

SAINT MARY'S COLLEGE
Teacher Education Program
Alignment Chart

Saint Mary's College Teacher Candidate Standards based on the Indiana P-12 Developmental Standards and INTASC	ACEI Standards	Education Department Conceptual Framework	CEC Standards	Indiana Standards for Teachers of Students with Exceptional Needs (Mild)	TESOL Standards
1. Student Development and Diversity Saint Mary's Teacher Candidates have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.	1. Development, Learning, & Motivation	Scholarship Competence	1. Foundations	1. Foundations of Special Education 2. Development and Characteristics of Students with Mild Exceptional Needs 4. Individualized Program Planning and Implementation 8. Positive Behavioral Interventions and Supports 10. Professional Roles and Responsibilities	1B. Language Acquisition & Development 2. Culture
2. Learning Processes Saint Mary's Teacher Candidates have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.	3.1. Integrating and Applying Knowledge for Instruction	Scholarship Mission Competence	2. Development and Characteristics of Learners	2. Development and Characteristics of Students with Mild Exceptional Needs 5. Learning Environments 10. Professional Roles and Responsibilities	3B. Implementing & Managing Standards-based ESL & Content Instruction
3. Instructional Planning and Delivery Saint Mary's Teacher Candidates have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.	3.2 Adaptation to Diverse Students	Scholarship Mission Competence	3. Individual Learning Differences	2. Development and Characteristics of Students with Mild Exceptional Needs 3. Assessment 4. Individualized Program Planning and Implementation 6. Instructional Planning and Delivery 9. Transitions 10. Professional Roles and Responsibilities	3A. Planning for Standards-based ESL & Content Instruction

	3.3 Development of Critical Thinking and Problem Solving		4. Instructional Strategies	2. Development and Characteristics of Students with Mild Exceptional Needs 5. Learning Environments 6. Instructional Planning and Delivery 7. Communication and Social Skills 8. Positive Behavioral Interventions and Supports 9. Transitions	3B. Implementing and Managing Standard-based ESL & Content Instruction 3C. Resources and Technology
4. Assessment Saint Mary's Teacher Candidates have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.	4. Assessment for Instruction	Scholarship Competence	8. Assessment	1. Foundations of Special Education 3. Assessment 4. Individualized Program Planning and Implementation 8. Positive Behavioral Interventions and Supports 10. Professional Roles and Responsibilities	4A., 4B., 4C. Various Aspects of Assessment
5. Learning Environment Saint Mary's Teacher Candidates have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.	3.4 Active Engagement in Learning 3.5 Communication to Foster Learning	Competence	5. Learning Environment and Social Interactions	4. Individualized Program Planning and Implementation 5. Learning Environments 6. Instructional Planning and Delivery 7. Communication and Social Skills 8. Positive Behavioral Interventions and Supports 9. Transitions 10. Professional Roles and Responsibilities	3A. Planning for Standards-based ESL & Content Instruction
6. Professional Environment Saint Mary's Teacher Candidates have a broad and comprehensive	5.1 Professional Growth, Reflection and Evaluation	Competence Mission	9. Professional and Ethical Practice	10. Professional Roles and Responsibilities	5A. ESL Research and History

understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.	5.2 Collaboration with Families, Colleagues, and Community Agencies		10. Collaboration	3. Assessment 4. Individualized Program Planning and Implementation 8. Positive Behavioral Interventions and Supports 9. Transitions 10. Professional Roles and Responsibilities	5B. Professional Development, Partnerships, and Advocacy
7. Reading Saint Mary's Teacher Candidates have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.	2.1 Reading, Writing, and Oral Language 3.5 Communication to Foster Learning	Scholarship Competence	6. Language	2. Development and Characteristics of Students with Mild Exceptional Needs 6. Instructional Planning and Delivery 7. Communication and Social Skills 10. Professional Roles and Responsibilities	3B. Instruction: Integrates listening, speaking, reading and writing
8. Content Saint Mary's College Teacher Candidates understand the central concepts, tools of inquiry and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC)	2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education	Scholarship Competence	7. Instructional Planning	3. Assessment 4. Individualized Program Planning and Implementation 5. Learning Environments 6. Instructional Planning and Delivery 7. Communication and Social Skills 8. Positive Behavioral Interventions and Support 9. Transitions 10. Professional Roles and Responsibilities	1A. Language as a System 1B. Language Acquisition & Development