Crosswalk for the WV Professional Teaching Standards, InTASC Categories and Standards, and CAEP Standards

The curriculum for West Virginia higher-education teacher preparation programs that lead to certification should reflect and be aligned to the West Virginia Professional Teaching Standards (WVPTS) – http://wvde.state.wv.us/teachwv/profstandards.html). To meet the Council for Accreditation for Educator Preparation (CAEP) requirements for national accreditation, Educator Preparation Programs (EPPs) must also address: (1) the Interstate Teacher Assessment and Support Consortium Core Teaching Standards 2015 (InTASC Standards) in their four categories (See http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html), and (2) the CAEP Standards (See https://caepnet.files.wordpress.com/2015/02/final_board_amended_20150213.pdf).

CAEP Standard 1 requires that EPPs ensure that their teacher candidates demonstrate an understanding of the 10 InTASC Standards at the appropriate progression level(s) in the following categories: A) The Learner and Learning (InTASC Standards 1, 2, and 3), B) Content (InTASC Standards 4 and 5), C) Instructional Practice (InTASC Standards 6, 7, and 8), and D) Professional Responsibility (InTASC Standards 9 and 10).

The purpose of this crosswalk is to facilitate consistent alignment and compliance with West Virginia's standards and CAEP's requirements by Educator Preparation Programs. To support common understanding of the relationship between West Virginia's state standards for the preparation and practice of educators and the CAEP requirements for national accreditation, the crosswalk is illustrated in two ways: 1) Alignment of WVPTS, InTASC Categories and Standards, and CAEP Standards, and 2) Alignment of WVPTS, CAEP Standards, and InTASC Standards to InTASC Categories.

 Additional applications of InTASC Standards and CAEP Standards and Recommendations are the responsibility and prerogative of EPPs.

NOTE 1: The WVPTS and the 10 InTASC Standards apply to the learning and work of preservice teachers. CAEP Standards 1, 2, and 4 depend on the EPP's success in meeting CAEP Standards 3 and 5, which apply to the structure, quality, and work of the EPP. The five CAEP standards and elements are placed in the alignment table below as they are appropriate. If all elements of a standard apply to the WVPTS/InTASC standards, the CAEP standard is there; if only one or more elements of a CAEP apply, only those elements are there.

NOTE 2: Our programs must show alignment of WVPTS, ISTE, Praxis, national, and CAEP standards in appropriate documents, not all documents, including syllabi. The final crosswalk submitted to the WV BOE for approval should be available to EPP personnel for tasks connected to program planning and alignment of standards.

NOTE 3: This crosswalk was developed by a subcommittee of the WV High Quality Educator Stakeholder Committee representing public and private Educator Preparation Programs and WV Department of Education staff.

Alignment of WVPTS, InTASC Categories and Standards, and CAEP Standards

WVPTS Standards	InTASC Categories & Standards	CAEP Standards (Responsibilities of EPP)
Standard 1: Curriculum and Planning		
Function 1A: Core Content --The teacher candidate has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.	**B. Content** **Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **C. Instructional Practice** **Standard 8 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). **Standard 2: Clinical Partnerships and Practice:** **Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**
Function 1B: Pedagogy -- The teacher candidate has a deep knowledge of the	**B. Content** **Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she	**Standard 1: Content and Pedagogical Knowledge** (all five elements) **Standard 2. Clinical Partnerships and Practice:** **Clinical Experiences**

art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.	teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **C. Instructional Practice** **Standard 8 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity: Selectivity During Preparation** 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. **Selection At Completion** 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
Function 1C: Setting Goals and Objectives for Learning -- The teacher candidate uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.	**C. Instructional Practice** **Standard 7 Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
Function 1D: Designing Instruction -- The teacher	**B. Content** **Standard 5 Application of Content.** The teacher understands how to connect concepts and use	**Standard 1: Content and Pedagogical Knowledge (all five elements)**

WVPTS Standards	InTASC Categories & Standards	CAEP Standards (Responsibilities of EPP)
candidate designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.	differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
Function 1E: Student Assessments -- The teacher candidate uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.	**C. Instructional Practice** **Standard 6 Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
WVPTS Standards	**InTASC Categories & Standards**	**CAEP Standards (Responsibilities of EPP)**
Standard 2: The Learner and the Learning Environment		

| Function 2A: Understanding intellectual/cognitive, social, and emotional development -- The teacher candidate's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. | A. The Learner and Learning
Standard 1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | **Standard 1: Content and Pedagogical Knowledge:**
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM).
Standard 3: Candidate Quality, Recruitment, and Selectivity:
Plan for Recruitment of Diverse Candidates who Meet Employment Needs
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Additional Selectivity Factors
3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation
3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate |

		candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
		Selection At Completion 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
Function 2B: Creating an environment of respect and rapport - - The teacher candidate shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.	**A. The Learner and Learning** **Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity:** **Additional Selectivity Factors** 3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. **Selectivity During Preparation** 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
Function 2C: Establishing a culture for learning -- The teacher candidate establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by	**B. Content** **Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**

WVPTS Standards	InTASC Categories & Standards	CAEP Standards (Responsibilities of EPP)
both students and the teacher.		
Function 2D: Implementing classroom procedures -- The teacher candidate assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.	**A. The Learner and Learning** **Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
Function 2E: Managing student behaviors -- The teacher candidate collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.	**A. The Learner and Learning** **Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
Function 2F: Organizing the learning environment -- The teacher candidate assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.	**A. The Learner and Learning** **Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
WVPTS Standards	**InTASC Categories & Standards**	**CAEP Standards (Responsibilities of EPP)**
Standard 3: Teaching		

Function 3A: Importance of Content -- The teacher candidate utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	**B. Content** **Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**
Function 3B: Communicating with Students -- The teacher candidate creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.	**C. Instructional Practice** **Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 2: Clinical Partnerships and Practice (all three elements)**
Function 3C: Questioning and Discussion Techniques -- The teacher candidate practices quality questioning techniques and engages students in discussion.	**B. Content** **Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **C. Instructional Practice** **Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 4: Program Impact:** **Impact on P-12 Student Learning and Development** 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider. **Indicators of Teaching Effectiveness** 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

Function 3D: Student Engagement -- The teacher candidate delivers instruction to motivate and engage students in a deep understanding of the content.	**B. Content** **Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **C. Instructional Practice** **Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard 8 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 3E: Use of Assessments in Instruction -- The teacher candidate uses both classroom summative and formative assessment as a balanced approach to instructional decision making.	**C. Instructional Practice** **Standard 6 Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 3F: Flexibility and Responsiveness -- The teacher candidate adjusts instruction based on the needs of the students and in	**A. The Learner and Learning** **Standard 2 Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

WVPTS	InTASC Standards	
response to "teachable moments."		
Standard 4: Professional Responsibilities for Self-Renewal		
Function 4A: Professional Learning -- The teacher candidate engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.	**D. Professional Responsibility** **Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 4B: Professional Collaborative Practice -- The teacher candidate is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

WVPTS Standards	InTASC Categories & Standards	CAEP Standards (Responsibilities of EPP)
Function 4C: Reflection on Practice -- The teacher candidate engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.	**D. Professional Responsibility** **Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 4D: Professional Contribution -- The teacher candidate contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
WVPTS Standards	**InTASC Categories & Standards**	**CAEP Standards (Responsibilities of EPP)**
Standard 5: Professional Responsibilities for School and Community		
Function 5A: School Mission -- The teacher candidate works collaboratively with the principal and colleagues to develop and support the school mission.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)**
Function 5B: School-wide Activities -- The	**D. Professional Responsibility**	**Standard 2: Clinical Partnerships and Practice (all three elements)**

teacher candidate participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5C: Learner-Centered Culture -- The teacher candidate participates in activities and models behaviors that build and sustain a learner-centered culture.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5D: Student Support Systems -- The teacher candidate works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5E: Student Management Systems -- The teacher candidate works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

Function 5F: School, Family and Community Connections -- The teacher candidate works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5G: Strategic Planning/Continuous Improvement --The teacher candidate participates in the development and implementation of the school's strategic planning and continuous improvement process.	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5H: Teacher Leadership -- The teacher candidate demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive	**D. Professional Responsibility** **Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

changes in policy and practice that affect student learning.		
Function 5I: Ethical Standards -- The teacher candidate models the ethical standards expected for the profession in the learning environment and in the community.	**D. Professional Responsibility** **Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity:** **Selection At Completion** 3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results. **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5J: Dispositions --The teacher candidate demonstrates the professional dispositions expected for the profession in the learning environment and in the community.	**D. Professional Responsibility** **Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **Standard 2: Clinical Partnerships and Practice:** **Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity:** **Selection At Completion** 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard

		for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
		3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.
		Standard 4: Program Impact (all four elements)
		Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)

Alignment of WVPTS, CAEP Standards, and InTASC Standards to InTASC Categories

InTASC Category A: Learner and Learning

WVPTS	InTASC Standards	CAEP Standards (Responsibilities of EPP)
Standard 2: The Learner and the Learning Environment		
Function 2A: Understanding intellectual/cognitive, social, and emotional development --The teacher candidate's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage	**Standard 1 Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **Standard 2 Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

all students in the learning process.	inclusive learning environments that enable each learner to meet high standards.	1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM).
		Standard 3: Candidate Quality, Recruitment, and Selectivity:
		Plan for Recruitment of Diverse Candidates who Meet Employment Needs 3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.
		Additional Selectivity Factors 3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.
		Selectivity During Preparation 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
		Selection At Completion 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is

		sought and can teach effectively with positive impacts on P-12 student learning and development.
Function 2B: Creating an environment of respect and rapport -- The teacher candidate shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.	**Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity:** **Additional Selectivity Factors** 3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching. **Selectivity During Preparation** 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. **Selection At Completion** 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
Function 2D: Implementing classroom procedures -- The teacher candidate assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.	**Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**

WVPTS	InTASC Standards	CAEP Standards (Responsibilities of EPP)
Function 2E: Managing student behaviors -- The teacher candidate collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.	**Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
Function 2F: Organizing the learning environment -- The teacher candidate assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.	**Standard 3 Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
Standard 3: Teaching		
Function 3F: Flexibility and Responsiveness -- The teacher candidate adjusts instruction based on the needs of the students and in response to "teachable moments."	**Standard 2 Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

InTASC Category B: Content Knowledge

WVPTS	InTASC Standards	CAEP Standards (Responsibilities of EPP)
Standard 1: Curriculum and Planning		
Function 1A: Core Content --The teacher candidate has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move	**Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following

beyond basic content competency to assure student mastery of skills necessary for success in life and work.	make the discipline accessible and meaningful for learners to assure mastery of the content.	categories: the learner and learning; content; instructional practice; and professional responsibility. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). **Standard 2: Clinical Partnerships and Practice:** **Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**
Function 1B: Pedagogy -- The teacher candidate has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.	**Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	**Standard 1: Content and Pedagogical Knowledge** (all five elements) **Standard 2. Clinical Partnerships and Practice:** **Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that

		are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity: Selectivity During Preparation** 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. **Selection At Completion** 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
Function 1D: Designing Instruction -- The teacher candidate designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.	**Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**
Standard 2: The Learner and the Learning Environment		
Function 2C: Establishing a culture for learning -- The teacher candidate establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work	**Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**

undertaken by both students and the teacher.		
Standard 3: Teaching		
Function 3A: Importance of Content -- The teacher candidate utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	**Standard 4 Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**
Function 3C: Questioning and Discussion Techniques -- The teacher candidate practices quality questioning techniques and engages students in discussion.	**Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 4: Program Impact:** **Impact on P-12 Student Learning and Development** 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider. **Indicators of Teaching Effectiveness** 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 3D: Student Engagement -- The teacher candidate delivers instruction to motivate and engage students in a deep understanding of the content.	**Standard 5 Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

InTASC Category C: Instructional Practice

WVPTS	InTASC Standards	CAEP Standards (Responsibility of EPP)
Standard 1: Curriculum and Planning		
Function 1A: Core Content --The teacher candidate has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.	**Standard 8 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). **Standard 2: Clinical Partnerships and Practice:** **Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)**
Function 1B: Pedagogy -- The teacher candidate has a	**Standard 8 Instructional Strategies.** The teacher understands and uses a variety of	**Standard 1: Content and Pedagogical Knowledge** (all five elements)

	instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 2. Clinical Partnerships and Practice:**
deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.		**Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity: Selectivity During Preparation** 3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college-and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. **Selection At Completion** 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
Function 1C: Setting Goals and Objectives for Learning -- The teacher candidate uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.	**Standard 7 Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 1: Content and Pedagogical Knowledge (all five elements)**

Function 1E: Student Assessments -- The teacher candidate uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.	**Standard 6 Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music–NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college-and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 3B: Communicating with Students -- The teacher candidate creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.	**Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 2: Clinical Partnerships and Practice (all three elements)**
Standard 3: Teaching		
Function 3C: Questioning and Discussion Techniques -- The teacher candidate practices quality questioning techniques and engages students in discussion.	**Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 4: Program Impact:** **Impact on P-12 Student Learning and Development** 4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth.

	pedagogy, as well as knowledge of learners and the community context.	Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider. **Indicators of Teaching Effectiveness** 4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 3D: Student Engagement -- The teacher candidate delivers instruction to motivate and engage students in a deep understanding of the content.	**Standard 7 Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard 8 Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 1: Content and Pedagogical Knowledge (all five elements)** **Standard 3: Candidate Quality, Recruitment, and Selectivity (all six elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 3E: Use of Assessments in Instruction -- The teacher candidate uses both classroom summative and formative assessment as a balanced approach to instructional decision making.	**Standard 6 Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**

InTASC Category D: Professional Responsibility

WVPTS	InTASC Standards	CAEP Standards (Responsibilities of EPP)
Standard 4: Professional Responsibilities for Self-Renewal		
Function 4A: Professional Learning -- The teacher candidate engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.	**Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 4B: Professional Collaborative Practice -- The teacher candidate is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 4C: Reflection on Practice -- The teacher candidate engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.	**Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 4D: Professional Contribution -- The teacher candidate contributes to the effectiveness, vitality and self-renewal of the teaching profession through	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)**

investigation of new ideas that improve teaching practices and learning for students.	professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Standard 5: Professional Responsibilities for School and Community		
Function 5A: School Mission -- The teacher candidate works collaboratively with the principal and colleagues to develop and support the school mission.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)**
Function 5B: School-wide Activities -- The teacher candidate participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5C: Learner-Centered Culture -- The teacher candidate participates in activities and models behaviors that build and sustain a learner-centered culture.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5D: Student Support Systems -- The teacher candidate works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5E: Student Management Systems -- The teacher candidate works	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student	**Standard 2: Clinical Partnerships and Practice (all three elements)**

collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.	learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5F: School, Family and Community Connections -- The teacher candidate works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5G: Strategic Planning/Continuous Improvement --The teacher candidate participates in the development and implementation of the school's strategic planning and continuous improvement process.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5H: Teacher Leadership -- The teacher candidate demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.	**Standard 10 Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2: Clinical Partnerships and Practice (all three elements)** **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5I: Ethical Standards -- The teacher candidate models the ethical standards expected for the	**D. Professional Responsibility** **Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate	**Standard 2: Clinical Partnerships and Practice (all three elements)**

profession in the learning environment and in the community.	his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 3: Candidate Quality, Recruitment, and Selectivity:** 3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice , and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results. **Standard 4: Program Impact (all four elements)** **Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)**
Function 5J: Dispositions -- The teacher candidate demonstrates the professional dispositions expected for the profession in the learning environment and in the community.	**Standard 9 Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 1: Content and Pedagogical Knowledge:** **Candidate Knowledge, Skills, and Professional Dispositions** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **Standard 2: Clinical Partnerships and Practice:** **Clinical Experiences** 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students. **Standard 3: Candidate Quality, Recruitment, and Selectivity:** **Selection At Completion** 3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has

		reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
		3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.
		Standard 4: Program Impact (all four elements)
		Standard 5: Provider Quality Assurance and Continuous Improvement (all five elements)