**Standards Indicated for SPE 501**

**National Board for Professional Teaching Standards**

The ***National Board Five Core Propositions and Standards (NBPTS)*** describe what accomplished **teachers** should know and be able to do to have a positive impact on student learning.

1. The Learning and Learning: Proposition 1: Teachers are committed to students and their learning.
2. Learning Environments: Proposition 1: Teachers are committed to students and their learning.

**CAEP Standards**

The *CAEP Standards for Accreditation at the Advanced-Level* reflect the voice of the education field – on what makes a quality educator. Advanced-level programs are designed to develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. **CAEP Standards must be met by all advanced certification students.**

1. The Learning and Learning: APPLICATION of DATA LITERACY
2. Learning Environments: EMPLOYMENT of DATA ANALYSIS and EVIDENCE to develop supportive school environments.

**ISTE Standards and Components**

The International Society for Technology in Education (ISTE) Standards for Educators are the road map to helping students become empowered learners. The standards are designed to help deepen the educational practice of the educator, promote collaboration with peers, challenge educators to rethink traditional approaches and prepare students to drive their own learning. (Adapted from <https://www.iste.org/standards/for-educators>)

1. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
2. Model and promote management of personal data and digital identity and protect student data privacy.

**7) Learning Catalyst - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

1. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
2. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.