fairness, enthusiasm, and cheerfulness). (ongoing) (DOK 2)
b. Recognize the teacher’s responsibility for the learning climate. (DOK 2)
c. Explain that a teacher is a role model. (DOK 1)
Unit 7: Planning Instruction I

Competency 1: Analyze components of instructional planning. (DOK 2)  

Objectives

a. Explore Mississippi academic and career and technical curriculum frameworks. (DOK 2)
b. Identify behavioral objective/performance indicators within the frameworks. (DOK 1)
c. Identify what the teacher will do and what the students will do within the lesson plan procedure. (DOK 2)
d. Compare and contrast the difference between guided practice and independent practice. (DOK 3)
e. Prepare an opening (hook and anticipatory set) and closing to the lesson. (DOK 3)
f. List materials, equipment, supplies, and preparations. (DOK 2)
g. Illustrate appropriate sequence of instruction. (DOK 2)
h. Identify assessment strategies. (DOK 2)

Competency 2: Implement research-based instructional strategies into lesson planning. (DOK 2)

Objectives

a. Recognize effective teaching strategies. (DOK 2)
b. Discuss Bloom’s Taxonomy and Webb's Depth of Knowledge (DOK 2).
c. Explain time on task and how it relates to instructional pacing. (DOK 1)
Unit 8: Assessing Teaching and Learning I

**Competency 1:** Describe types of assessments and how they should be used as part of the learning process. (DOK 2)

Objectives

a. Define the purposes of assessment. (DOK 1)
b. Distinguish between formative and summative assessment. (DOK 2)
c. Identify and explain advantages and disadvantages of standardized test. (DOK 2)
d. Identify and explain performance and authentic assessments (rubric, project based, checklist, observation). (DOK 2)
e. Identify and use self-assessments. (DOK 2)
f. Identify and explain the importance of multiple measures of assessment. (DOK 2)
g. Explain how objectives, instruction, and assessment should be aligned. (DOK 3)
h. Define and use mean, median, and mode. (DOK 2)
Unit 9: Orientation and Safety II

**Competency 1:** Review educational, occupational, and leadership opportunities in the Teacher Academy. (DOK 2) **NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4**

**Objectives**

a. Review student rules and regulations for the local school. (DOK 1)
b. Review career opportunities and emerging technologies in education. (DOK 1)
c. Review and update the students’ career and educational plans. (DOK 2)
d. Review leadership opportunities available in FEA. (DOK 1)
e. Give an overview of the course objectives and practical field experience expectations. (DOK 2)
f. Update the students’ teaching and learning professional portfolio of exemplary work. (DOK 2)
g. Review the online learning system (ex. Blackboard). (DOK 2)

**Competency 2:** Apply safety procedures in the Teacher Academy classroom and lab. (DOK 2) **NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4**

**Objectives**

a. Review the proper classroom and lab safety procedures. (DOK 1)
b. Care for and use all equipment correctly. (DOK 1)
c. Review the Healthy schools regulations and requirements. (DOK 2)
d. Review the use of safety with technology. (DOK 1)
e. Review the procedures for using various pieces of equipment in the Teacher Academy classroom and lab, i.e., laminating machine and Die Cut Machine. (DOK 2)
f. Review regulations and licensing related to the following:
   - Family Educational Rights and Privacy Act (FERPA)
   - CPR/first aid (DOK 2)

**Competency 3:** Determine knowledge and skills needed to work in the teaching profession, and demonstrate personal characteristics (dispositions) needed to work in the teaching profession. (DOK 2) **NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4**

**Objectives**

a. Review characteristics of effective teachers, administrators, and school counselors. (DOK 1)
b. Continue to exhibit curiosity, cooperation, flexibility, pride in teaching, and a personal objective for continuous improvement, as well as a respect for the diverse interest of students. (DOK 2)
c. Continue to demonstrate the importance of self-directed learning, lifelong learning, and collaboration in teaching. (DOK 2)
d. Continue to demonstrate the belief that all students can learn and do so at different paces. (DOK 2)

**Competency 4:** Review the importance of technology in the instructional process. (Ongoing) (DOK 1) **NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4**

**Objectives**

a. Review the social, legal, ethical, and cultural issues of using technology in the classroom. (DOK 1)
b. Review the procedures for using the various technologies. (DOK 1)
Competency 1: Demonstrate effective communication skills in teaching. (DOK 3)

Objectives
a. Demonstrate communicating clear directions and the appropriate use of vocabulary in the classroom. (DOK 3)
b. Demonstrate the five steps in the writing process. (DOK 3)
c. Use a variety of literacy learning opportunities (ex. reading, writing, thinking, reacting, and responding). (DOK 2)
d. Promote cultural and gender sensitivity in communication among learners. (DOK 2)
e. Use a variety of educational media communication tools. (DOK 3)

Competency 2: Formulate a plan for an effective job search. (DOK 4)

Objectives
a. Create a generic cover letter using the writing process. (DOK 3)
b. Create a high-quality one-page resume. (DOK 3)
c. Construct an electronic portfolio. (DOK 4)
Unit 11: Appreciating Diverse Learners II

**Competency 1:** Review the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence. (DOK 1) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

**Objectives**
- Review and analyze the developmental characteristics (cognitive, physical, emotional, and social) of learners. (DOK 1)

**Competency 2:** Compare and contrast various learning styles/multiple intelligences. (DOK 3) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

**Objectives**
- Explore and define the role of the brain in cognitive development. (DOK 2)
- Analyze the four learning styles (visual, auditory, tactile, and kinesthetic). (DOK 3)
- Identify and analyze Howard Gardner’s Multiple Intelligences. (DOK 2)
- Students will formulate their own personal learning profiles in terms of both multiple intelligences and learning styles’ preferences. (DOK 3)

**Competency 3:** Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, gender, ethnic, and physical). (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, H1, H2, H3, H4, H5

**Objectives**
- Recognize the importance of looking beyond the physical qualities of people to develop an appreciation for individuals who may be different. (DOK 2)
- Explore how culture, religion, region, gender, and ethnic differences impact the teaching/learning process. (DOK 2)

**Competency 4:** Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, and gifted learning), and summarize services and resources to meet exceptional learning needs. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, E1, E2, E3,E4, E5, E6, M1, M2, M7, R1, R2, R5, R6,S1, S2, W1, W2, W3, W4, W5, H1, H2, H3, H4, H5

**Objectives**
- Develop awareness of the obstacles that individuals with disabilities face both in school and within the community. (DOK 2)
- Distinguish different disabilities and/or exceptionalities and how they influence the teaching learning process (special education and gifted education). (DOK 2)
- Distinguish between the continuums of placement of options for disabled students. (DOK 2)
- Identify methods for modifying lessons to accommodate learning differences (both special education and gifted education). (DOK 2)
Unit 12: Subject Area Knowledge II

Competency 1: Analyze the importance of subject matter knowledge and integrated learning. (DOK 2) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS

Objectives
a. Explain a specific discipline’s place in the school-wide curriculum. (DOK 2)
b. Identify content standards and their source(s) for a specific discipline. (DOK 2)

Competency 2: Explore a minimum of two content area classrooms. (DOK 4) NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Objectives
a. Identify content and grade level the student wants to teach. (DOK 1)
b. Observe lessons at your content and grade level. (DOK 2)
c. Investigate co-teaching model. (DOK 2)
d. Design a lesson to co-teach in the content and grade level class. (DOK 4)
Unit 13: Observation and Field Experience I & II

Competency 1: Participate in preschool, elementary, and secondary classroom experiences. (DOK 3)
NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4, H1, H2, H3, H4, H5

Objectives

a. Work under the guidance of the Teacher Academy instructor and the classroom teacher. (DOK 3)
b. Display effective interpersonal skills. (DOK 2)
c. Demonstrate the ability to relate to students in a classroom setting. (DOK 3)
d. Exercise tact, discretion, and confidentiality. (DOK 3)
e. Submit a resume and cover letter to the principal and supervising teacher prior to beginning field experience. (DOK 4)
f. Observe and record the classroom teacher’s actions, the students’ progress, and classroom procedures. (DOK 3)
g. Discuss assigned duties with classroom teacher. (DOK 2)
h. Prepare lesson materials, bulletin boards, displays, and instructional games. (DOK 4)
i. Prepare lesson plans according to guidelines set by the Teacher Academy instructor and the classroom teacher. (DOK 3)
j. Tutor and assist students individually or in small groups, as directed by the teacher. (DOK 4)
k. Distribute teaching materials to students (textbooks, papers, and supplies). (DOK 3)
l. Present mini-lessons/activities to students under the direction and guidance of the teacher. (DOK 4)
m. Assist students with technology in the classroom. (DOK 4)
n. Provide extra assistance to students with special needs (those with physical or mental disabilities; non-English-speaking students). (DOK 3)
Unit 14: Planning Instruction II

Competency 1: Develop lesson plans that identify the elements of an effective lesson for all learners. \( \text{ongoing} \) (DOK 3)

NBPTS 1, NBPTS 2, NBPTS 3, NBPTS 4, P1, P2, P3, P4

Objectives

a. Locate competencies and objectives within the Mississippi Curriculum Framework. (DOK 2)
b. State clear long-term and short-term educational goals and objectives for learners. (DOK 2)
c. Create a lesson plan to aid learners in meeting competencies and objectives. (DOK 3)
d. Explain the alignment of specific goals, instructional plans, and assessment. (DOK 3)
e. Identify strategies for instructional planning for diverse learners. (DOK 2)
f. Locate and use instructional resources. (DOK 3)
Competency 1: Analyze assessment results as part of the learning process. (DOK 3)

Objectives

a. Define assessment as a means for improving instruction and learning. (DOK 2)
b. Observe and determine when the classroom teacher provides feedback and re-teaches. (DOK 2)
c. Discuss mastery learning. (DOK 2)
d. Maintain personal records of assignments and progress (the student’s personal grades). (DOK 3)
Competency 1: Research and analyze professional learning in the field of education. (DOK 2)

Objectives
a. Identify the purpose of the INTASC (Interstate New Teachers Assessment and Support Consortium) National Standards for New Teachers. (DOK 2)
b. Identify professional learning resources. (DOK 2)

Competency 2: Develop a plan for professional growth. (DOK 3)

Objectives
a. Participate in student-teaching focused organizations such as Future Educators of America (FEA). (DOK 3)
b. Have students update their teaching and learning portfolios. (DOK 3)
Teacher Academy Student Competency Profile

Student Name: ________________________________

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Safety

1. Identify and research educational, occupational, and leadership opportunities in the Teacher Academy.
2. Determine knowledge, skills, and dispositions needed to work in the teaching profession.
3. Analyze the importance of using technology in the instructional process (ongoing).
4. Apply safety procedures in the Teacher Academy classroom and lab.

Unit 2: History and Trends in American Education

1. Understand how the historical and social contexts of education have influenced contemporary schools.
2. Discuss the relationship of school and society.
3. Analyze the role of service learning in teaching and learning.

Unit 3: Human Growth and Development

1. Identify the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence.

Unit 4: Communication Skills I

1. Identify, demonstrate, and evaluate communication skills in the field of education.
2. Formulate a plan for an effective job search.

Unit 5: Learning Environment

1. Research, describe, and design an effective learning environment.

Unit 6: The Effective Teacher

1. Analyze characteristics, skills, and resources necessary for effective teaching.
2. Determine teacher characteristics that promote an effective learning environment.

Unit 7: Planning Instruction I

1. Analyze components of instructional planning.
2. Implement research-based instructional strategies into lesson planning.

Unit 8: Assessing Teaching and Learning I

1. Describe types of assessments and how they should be used as part of the learning process.

Unit 9: Orientation and Safety

1. Review educational, occupational, and leadership opportunities in the Teacher Academy.
2 Apply safety procedures in the Teacher Academy classroom and lab.
   Determine knowledge and skills needed to work in the teaching profession, and
3 demonstrate personal characteristics (dispositions) needed to work in the teaching profession.
4 Review the importance of technology in the instructional process.

Unit 10: Communication Skills II

1 Demonstrate effective communication skills in teaching.
2 Formulate a plan for an effective job search.

Unit 11: Appreciating Diverse Learners

1 Review the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence.
2 Compare and contrast various learning styles/multiple intelligences.
3 Describe examples of diversity and how they affect the learning process (e.g., cultural, religious, regional, gender, ethnic, and physical).
4 Define types of learner exceptionality (e.g., physical and health disabilities, learning disabilities, mental retardation, emotional and behavioral disorders, and gifted learning), and summarize services and resources to meet exceptional learning needs.

Unit 12: Subject Area Knowledge

1 Analyze the importance of subject matter knowledge and integrated learning.
2 Explore a minimum of two content area classrooms.

Unit 13: Observation and Field Experience

1 Participate in preschool, elementary, and secondary classroom experiences.

Unit 14: Planning Instruction II

1 Develop lesson plans that identify the elements of an effective lesson for all learners (ongoing).

Unit 15: Assessing Teaching and Learning II

1 Analyze assessment results as part of the learning process.

Unit 16: Professional Learning

1 Research and analyze professional learning in the field of education.
2 Develop a plan for professional growth.
# Teacher Academy Suggested Portfolio Checklist

## STUDENT NAME:

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

<table>
<thead>
<tr>
<th>Unit: Orientation and Safety</th>
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<tbody>
<tr>
<td>1 Create a resume.</td>
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<td>2 Create a cover letter.</td>
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<td>3 Career research report</td>
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<td>4 Pictures from participation in this unit</td>
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<tr>
<td>5 Journal reflecting on unit 1.</td>
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<tr>
<th>Unit: History and Trends in American Education</th>
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<tbody>
<tr>
<td>1 Pictures from participation in this unit</td>
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<tr>
<td>2 Post a pictorial time line of teaching changes in American education.</td>
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<td>3 Journal reflecting on unit 2.</td>
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<th>Unit: Human Growth and Development</th>
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<tr>
<td>1 Pictures from participation in this unit</td>
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<tr>
<td>2 Upload a developmental checklist for specific/various age groups.</td>
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<td>3 Journal reflecting on unit 3.</td>
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<tr>
<th>Unit: Communication Skills I</th>
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<tr>
<td>1 Update resume.</td>
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<td>2 Pictures from participation in this unit</td>
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<td>3 Upload original children’s book.</td>
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<td>4 Journal reflecting on unit 4.</td>
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<tr>
<th>Unit: Learning Environment</th>
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<tr>
<td>1 Pictures from participation in this unit</td>
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<tr>
<td>2 Upload classroom rules, bulletin board ideas, and information for an effective learning environment.</td>
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<td>3 Journal reflecting on unit 5.</td>
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<th>Unit: The Effective Teacher</th>
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<td>2</td>
<td>Upload copies or videos of students reporting their research and rewards made for students.</td>
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<td>Journal reflecting on unit 6.</td>
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<td><strong>Unit 7: Planning Instruction I</strong></td>
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<td>Post a completed lesson plan to their portfolio.</td>
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<td><strong>Unit 8: Assessing Teaching and Learning I</strong></td>
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<td>Upload a list of teaching strategies.</td>
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<td>Journal reflecting on unit 8.</td>
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<td><strong>Unit 9: Orientation and Safety</strong></td>
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<td><strong>Unit 10: Communication Skills II</strong></td>
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<td><strong>Unit 11: Appreciating Diverse Learners</strong></td>
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<td>Upload videos or documents created to successfully involve parents into the classroom.</td>
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<td><strong>Unit 12: Subject Area Knowledge</strong></td>
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<td><strong>Unit 13: Observation and Field Experience</strong></td>
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<td>Place adapted lesson plan in portfolio.</td>
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<td>Insert an example of a graphic organizer.</td>
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**Unit 14: Planning Instruction II**

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<td>List qualities needed of an employer.</td>
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<td>Copy of the Student Field Experience Log</td>
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**Unit 15: Assessing Teaching and Learning II**

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**Unit 16: Professional Learning**

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<td>Insert an example of a graphic organizer.</td>
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<td>3</td>
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Appendix A: 21st Century Skills Standards

CLS1  Flexibility and Adaptability
CLS2  Initiative and Self-Direction
CLS3  Social and Cross-Cultural Skills
CLS4  Productivity and Accountability
CLS5  Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1  Flexibility and Adaptability
- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2  Initiative and Self-Direction
- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels towards a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3  Social and Cross-Cultural Skills
- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4  Productivity and Accountability
- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

CS 5  Leadership and Responsibility
- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

FRAMEWORKS COMPETENCIES

Math Courses
Algebra I
ALGI 1  Understand relationships between numbers and their properties and perform operations fluently.
ALGI 2  Understand, represent, and analyze patterns, relations, and functions.
ALGI 3  Understand how algebra and geometric representations interconnect and build on one another.
ALGI 4  Demonstrate and apply various formulas in problem-solving situations.
ALGI 5  Represent, analyze, and make inferences based on data with and without the use of technology.

Algebra II
ALGII 1  Understand relationships among numbers and compute fluently. Verify with technology.
ALGII 2  Use algebraic concepts to identify patterns, use multiple representations of relations and functions, and apply operations to expressions, equations, and inequalities.
ALGII 3  Use coordinate geometry to specify locations, describe relationships, and apply transformations to analyze algebraic relationships.
ALGII 4  Understand measurable attributes of objects and apply appropriate techniques and formulas to determine measurements.
ALGII 5  Use technology to represent, analyze, and make inferences based on data.

Geometry
GEO 1  Compute and determine the reasonableness of a result in mathematical and real-world situations with and without technology.
GEO 2  Understand relations, functions, and patterns. Analyze change using various geometric properties.
GEO 3  Investigate, apply, and prove properties and theorems from postulates and definitions related to angles, lines, circles, polygons, and two- and three dimensional figures. Explore applications of patterns and transformational geometry.
GEO 4  Select and apply various strategies, tools, and formulas to calculate length, surface area, volume, and angle measurements.
GEO 5  Represent, analyze, and make inferences based on data with and without the use of technology.

Trigonometry
TR 1  Represent and compare numbers in various forms, and perform operations.
TR 2  Investigate basic concepts of vectors and operations with vectors.
TR 3  Compare and produce equivalent forms of trigonometric expressions, and solve trigonometric equations.
TR 4  Use geometric modeling to analyze trigonometric relationships.
TR 5  Select and apply formulas to determine length and area.

Statistics
ST 1  Explore phenomena using probability and simulation. Compute appropriate statistical and probabilistic measures.
ST 2  Analyze one- and two-variable data using algebraic concepts and methods.
ST 3  Design an appropriate form of displaying data collected, whether in tabular or graphic form.
ST 4  Collect, read, interpret, and analyze data as it relates to the real world.
Design a study by clarifying a question and deciding upon a method of data collection and analysis.

Survey of Mathematical Topics
MT 1 Compute, analyze, and develop a variety of skills necessary to manage personal and business finance to include aspects of employer-employee decision making and consumer credit.
MT 2 Identify and apply the practices that affect employer and employee decision making.
MT 3 Demonstrate an understanding of the impact of consumer credit.
MT 4 Collect and apply information for planning a trip.

Science Courses
Aquatic Science
AQ 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
AQ 2 Analyze the physical and chemical properties of water and how they affect the organisms that live in it.
AQ 3 Describe major geologic features of specific aquatic environments.
AQ 4 Describe the biodiversity and interactions among aquatic life.
AQ 5 Examine the unique properties of selected aquatic ecosystems.
AQ 6 Identify the impact of natural and human activity on aquatic ecosystems.
AQ 7 Investigate applications of modern technology in aquatic systems.

Biology I
BIOI 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
BIOI 2 Investigate the biochemical basis of life.
BIOI 3 Investigate cell structures, functions, and methods of reproduction.
BIOI 4 Investigate the transfer of energy from the sun to living systems.
BIOI 5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
BIOI 6 Investigate concepts of natural selection as they relate to diversity of life.
BIOI 7 Investigate the interdependence and interactions that occur within an ecosystem.

Biology II
BIOII 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
BIOII 2 Investigate chemical processes of the cell that maintain life.
BIOII 3 Explore the molecular basis of heredity.
BIOII 4 Investigate the role that natural selection plays in maintaining diversity.
BIOII 5 Apply principles of classification to groups of organisms.
BIOII 6 Examine the behavior of organisms.

Botany
BO 1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
BO 2 Examine plant cell structures and functions to include the formation of specialized tissue.
BO 3 Identify plant products that impact humans.
BO 4 Compare and contrast the characteristics of different plant divisions.
BO 5 Identify the major structures of seed-bearing plants, relating them to overall plant function.
BO 6  Analyze the physical and chemical processes of plants.
BO 7  Identify the structures and processes of sexual and asexual reproduction in plants.
BO 8  Describe the ecological importance of plants.
BO 9  Apply the modern classification scheme utilized in naming plants.
BO 10 Explore the principles of plant genetics.

Chemistry I
CHI 1  Explain how the properties of matter relate to structure and changes in structure.
CHI 2  Solve numerical chemistry problems using the International System of Measurement (SI) units, mathematical expressions, and factor labeling.
CHI 3  Develop a visual conceptualization of atomic structure based on theory and knowledge of fundamental particles.
CHI 4  Analyze patterns and trends in organization of elements in the periodic table.
CHI 5  Compare the properties of compounds according to their type of bonding.
CHI 6  Write names and formulas of covalent and ionic compounds.
CHI 7  Interpret chemical change in terms of chemical reactions.
CHI 8  Explore the relationship between mass and quantity through various stoichiometric relationships.
CHI 9  Apply understanding of the interactions of matter and energy.
CHI 10 Analyze the nature and behavior of gaseous, liquid, and solid substances using Kinetic Molecular Theory.
CHI 11 Describe and explain the solution process.
CHI 12 Analyze the factors that affect equilibrium with an emphasis on visualizing its dynamic nature at the macroscopic and molecular levels.
CHI 13 Visualize and explain acid-base interactions applying concepts of chemical bonding and solutions.

Chemistry II
CHII 1 Visualize and interpret the atomic structure in terms of quantum theory.
CHII 2 Explain the variations in chemical bonding types (covalent, ionic, and metallic) in terms of the fundamental principles of electrostatic attraction and repulsion and atomic orbital overlap.
CHII 3 Explain observed physical properties of solids and liquids to their intermolecular forces.
CHII 4 Apply stoichiometric principles to reactions that occur in aqueous solution.
CHII 5 Explain the thermodynamics of chemistry, including the interconversion of one form of energy to another.
CHII 6 Link the reaction pathway (mechanism) and the rate law for simple reactions.
CHII 7 Analyze chemical equilibrium expressions and the effect of contributing factors.
CHII 8 Apply oxidation-reduction and aqueous reaction chemistry to the interconversion of chemical and electrical energy (electrochemistry).
CHII 9 Analyze nuclear changes in matter.
CHII 10 Describe the structure, reactions, and uses of selected organic compounds.

Environmental Science
ES 1  Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
ES 2  Explain the flow of matter and energy in ecosystems.
ES 3  Describe the relationships and changes within an ecosystem.
ES 4  Investigate the major biomes of the world’s ecosystems.
ES 5  Summarize the interrelationships among the resources and human activities in the local environment.
ES 6  Research various environmental topics, such as major events, careers, history, and significant contributions.
Genetics
G 1 Use critical thinking and scientific problem solving in designing and performing biological research and experimentation.
G 2 Review the structure and function of the cell as it applies to genetics.
G 3 Analyze the structure and function of DNA and RNA molecules.
G 4 Apply classical genetics principles to solving basic genetic problems.
G 5 Describe the techniques used to determine patterns of inheritance.
G 6 Discuss genetic diversity in humans.
G 7 Apply the concept of population genetics to both microbial and multicellular organisms.

Physical Science
PS 1 Demonstrate the proper use of scientific methods and investigative techniques.
PS 2 Perform measurements and mathematical calculations using metric units.
PS 3 Identify basic structure of matter.
PS 4 Investigate physical and chemical changes in matter.
PS 5 Investigate matter in motion.
PS 6 Describe sources, uses, and effects of energy.
PS 7 Discuss general properties and characteristics of waves.
PS 8 Explain the continuum of the electromagnetic spectrum.
PS 9 Recognize the interrelationships of electricity and magnetism.

Physics I
PHYI 1 Apply fundamental mathematics used in physical concepts.
PHYI 2 Investigate the kinematics of physical bodies.
PHYI 3 Investigate physical dynamics.
PHYI 4 Explore the concepts and relationships among work, power, and energy.
PHYI 5 Describe the characteristics and properties of mechanical waves.
PHYI 6 Investigate the principles related to electromagnetic radiation.
PHYI 7 Measure and calculate the properties of static and current electricity.

Physics II
PHYII 1 Investigate mechanics of physical motion (review of Physics I).
PHYII 2 Investigate the principles related to thermal energy.
PHYII 3 Investigate properties and principles of fluids.
PHYII 4 Investigate the principles and applications of magnetism.
PHYII 5 Investigate the principles of the Quantum Theory.
PHYII 6 Investigate the principles of nuclear physics.
PHYII 7 Investigate relativity.
PHYII 8 Investigate current theories of physics.

Spatial Information Science
SP 1 Demonstrate the basic concepts of global positioning systems (GPS).
SP 2 Demonstrate the basic concepts of remote sensing.
SP 3 Demonstrate the basic concepts of data and image processing.
SP 4 Demonstrate the basic concepts of geographic information systems.
SP 5  Demonstrate the proper use and care of scientific equipment.

Zoology
ZO 1  Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
ZO 2  Review the general characteristics and phylogeny of animals.
ZO 3  Compare and contrast the anatomy and physiology of the nine major phyla of the animal kingdom with special attention to the following:
  o  symmetry
  o  digestion
  o  support
  o  germ layers
  o  circulation
  o  locomotion
  o  body plan
  o  coordination
  o  reproduction
  o  embryonic development
  o  excretion
ZO 4  Relate the life histories of groups of animals to the success of the groups.
ZO 5  Explain how behavior and symbiosis are related to the success of a group of animals.

Social Studies
Economics
EC 1  Identify and apply basic economic concepts.
EC 2  Explain how people organize for the production, distribution, and consumption of goods and services.
EC 3  Discuss relationships among the various economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations, etc.).
EC 4  Understand global connections, conflicts, and geographic interdependence.
EC 5  Compare and contrast how values and beliefs influence economic decisions in different societies.
EC 6  Demonstrate the ability to apply and interpret social studies tools. (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.).

U. S. History from 18772
Competencies and Suggested Objective(s)
H1  Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
  a.  Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
  b.  Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women’s Movement, Civil Rights Movement, the New Deal, etc.).

c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

H2 Describe the impact of science and technology on the historical development of the United States in the global community.
a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
b. Examine the continuing impact of the industrial revolution on the development of our nation (e.g., mass production, computer operations, etc.).
c. Describe the effects of transportation and communication advances since 1877.

H3 Describe the relationship of people, places, and environments through time.
a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
b. Analyze how changing human, physical, or geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

H4 Demonstrate the ability to use social studies tools (e.g., time lines, maps, globes, resources, graphs, a compass, technology, etc.).
a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
b. Analyze technological information on graphs, charts, and time lines.
c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
a. Examine various reform movements (e.g., Civil Rights, Women’s Movement, etc.).
b. Examine the government’s role in various movements (e.g., arbitration, 26th Amendment, etc.).
c. Examine the role of government in the preservation of citizens’ rights (e.g., 19th Amendment, Civil Rights Act of 1964).
d. Examine individuals’ duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

Language Arts Courses

English I–IV
ENG 1 The student will develop and apply expansive knowledge of words and word meanings to communicate.
ENG 2 The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
ENG 3 The student will produce, analyze, and evaluate effective communication.
ENG 4 The student will use Standard English grammar, mechanics, and sentence structure to communicate.
Appendix C: ACT College Readiness Standards

English

E1 Topic Development in Terms of Purpose and Focus

- Identify the basic purpose or role of a specified phrase or sentence.
- Delete a clause or sentence because it is obviously irrelevant to the essay.
- Identify the central idea or main topic of a straightforward piece of writing.
- Determine relevancy when presented with a variety of sentence-level details.
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal.
- Delete material primarily because it disturbs the flow and development of the paragraph.
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material.
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.
- Determine whether a complex essay has accomplished a specific purpose.
- Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

E2 Organization, Unity, and Coherence

- Use conjunctive adverbs or phrases to show time relationship in simple narrative essays (e.g., then, this time, etc).
- Select the most logical place to add a sentence in a paragraph.
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response).
- Decide the most logical place to add a sentence in an essay.
- Add a sentence that introduces a simple paragraph.
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition).
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Add a sentence to introduce or conclude a fairly complex paragraph.
- Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.

E3 Word Choice in Terms of Style, Tone, Clarity, and Economy

- Revise sentences to correct awkward and confusing arrangements of sentence elements.
- Revise vague nouns and pronouns that create obvious logic problems.
- Delete obviously synonymous and wordy material in a sentence.
- Revise expressions that deviate from the style of an essay.
- Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”).
- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
- Determine the clearest and most logical conjunction to link clauses.
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
- Identify and correct ambiguous pronoun references.
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”).
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.
- Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.

E4 Sentence Structure and Formation
- Use conjunctions or punctuation to join simple clauses.
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.
- Determine the need for punctuation and conjunctions to avoid awkward sounding sentence fragments and fused sentences.
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers).
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
- Use sentence combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.

E5 Conventions of Usage
- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.
- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts.
- Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to).
- Ensure that a verb agrees with its subject when there is some text between the two.
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
- Identify the correct past and past participle forms of irregular and infrequently used verbs, and form present-perfect verbs by using have rather than of.
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun).
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.
- Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb.

E6 Conventions of Punctuation
- Delete commas that create basic sense problems (e.g., between verb and direct object).
- Provide appropriate punctuation in straightforward situations (e.g., items in a series).
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element).
Use commas to set off simple parenthetical phrases.
Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause).
Use punctuation to set off complex parenthetical phrases.
Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by and).
Use apostrophes to indicate simple possessive nouns.
Recognize inappropriate uses of colons and semicolons.
Use commas to set off a nonessential/nonrestrictive appositive or clause.
Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
Use an apostrophe to show possession, especially with irregular plural nouns.
Use a semicolon to indicate a relationship between closely related independent clauses.
Use a colon to introduce an example or an elaboration.

Math

M1 Basic Operations and Applications
- Perform one-operation computation with whole numbers and decimals.
- Solve problems in one or two steps using whole numbers.
- Perform common conversions (e.g., inches to feet or hours to minutes).
- Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.
- Solve some routine two-step arithmetic problems.
- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).
- Solve word problems containing several rates, proportions, or percentages.
- Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).

M2 Probability, Statistics, and Data Analysis
- Calculate the average of a list of positive whole numbers.
- Perform a single computation using information from a table or chart.
- Calculate the average of a list of numbers.
- Calculate the average, given the number of data values and the sum of the data values.
- Read tables and graphs.
- Perform computations on data from tables and graphs.
- Use the relationship between the probability of an event and the probability of its complement.
- Calculate the missing data value, given the average and all data values but one.
- Translate from one representation of data to another (e.g., a bar graph to a circle graph).
- Determine the probability of a simple event.
- Exhibit knowledge of simple counting techniques.*
- Calculate the average, given the frequency counts of all the data values.
- Manipulate data from tables and graphs.
- Compute straightforward probabilities for common situations.
- Use Venn diagrams in counting.*
- Calculate or use a weighted average.
- Interpret and use information from figures, tables, and graphs.
Apply counting techniques.
Compute a probability when the event and/or sample space are not given or obvious.
Distinguish between mean, median, and mode for a list of numbers.
Analyze and draw conclusions based on information from figures, tables, and graphs.
Exhibit knowledge of conditional and joint probability.

**M3 Numbers: Concepts and Properties**
- Recognize equivalent fractions and fractions in lowest terms.
- Recognize one-digit factors of a number.
- Identify a digit's place value.
- Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.
- Find and use the least common multiple.
- Order fractions.
- Work with numerical factors.
- Work with scientific notation.
- Work with squares and square roots of numbers.
- Work problems involving positive integer exponents. *
- Work with cubes and cube roots of numbers. *
- Determine when an expression is undefined. *
- Exhibit some knowledge of the complex numbers. †
- Apply number properties involving prime factorization.
- Apply number properties involving even/odd numbers and factors/multiples.
- Apply number properties involving positive/negative numbers.
- Apply rules of exponents.
- Multiply two complex numbers. †
- Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.
- Exhibit knowledge of logarithms and geometric sequences.
- Apply properties of complex numbers.

**M4 Expressions, Equations, and Inequalities**
- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as b + g).
- Solve equations in the form x + a = b, where a and b are whole numbers or decimals.
- Substitute whole numbers for unknown quantities to evaluate expressions.
- Solve one-step equations having integer or decimal answers.
- Combine like terms (e.g., 2x + 5x).
- Evaluate algebraic expressions by substituting integers for unknown quantities.
- Add and subtract simple algebraic expressions.
- Solve routine first-degree equations.
- Perform straightforward word-to-symbol translations.
- Multiply two binomials. *
- Solve real-world problems using first-degree equations.
- Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).
- Identify solutions to simple quadratic equations.
- Add, subtract, and multiply polynomials. *
- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials). *
- Solve first-degree inequalities that do not require reversing the inequality sign. *
- Manipulate expressions and equations.
- Write expressions, equations, and inequalities for common algebra settings.
- Solve linear inequalities that require reversing the inequality sign.
- Solve absolute value equations.
- Solve quadratic equations.
- Find solutions to systems of linear equations.
- Write expressions that require planning and/or manipulating to accurately model a situation.
- Write equations and inequalities that require planning, manipulating, and/or solving.
- Solve simple absolute value inequalities.

**M5 Graphical Representations**
- Identify the location of a point with a positive coordinate on the number line.
- Locate points on the number line and in the first quadrant.
- Locate points in the coordinate plane.
- Comprehend the concept of length on the number line.*
- Exhibit knowledge of slope.*
- Identify the graph of a linear inequality on the number line.*
- Determine the slope of a line from points or equations.*
- Match linear graphs with their equations.*
- Find the midpoint of a line segment.*
- Interpret and use information from graphs in the coordinate plane.
- Match number line graphs with solution sets of linear inequalities.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).†
- Match number line graphs with solution sets of simple quadratic inequalities.
- Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$.
- Solve problems integrating multiple algebraic and/or geometric concepts.
- Analyze and draw conclusions based on information from graphs in the coordinate plane.

**M6 Properties of Plane Figures**
- Exhibit some knowledge of the angles associated with parallel lines.
- Find the measure of an angle using properties of parallel lines.
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°).
- Use several angle properties to find an unknown angle measure.
- Recognize Pythagorean triples.*
- Use properties of isosceles triangles.*
- Apply properties of $30^\circ$-$60^\circ$-$90^\circ$, $45^\circ$-$45^\circ$-$90^\circ$, similar, and congruent triangles.
- Use the Pythagorean theorem.
- Draw conclusions based on a set of conditions.
- Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.
- Use relationships among angles, arcs, and distances in a circle.

**M7 Measurement**
- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.
- Compute the perimeter of polygons when all side lengths are given.
- Compute the area of rectangles when whole number dimensions are given.
- Compute the area and perimeter of triangles and rectangles in simple problems.
- Use geometric formulas when all necessary information is given.
- Compute the area of triangles and rectangles when one or more additional simple steps are required.
- Compute the area and circumference of circles after identifying necessary information.
- Compute the perimeter of simple composite geometric figures with unknown side lengths.*
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.
- Use scale factors to determine the magnitude of a size change.
- Compute the area of composite geometric figures when planning or visualization is required.

M8 Functions
- Evaluate quadratic functions, expressed in function notation, at integer values.
- Evaluate polynomial functions, expressed in function notation, at integer values.†
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.†
- Evaluate composite functions at integer values.†
- Apply basic trigonometric ratios to solve right-triangle problems.†
- Write an expression for the composite of two simple functions.†
- Use trigonometric concepts and basic identities to solve problems.†
- Exhibit knowledge of unit circle trigonometry.†
- Match graphs of basic trigonometric functions with their equations.

Notes
- Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.
- Standards followed by an asterisk (§) apply to the PLAN and ACT Mathematics Tests only.
- Standards followed by a dagger (†) apply to the ACT Mathematics Test only.

Reading

R1 Main Ideas and Author’s Approach
- Recognize a clear intent of an author or narrator in uncomplicated literary narratives.
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages.
- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
- Summarize basic events and ideas in more challenging passages.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.
- Identify clear main ideas or purposes of complex passages or their paragraphs.

R2 Supporting Details
- Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- Locate simple details at the sentence and paragraph level in uncomplicated passages.
- Recognize a clear function of a part of an uncomplicated passage.
- Locate important details in uncomplicated passages.
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages.
- Locate and interpret minor or subtly stated details in uncomplicated passages.
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.
- Locate and interpret minor or subtly stated details in more challenging passages.
• Use details from different sections of some complex informational passages to support a specific point or argument.
• Locate and interpret details in complex passages.
• Understand the function of a part of a passage when the function is subtle or complex.

R3 Sequential, Comparative, and Cause-Effect Relationships
• Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages.
• Recognize clear cause-effect relationships described within a single sentence in a passage.
• Identify relationships between main characters in uncomplicated literary narratives.
• Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives.
• Order simple sequences of events in uncomplicated literary narratives.
• Identify clear relationships between people, ideas, and so on in uncomplicated passages.
• Identify clear cause-effect relationships in uncomplicated passages.
• Order sequences of events in uncomplicated passages.
• Understand relationships between people, ideas, and so on in uncomplicated passages.
• Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.
• Understand implied or subtly stated cause-effect relationships in uncomplicated passages.
• Identify clear cause-effect relationships in more challenging passages.
• Order sequences of events in more challenging passages.
• Understand the dynamics between people, ideas, and so on in more challenging passages.
• Understand implied or subtly stated cause-effect relationships in more challenging passages.
• Order sequences of events in complex passages.
• Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
• Understand implied, subtle, or complex cause-effect relationships in virtually any passage.

R5 Meaning of Words
• Understand the implication of a familiar word or phrase and of simple descriptive language.
• Use context to understand basic figurative language.
• Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.
• Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
• Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.
• Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.
• Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.

R6 Generalizations and Conclusions
• Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
• Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
• Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
• Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
• Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives.
• Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.
• Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.
• Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage.
Science

S1 Interpretation of Data
- Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels).
- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram).
- Compare or combine data from a simple data presentation (e.g., order or sum data from a table).
- Translate information into a table, graph, or diagram.
- Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).
- Compare or combine data from a complex data presentation.
- Interpolate between data points in a table or graph.
- Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- Identify and/or use a simple (e.g., linear) mathematical relationship between data.
- Analyze given information when presented with new, simple information.
- Compare or combine data from a simple data presentation with data from a complex data presentation.
- Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.
- Extrapolate from data points in a table or graph.
- Compare or combine data from two or more complex data presentations.
- Analyze given information when presented with new, complex information.

S2 Scientific Investigation
- Understand the methods and tools used in a simple experiment.
- Understand the methods and tools used in a moderately complex experiment.
- Understand a simple experimental design.
- Identify a control in an experiment.
- Identify similarities and differences between experiments.
- Understand the methods and tools used in a complex experiment.
- Understand a complex experimental design.
- Predict the results of an additional trial or measurement in an experiment.
- Determine the experimental conditions that would produce specified results.
- Determine the hypothesis for an experiment.
- Identify an alternate method for testing a hypothesis.
- Understand precision and accuracy issues.
- Predict how modifying the design or methods of an experiment will affect results.
- Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.

S3 Evaluation of Models, Inferences, and Experimental Results
- Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.
- Identify key issues or assumptions in a model.
Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.

Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why.

Identify strengths and weaknesses in one or more models.

Identify similarities and differences between models.

Determine which model(s) is(are) supported or weakened by new information.

Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.

Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.

Determine whether new information supports or weakens a model and why.

Use new information to make a prediction based on a model.

Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.

Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why.

Writing

W1 Expressing Judgments

- Show a little understanding of the persuasive purpose of the task, but neglect to take or to maintain a position on the issue in the prompt.
- Show limited recognition of the complexity of the issue in the prompt.
- Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but not maintaining that position.
- Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer’s position.
- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt.
- Show some recognition of the complexity of the issue in the prompt by:
  - acknowledging counterarguments to the writer’s position and
  - providing some response to counterarguments to the writer’s position.
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.
- Show recognition of the complexity of the issue in the prompt by:
  - partially evaluating implications and/or complications of the issue, and/or
  - posing and partially responding to counterarguments to the writer’s position.
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
- Show understanding of the complexity of the issue in the prompt by:
  - examining different perspectives; and/or
  - evaluating implications or complications of the issue; and/or
  - posing and fully discussing counter-arguments to the writer’s position.

W2 Focusing on the Topic

- Maintain a focus on the general topic in the prompt through most of the essay.
- Maintain a focus on the general topic in the prompt throughout the essay.
- Maintain a focus on the general topic in the prompt throughout the essay, and attempt a focus on the specific issue in the prompt.
- Present a thesis that establishes focus on the topic.
- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer’s position on the issue.
- Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a critical thesis that clearly establishes the focus on the writer’s position on the issue.

W3 Developing a Position
- Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas.
- Show little or no movement between general and specific ideas and examples.
- Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas.
- Show little movement between general and specific ideas and examples.
- Develop ideas by using some specific reasons, details, and examples.
- Show some movement between general and specific ideas and examples.
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.
- Show clear movement between general and specific ideas and examples.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.

**W4 Organizing Ideas**
- Provide a discernible organization with some logical grouping of ideas in parts of the essay.
- Use a few simple and obvious transitions.
- Present a discernible, though minimally developed, introduction and conclusion.
- Provide a simple organization with logical grouping of ideas in parts of the essay.
- Use some simple and obvious transitional words, though they may at times be inappropriate or misleading.
- Present a discernible, though underdeveloped, introduction and conclusion.
- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas.
- Use some simple and obvious, but appropriate, transitional words and phrases.
- Present a discernible introduction and conclusion with a little development.
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas.
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas.
- Present a somewhat developed introduction and conclusion.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.

**W5 Using Language**
- Show limited control of language by doing the following:
  - correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding
  - using simple vocabulary
  - using simple sentence structure
  - correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding
  - using simple but appropriate vocabulary
  - using a little sentence variety, though most sentences are simple in structure
  - correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding
  - using appropriate vocabulary
  - using some varied kinds of sentence structures to vary pace
  - correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding
  - using some precise and varied vocabulary
  - using several kinds of sentence structures to vary pace and to support meaning
  - correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
  - using precise and varied vocabulary
o using a variety of kinds of sentence structures to vary pace and to support meaning
Appendix D: National Industry Standards

National Board Professional Teaching Standards

NBPTS 1: Teachers are Committed to Students and Learning

1. NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
2. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
3. NBCTs understand how students develop and learn.
4. They respect the cultural and family differences students bring to their classroom.
5. They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
6. NBCTs are also concerned with the development of character and civic responsibility.

NBPTS 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

1. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
2. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
3. They are able to use diverse instructional strategies to teach for understanding.

NBPTS 3: Teachers are Responsible for Managing and Monitoring Student Learning.

1. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
2. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
3. NBCTs know how to assess the progress of individual students as well as the class as a whole.
4. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

NBPTS 4: Teachers Think Systematically about Their Practice and Learn from Experience.

1. NBCTs model what it means to be an educated person – they read, they question, they create, and they are willing to try new things.
2. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
3. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

NBPTS 5: Teachers are Members of Learning Communities.

1. NBCTs collaborate with others to improve student learning.
2. They are leaders and actively know how to seek and build partnerships with community groups and businesses.
3. They work with other professionals on instructional policy, curriculum development and staff development.
4. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
5. They know how to work collaboratively with parents to engage them productively in the work of the school.

PRAXIS Standards

P1 Students as Learners

- Student Development and the Learning Process
- Students as Diverse Learners
- Student Motivation and the Learning Environment
P2  Instruction and Assessment
- Instruction and Assessment
- Planning Instruction
- Assessment Strategies

P3  Teacher Professionalism
- The Reflective Practitioner
- The Larger Community

P4  Communication Techniques
- Basic, effective verbal and nonverbal communication techniques
- Effect of cultural and gender differences on communications in the classroom
- Types of communication and interactions that can stimulate discussion in different ways for particular purposes.
T1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

T2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. develop cultural understanding and global awareness by engaging with learners of other cultures.
   d. contribute to project teams to produce original works or solve problems.

T3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
   d. process data and report results.

T4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

T5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.

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T6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   c. troubleshoot systems and applications.
   d. transfer current knowledge to learning of new technologies.