

## ***Comparative Standards Matrix***

<b>UMCP Conceptual Framework</b>	<b>INTASC</b>	<b>NCATE Conceptual Framework</b>	<b>ISTE Standards</b>	<b>MTTS</b>	<b>TSSA</b>
1. Knowledge of Subject Matter 2. Knowledge of Curriculum 3. Knowledge of Learners 4. Knowledge of Educational Goals and Assessment 5. Knowledge of Social and Cultural Context 6. Knowledge of Pedagogy 7. Reflective Practitioners	1. Content Pedagogy 2. Student Development 3. Diverse Learners 4. Multiple Instructional Strategies 5. Motivation and Management 6. Communication and Technology 7. Planning 8. Assessment 9. Reflective Practice: Professional Growth 10. School and Community Involvement	1. Candidate Knowledge, Skills, and Dispositions 2. Assessment System and Unit Evaluation 3. Field Experiences and Clinical Practice 4. Diversity 5. Faculty Qualifications, Performance, and Development 6. Unit Governance and Resources	1. Technology Operations and Concepts 2. Planning and designing learning environments and experiences 3. Teaching, learning, and the curriculum 4. Assessment and evaluation 5. Productivity and professional practice 6. Social, Ethical, Legal, and Human Issues	1. Information Access, Evaluation, Processing and Application 2. Communication 3. Legal, Social and Ethical Issues 4. Assessment for Administration and Instruction 5. Integrating Technology into the Curriculum and Instruction 6. Assistive Technology 7. Professional Growth	1. Leadership and Vision 2. Learning and Teaching 3. Productivity and Professional Practice 4. Support, Management and Operations 5. Assessment and Evaluation 6. Social, Legal and Ethical Issues

---

### **UMCP Conceptual Framework**

### **NCATE Conceptual Framework**

#### **Standard 1: *Candidate Knowledge, Skills, and Dispositions***

- Content Knowledge for Teacher Candidates
- Content Knowledge for Other Professional School Personnel

- Pedagogical Content Knowledge for Teacher Candidates (*Initial and Continuing Preparation of Teachers*)
- Professional and Pedagogical Knowledge and Skills for Teacher Candidates (*Initial and Continuing Preparation of Teachers*)
- Professional Knowledge and Skills for Other School Personnel
- Dispositions for All Candidates
- Student Learning for Teacher Candidates (*Initial and Continuing Preparation of Teachers*)
- Student Learning for Other Professional School Personnel

**Standard 2: *Assessment System and Unit Evaluation***

- Assessment System
- Data Collection, Analysis, and Evaluation
- Use of Data for Program Improvement

**Standard 3: *Field Experiences and Clinical Practice***

- Collaboration between Unit and School Partners
- Design, Implementation, and Evaluation of
- Field Experiences and Clinical Practice
- Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions To Help All Students Learn

**Standard 4: *Diversity***

- Design, Implementation, and Evaluation of Curriculum and Experiences
- Experiences Working with Diverse Faculty
- Experiences Working with Diverse Candidates
- Experiences Working with Diverse Students in P–12 Schools

**Standard 5: *Faculty Qualifications, Performance, and Development***

- Qualified Faculty
- Modeling Best Professional Practices in Teaching
- Modeling Best Professional Practices in Scholarship
- Modeling Best Professional Practices in Service
- Collaboration
- Unit Evaluation of Professional Education Faculty Performance
- Unit Facilitation of Professional Development

**Standard 6: *Unit Governance and Resources***

- Unit Leadership and Authority
- Unit Budget
- Personnel
- Unit Facilities

**[Interstate New Teacher Assessment and Support Consortium \(INTASC\) standards](#)**

**Standard 1: *Content Pedagogy***

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: *Student Development***

- The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

**Standard 3: Diverse Learners**

- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard 4: Multiple Instructional Strategies**

- The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

**Standard 5: Motivation and Management**

- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

**Standard 6: Communication and Technology**

- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning**

- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**

- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Standard 9: Reflective Practice: Professional Growth**

- The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10: School and Community Involvement**

- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**MTTS****Standard I: Information Access, Evaluation, Processing and Application**

- A. Access, evaluate, and process information efficiently and effectively.

**Standard II: Communication**

- A. Use technology effectively and appropriately to interact electronically.
- B. Use technology to communicate information in a variety of formats.

**Standard III: Legal, Social and Ethical Issues**

- A. Demonstrate an understanding of the legal, social, and ethical issues related to technology use.

**Standard IV: Assessment for Administration and Instruction**

- A. Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

**Standard V: Integrating Technology into the Curriculum and Instruction**

- A. Design, implement and assess learning experiences that incorporate use of technology in the curriculum-related instructional activity to support understanding, inquiry, problem-solving, communication or collaboration.

**Standard VI: Assistive Technologies**

- A. Understand human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.

**Standard VII: Professional Growth**

- A. Develop professional practices that support continual learning and professional growth in technology

## **ISTE**

### **Standard 1: TECHNOLOGY OPERATIONS AND CONCEPTS**

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### **Standard 2: PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.**

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

### **Standard 3: TEACHING, LEARNING, AND THE CURRICULUM.**

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

### **Standard 4: ASSESSMENT AND EVALUATION.**

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

### **Standard 5: PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

### **Standard 6: SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*

- model and teach legal and ethical practice related to technology use.

- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

## TSSA

**Standard 1: Leadership and Vision:** Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- use data in making leadership decisions.
- advocate for research-based effective practices in use of technology.
- advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

**Standard 2: Learning and Teaching :** Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

**Standard 3: Productivity and Professional Practice :** Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- model the routine, intentional, and effective use of technology.
- employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- engage in sustained, job-related professional learning using technology resources.
- maintain awareness of emerging technologies and their potential uses in education.
- use technology to advance organizational improvement.

**Standard 4: Support, Management, and Operations** : Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

- develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- implement and use integrated technology-based management and operations systems.
- allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

**Standard 5: Assessment and Evaluation** : Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- use technology to assess, evaluate, and manage administrative and operational systems.

**Standard 6: Social, Legal, and Ethical Issues** : Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- ensure equity of access to technology resources that enable and empower all learners and educators.
- identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- promote and enforce privacy, security, and online safety related to the use of technology.
- promote and enforce environmentally safe and healthy practices in the use of technology.
- participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

### Unit Resources: SPA Standards

[AAHPERD/NASPE](#) | [AAHPERD/AAHE](#) | [ACEI](#) | [ACTFL](#) | [AECT](#) | [ALA](#) | [CEC](#) | [ELCC](#) | [IRA](#) | [ISTE](#) | [ITEA/CTTE](#) | [NAEYC](#) | [NASP](#) | [NCSS](#) | [NCTE](#) | [NCTM](#) | [NMSA](#) | [NSTA](#) | [TESOL](#)

Educational Computing and Technology (initial & advanced preparation)	
SPA	International Society for Technology in Education (ISTE)
Resources & Links	<a href="#">ISTE</a> website
Standards	<p>The <a href="#">2001 edition</a> of ISTE standards for Technology Facilitation and Leadership are applicable to program reports submitted through 2009.</p> <p>The <a href="#">2002 edition</a> of ISTE standards for Computer Science Education are applicable to program reports submitted through 2009.</p>
<a href="#">NEW! Pilot program report form - Secondary Computer Science Education</a>	

<a href="#">NEW! Pilot program report form - Technology Facilitation Endorsement</a> <a href="#">NEW! Pilot program report form - Technology Leadership</a>	
<b>Early Childhood Education (initial preparation)</b>	
<b>SPA</b>	<b>National Association for the Education of Young Children (NAEYC)</b>
<b>Resources &amp; Links</b>	<a href="#">NAEYC</a> website
<b>Standards</b>	The <a href="#">2001 edition</a> of NAEYC standards is applicable to program reports submitted through 2009.
<a href="#">NEW! Pilot program report form</a>	
<b>Early Childhood Education (advanced preparation)</b>	
<b>SPA</b>	<b>National Association for the Education of Young Children (NAEYC)</b>
<b>Resources &amp; Links</b>	<a href="#">NAEYC</a> website
<b>Standards</b>	The <a href="#">2002 edition</a> of NAEYC standards is applicable to program reports submitted through 2009.
<a href="#">NEW! Pilot program report form</a>	
<b>Educational Communications and Instructional Technology</b>	
<b>SPA</b>	<b>Association for Educational Communications and Technology (AECT)</b>
<b>Resources &amp; Links</b>	<a href="#">AECT</a> website
<b>Standards</b>	The <a href="#">2000 edition</a> of AECT standards is applicable to program reports submitted through 2008.
<a href="#">NEW! Pilot program report form - Educational Technologists (Master's Level)</a> <a href="#">NEW! Pilot program report form - Educational Technologists (Doctoral Level)</a>	
<b>Educational Leadership</b>	
<b>SPA</b>	<b>Educational Leadership Constituent Council (ELCC)</b>
<b>Resources &amp; Links</b>	<a href="#">ELCC</a> website
<b>Standards</b>	The <a href="#">2001 edition</a> of ELCC standards is applicable to program reports submitted through 2009.
<a href="#">NEW! Pilot program report form - Educational Leadership (Building Level)</a> <a href="#">NEW! Pilot program report form - Educational Leadership (District Level)</a>	
<b>English as a Second Language (ESL)</b>	
<b>SPA</b>	<b>Teachers of English to Speakers of Other Languages (TESOL)</b>
<b>Resources &amp; Links</b>	<a href="#">TESOL</a> website <a href="#">TESOL Institutional Workshop for Program Report Preparation</a> : Monday, July 19, 2004 [bullet] 9am - 5 pm George Mason University, Fairfax, VA
<b>Standards</b>	The <a href="#">2001 edition</a> of TESOL standards is applicable to program reports submitted through 2009.
<a href="#">NEW! Pilot program report form</a>	

English Language Arts Education			
SPA	National Council of Teachers of English (NCTE)		
Standards Edition(s) in Use	1997 ed.	Use through 9/04	<a href="#">1997 Standards</a> (PDF) <a href="#">Matrix</a> (MSWord)
New Standards	The <a href="#">2003 edition</a> of NCTE standards is applicable to fall 2004 pilot reports and through 2012.		
<a href="#">NEW! Pilot program report form</a>			
Elementary Education			
SPA	Association for Childhood Education International (ACEI)		
Resources & Links	<a href="#">ACEI</a> professional standards website		
Standards Edition(s) in Use	The <a href="#">1999 edition</a> of ACEI standards is to program reports submitted through 2010.		
<a href="#">NEW! Pilot program report form</a>			
Foreign Languages Education			
SPA	American Council on the Teaching of Foreign Languages (ACTFL)		
Resources & Links	<a href="#">ACTFL</a> website (go to link on “Special Projects” for more information)		
Standards	The <a href="#">2002 edition</a> of ACTFL standards is applicable to program reports submitted through 2011.		
<a href="#">NEW! Pilot program report form</a>			
Health Education			
SPA	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/American Association for Health Education (AAHE)		
Resources & Links	<a href="#">AAHPERD</a> website		
Standards	The <a href="#">2001 edition</a> of AAHE standards is applicable to program reports submitted through 2009.		
<a href="#">NEW! Pilot program report form</a>			
Mathematics Education			
SPA	National Council of Teachers of Mathematics ( <a href="#">NCTM</a> )		
Resources & Links	<a href="#">NCTM</a> website		
Standards Edition(s) in Use	1998 ed.	Use through 9/04	<a href="#">1998 Standards</a> (PDF) <a href="#">Matrix</a> (MSWord)
Standards	The 2003 edition of NCTM standards ( <a href="#">Secondary</a> , <a href="#">Middle Level</a> , <a href="#">Elementary</a> ) is applicable to fall 2004 pilot reports, and through 2012.		
<a href="#">NEW! Pilot program report form-secondary</a>			
<a href="#">NEW! Pilot program report form-middle level</a>			
<a href="#">NEW! Pilot program report form-elementary</a>			

Middle Level Education			
SPA	National Middle Schools Association		
Resources & Links	<a href="#">NMSA</a> website		
Standards	The <a href="#">2001 edition</a> of NMSA standards is applicable to program reports submitted through 2009.		
<a href="#">NEW! Pilot program report form - Initial</a>			
<a href="#">NEW! Pilot program report form - Master's</a>			
<a href="#">NEW! Pilot program report form - Doctoral</a>			
Physical Education (initial preparation)			
SPA	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)		
Resources & Links	<a href="#">AAHPERD</a> website		
Standards Edition(s) in Use	The 2001 edition of AAHPERD <a href="#">Initial Standards</a> is applicable to program reports submitted through 2009.		
<a href="#">NEW! Pilot program report form</a>			
Physical Education (advanced preparation)			
SPA	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)		
Resources & Links	<a href="#">AAHPERD</a> website		
Standards Edition(s) in Use	The 2001 edition of AAHPERD <a href="#">Advanced Standards</a> is applicable to program reports submitted through 2009.		
<a href="#">NEW! Pilot program report form</a>			
Reading Education			
SPA	International Reading Association (IRA)		
Resources & Links	All institution program coordinators should obtain a copy of Standards of Reading Professionals (see <a href="#">website</a> for ordering information)		
Standards Edition(s) in Use	1998 ed.	Use through 9/04	<a href="#">1998 Standards</a> (PDF) <a href="#">Matrix</a> (MSWord)
New Standards	The <a href="#">2003 edition</a> of IRA standards is applicable to fall 2004 pilot reports, and through 2012.		
<a href="#">NEW! Pilot program report form</a>			
School Library Media Specialist			
SPA	American Library Association (ALA)/ American Association of School Librarians (AASL)		
Resources &	Assuring Quality in School Library Media Education Programs		

<b>Links</b>	<a href="#">website</a>		
<b>Standards</b>	The <a href="#">2002 edition</a> of ALA/AASL standards is applicable to program reports submitted through 2010.		
<a href="#">NEW! Pilot program report form - School Library Media Specialist</a>			
<b>School Psychology</b>			
<b>SPA</b>	<b>National Association of School Psychologists (NASP)</b>		
<b>Resources &amp; Links</b>	<a href="#">NASP website</a>		
<b>Standards</b>	The <a href="#">2000 edition</a> of NASP standards is applicable to program reports submitted through 2008.		
Report form is currently in development and will also be posted shortly.			
<b>Science Education</b>			
<b>SPA</b>	<b>National Science Teachers Association (NSTA)</b>		
<b>Resources &amp; Links</b>	<a href="#">NSTA</a> website "Preparing for an NCATE Review Using the NSTA Standards"		
<b>Standards</b>	The <a href="#">1998 edition</a> of NSTA standards is applicable to program reports submitted through 2005.		
<a href="#">NEW! Pilot program report form</a>			
<b>Social Studies Education</b>			
<b>SPA</b>	<b>National Council for the Social Studies (NCSS)</b>		
<b>Resources &amp; Links</b>	<a href="#">NCSS</a> website		
	See website for resources available for purchase.		
<b>Standards Edition(s) in Use</b>	1997 ed.	Use through 9/04 <a href="#">[1]</a>	<a href="#">Standards</a> (PDF)  <a href="#">Matrix</a> (MSWord)  <a href="#">Cover Sheet</a> (MS Word)
<b>New Standards</b>	Although revised NCSS standards were adopted in 2003, institutions should use the <a href="#">1997 standards</a> to prepare pilot program reports.		
<a href="#">NEW! Pilot program report form - Social Studies Education</a>			
<b>Special Education</b>			
<b>SPA</b>	<b>Council for Exceptional Children (CEC)</b>		
<b>Resources &amp; Links</b>	<a href="#">CEC</a> website		
<b>Standards Edition(s) in Use</b>	The <a href="#">2001 edition</a> of CEC standards is applicable to program reports submitted through 2009.		
<a href="#">NEW! Pilot program report form</a>			
<b>Technology Education</b>			
<b>SPA</b>	<b>International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)</b>		

<b>Standards Edition(s) in Use</b>	1997 ed.	Use through 9/04	<a href="#">1997 Standards</a> (PDF)  <a href="#">Matrix</a> (MSWord)
<b>New Standards</b>	The <a href="#">2003 edition</a> of ITEA/CTTE standards is applicable to fall 2004 pilot reports, and through 2012.		
<a href="#">NEW! Pilot program report form</a>			