**Standards Identified for BER 550 (MA)**

**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.
3. Instructional Practice: Proposition 3: Teachers are responsible for managing and monitoring student learning.

6. Leadership and Collaboration: Proposition 5: Teachers are members of learning communities.

**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.

4. Instructional Practice: USE of RESEARCH and UNDERSTANDING of qualitative, quantitative, and/or mixed methods RESEARCH METHODOLOGIES.

1. Leadership and Collaboration: LEADING and/or PARTICIPATING in COLLABORATIVE ACTIVITIES with OTHERS such as peers, colleagues, teachers, administrators, community organizations, and parents.

**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 - Leader**. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
3. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
5. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
6. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
7. Model and promote management of personal data and digital identity and protect student data privacy.
8. **Learning Catalyst - Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
9. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
10. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
11. **Learning Catalyst - Designer.** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
12. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

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

1. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
2. 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.
3. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.