

**Kansas Educator Preparation Program Standards  
Professional Education Standards**

## Kansas Educator Preparation Program Standards for Professional Education

**\*\*Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.**

**\*\*\*Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.**

<b>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, relevant, and rigorous learning experiences.</b>	
<b>Function 1:</b> The teacher understands how learners grow and develop.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
1.1.1CK The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.	1.1.3PS The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
1.1.2CK The teacher understands the role of language and culture in learning.	1.1.4PS The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
<b>Function 2:</b> The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
1.2.1CK The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning.	1.2.2PS The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and enables each learner to advance his/her learning.
<b>Function 3:</b> The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
1.3.1CK The teacher knows how to use instructional strategies that promote student learning.	1.3.3PS The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development.
1.3.2CK The teacher knows how to make instructional decisions that build on learners’ strengths and needs.	1.3.4PS The teacher modifies instruction to make language comprehensible and instruction accessible, relevant, and rigorous.

**Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.**

**Function 1:** The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.
2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to learner’s personal, family, and community experiences and cultural norms.

**Function 2:** The teacher uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.	2.2.3PS The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.
2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner’s experiences, languages, cultures, and community into instruction.	2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
	2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

**Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use**

<b>of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.</b>	
<b>Function 1:</b> The teacher works with others to create learning environments that support individual and collaborative learning:-	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	3.1.3PS The teacher manages the learning environment, to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space and learner’s attention.
3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.
<b>Function 2:</b> The teacher works with others to create environments that include teacher and student use of technology.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in all learning environments.	3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
	3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.
<b>Function 3:</b> The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.	3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.
	3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.
	3.3.4PS The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
	3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.

**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 content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.**

**Function 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.	4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.
4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.	4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.

**Function 2:** The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.	4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.	4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
	4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
	4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
	4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic language in their content.
	4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner’s content knowledge in their primary language.

**Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.**

**Function 1:** The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in depth learning experience.	5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.
5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives.	5.1.4PS The teacher develops learners' communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.
	5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.

**Function 2:** The teacher facilitates learning opportunities involving critical and creative thinking.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.	5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.
5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.	5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.
	5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.

**Function 3:** Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
5.3.1CK The teacher understands the concepts that govern his/her content area.	5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.
5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.	5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to the resolution of local and global issues.

5.3.3CK The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively.	5.3.6PS Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.
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<b>Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.</b>	
<b>Function 1:</b> The teacher understands how to use multiple measures to monitor and assess individual student learning.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
6.1.1CK The teacher understands the difference between formative and summative assessment.	6.1.4PS The teacher designs assessment plans with a balance between formative and summative assessments.
6.1.2CK The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.	6.1.5PS The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.
6.1.3CK The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.	6.1.6PS The teacher differentiates assessments and assessment environments based on learner needs.
	6.1.7PS The teacher provides effective feedback and shares this with learners in a variety of communication modes.
<b>Function 2:</b> The teacher understands how to engage learners in self-assessment.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
6.2.1CK The teacher knows when to engage learners in analyzing their own assessment results.	6.2.4PS The teacher engages learners in analyzing their own assessment data.
6.2.2CK The teacher knows how and when to engage learners in setting goals for future achievement.	6.2.5PS The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.
6.2.3CK The teacher knows how to prepare learners for assessments.	6.2.6PS The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.
<b>Function 3:</b> The teacher understands how to make informed decisions.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
6.3.1CK The teacher knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.	6.3.4PS The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.
6.3.2CK The teacher knows how to use data to guide planning and instruction.	6.3.5PS The teacher works independently and collaboratively to examine test and other performance data to understand each learner's differentiated needs and to guide planning and instruction accordingly.

6.3.3CK The teacher knows how to provide relevant feedback to all learners.	6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.
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**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, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Function 1:** The teacher plans instruction that supports every student in meeting rigorous learning goals.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.
7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.	7.1.4PS The teacher systematically adjusts plans to enhance each student’s learning.

**Function 2:** The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.	7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7.2.2CK The teacher understands how integrating cross- disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.	7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, instructional technology coordinators, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, instructional technology coordinators, librarians, media specialists, community organizations).	

**Function 3:** The teacher plans instruction based on knowledge of learners and the community context.

<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
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7.3.1CK The teacher understands learning theory, human development, cultural diversity, linguistic diversity, community context, and individual differences and how these impact ongoing planning.	7.3.3PS The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, instructional and assistive technologies, and materials to differentiate instruction for individuals and groups of learners.
7.3.2CK The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	7.3.4PS The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
	7.3.5PS The teacher plans for instruction based on formative, informative, and summative assessment data, prior learner knowledge, and learner interest.

<b>Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.</b>	
<b>Function 1:</b> The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.
8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.
8.1.3CK The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.	8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.
	8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.

	8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
<b>Function 2:</b> The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
8.2.1CK The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.	8.2.3PS The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
8.2.2CK The teacher knows how to use a wide variety of appropriate resources, including human resources, print and visual materials, and technology, to engage students in skill building and learning.	8.2.4PS The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
	8.2.5PS The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, visual representation, and viewing.
	8.2.6PS The teacher uses a variety of resources, including human resources, print and visual materials, and technology to engage students in learning.

<b>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.</b>	
<b>Function 1:</b> The teacher engages in ongoing professional learning.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).	9.1.4PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.

9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.	9.1.5PS The teacher takes responsibility for implementing new knowledge, ideas, and strategies.
9.1.3CK The teacher understands a professional educator is a lifelong learner, staying apprised of current trends and research in the field.	
<b>Function 2:</b> The teacher 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.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
9.2.1CK The teacher understands the role and goals of reflection in professional growth.	9.2.3PS The teacher effectively uses student data, self-assessment, teaching evaluations / observations, educator colleagues, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.
9.2.2CK The teacher understands how the elements of the evaluation protocol corresponds with professional learning experiences or opportunities.	

<b>Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.</b>	
<b>Function 1:</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>
10.1.1CK The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice.
	10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.
<b>Function 2:</b> The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	
<b>Content Knowledge (CK):</b>	<b>Professional Skills (PS):</b>

<p>10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.</p>	<p>10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.).</p>
<p>10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.</p>	<p>10.2.4PS The teacher provides information to families about the instructional programs, each individual student’s progress, and ways that they can be engaged in learning activities (Danielson, 2013).</p>
	<p>10.2.5PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners.</p>
	<p>10.2.6PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.</p>