GENERAL EDUCATION

Standard #1  The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Knowledge
1. The educator understands the acquisition and development of language and is able to utilize and to analyze written and oral expression according to contemporary standards.
2. The educator understands how non-print and non-verbal communication relates to all types of communication.
3. The educator recognizes how gender, cultural, regional, and social differences affect language.
4. The educator understands the techniques of persuasion and how techniques of communication can influence human action and thinking.

Performance
1. The educator demonstrates sensitivity to cultural differences.
2. The educator demonstrates skill in written expression.
3. The educator models effective oral communication techniques by expressing ideas fluently, asking questions, and responding appropriately.
4. The educator demonstrates critical thinking skills including analysis, synthesis, and evaluation in all forms of communication.
5. The educator practices effective listening techniques.
6. The educator practices effective viewing techniques including understanding information, critiquing, and evaluating a message, and appreciating a performance.

Standard #2  The educator demonstrates an understanding of world cultures.

Knowledge
1. The educator understands the major concepts in the study of world cultures and civilizations and has an awareness of persistent contemporary and emerging issues as they affect cultures and civilizations.
2. The educator understands the major concepts of the humanities and the behavioral and social sciences.
3. The educator acquires multiple perspectives in viewing various world cultures.

Performance
1. The educator uses various theories of the behavioral and social sciences.
2. The educator identifies and describes the factors that contribute to cooperation and factors that cause disputes within and among cultures and civilizations.
3. The educator integrates the arts and humanities as a means of understanding the world’s culture.

Standard #3  The educator understands the role that mathematics plays in everyday life, is able to use basic mathematical and statistical concepts in solving the problems of everyday life, and is able to communicate with others about these concepts.

Knowledge
1. The educator understands the concepts and relationships in number systems and the uses that are made of real numbers in everyday life.
2. The educator understands ways data can be displayed and described, including the use of measures of central tendency and variation, fundamental concepts of experimental and theoretical probability, and uses of statistics and probability in everyday life.
3. The educator understands the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and recognizes both valid and invalid forms of reasoning.
4. The educator understands both metric and customary measurement and fundamental geometric concepts including shapes and their properties and relationships.
5. The educator knows how mathematics is used to model and solve everyday life problems and to communicate about everyday life.

Performance
1. The educator solves problems using different strategies, verifies and interprets results, and generalizes solutions.
2. The educator summarizes, represents, and interprets data in various forms, including graphical, tabular and statistical.
3. The educator performs basic operations with real numbers in various modes using paper and pencil, using mental calculations, and using a calculator; estimates the answer to a calculation; and judges the reasonableness of a numerical solution to a problem.
4. The educator analyzes both valid and invalid forms of reasoning and uses various types of valid reasoning to make and refine conjectures and construct logical arguments.
5. The educator constructs symbolic representations of real-world problems and manipulates these to solve such problems.
6. The educator communicates with others about mathematical concepts, processes, and symbols.

**Standard #4** The educator understands the natural world as interconnecting phenomena explained by scientific processes and understands the responsibilities of being stewards of the natural world.

**Knowledge**
1. The educator understands the history of science.
2. The educator understands the major concepts and processes of inquiry that are central to the fields of science.
3. The educator understands how the sciences are interconnected and related to other disciplines.
4. The educator knows how various processes of inquiry are used in the sciences to gather and interpret information.
5. The educator understands that humans are an active part of the world of science, including biology, earth and space and physical science.

**Performance**
1. The educator effectively uses the processes of scientific inquiry including appropriate mathematical and computer skills to learn about the subject and carry out scientific investigations.
2. The educator demonstrates an understanding of various ways that the natural world is interconnected.
3. The educator describes how sciences are related to other disciplines.

**Standard #5** The educator understands the importance of physical, emotional, and social well-being.

**Knowledge**
1. The educator knows the ways to develop and maintain healthy lifestyles.
2. The educator understands developmental theories relative to physical, emotional, and social well-being.
3. The educator understands how personal interests, capabilities, and perceptions contribute to life and personal choices.

**Performance**
1. The educator cultivates personal interests and activities which contribute to personal well-being.
2. The educator encourages practices that support physical, emotional, and social well-being.

**Standard #6** The educator understands the importance of the fine arts in contemporary society.

**Knowledge**
1. The educator will have a holistic and multidimensional understanding of the fine arts (music, visual arts, drama, dance, and literature).
2. The educator understands common vocabulary used across the fine arts.

**Performance**
1. The educator demonstrates the ability to make informed choices about the products of the fine arts.
2. The educator describes how the fine arts are related to other disciplines.