

Kansas Educator Preparation Program Standards for Secondary Education Unified 6-12

The Intent of this license: The initial Secondary Education Unified 6-12 License will prepare teacher candidates to work with 6th grade through 12th grade learners** to identify those with special needs and to aid in effective support and intervention through collaboration with professionals and families, behavior and classroom management, transition, co-teaching, and effectively utilizing paraeducators. Additionally, teacher candidates will be able to provide support across the content areas specifically English Language Arts and Mathematics.

[**Learners are defined as children including those with or without disabilities or exceptionalities, those who are gifted, and those who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.]

<i>Standard 1: Characteristics/Legal/Historical/Philosophical Foundations</i>	
<i>The Secondary Education Unified (SEU) 6-12 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.</i>	
Function 1.1: The Secondary Education Unified (SEU) 6-12 teacher candidate understands the historical and philosophical foundation of general, special, and inclusive education.	
Content Knowledge	Professional Skills
1.1.1 CK Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.	1.1.4 PS Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.
1.1.2 CK Understands the philosophical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.	1.1.5 PS Articulates a personal philosophy of education that includes current educational evidence-based research related to the instruction of students with different learning needs.
1.1.3 CK Understands how case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.	1.1.6 PS Explains how case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.
Function 1.2: The Secondary Education Unified (SEU) 6-12 teacher candidate understands the development and characteristics of all learners, including those with special needs.	
Content Knowledge	Professional Skills
1.2.1 CK Understands the disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.	1.2.4 PS Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).
1.2.2 CK Knows the characteristics, strengths, and challenges of special, gifted, and English language learners.	1.2.5 PS Explains the characteristics of all learners including those with special needs in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors.

1.2.3 CK Based on the characteristics of all learners, understands the aspects of differentiation and intervention strategies and theories.	1.2.6 PS Integrates the needs of the learner based on data, to analyze practice and then differentiate instruction accordingly.
Function 1.3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate understands the impacts of individual differences on education.</i>	
Content Knowledge	Professional Skills
1.3.1 CK Understands the impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors, on the learner’s educational progress and social functioning.	1.3.5 PS Explains the impact of learner characteristics on pre-academic, academic, social, behavioral, and adaptive behaviors on the learner’s education progress and social functioning.
1.3.2 CK Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of education services.	1.3.6 PS Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during identification, placement and provision of education services.
1.3.3 CK Recognizes the teacher candidates’ own frames of reference and the impact this has on expectations for and relationships with all learners and their families.	1.3.7 PS Evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.
1.3.4 CK Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with special education needs.	1.3.8 PS Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with special education needs.
Function 1.4: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate understands the legal parameters appropriate for each learner’s educational needs.</i>	
Content Knowledge	Professional Skills
1.4.1 CK Understands current special education federal and state legislation, and case law, and the impact on educational services.	1.4.5 PS Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.
1.4.2 CK Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.	1.4.6 PS Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE, including being responsive to culturally or linguistically diverse learners.
1.4.3 CK Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.	1.4.7 PS Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.
1.4.4 CK Understands how to apply current federal and state legislation, and case law to the educational program of learners with special education needs.	1.4.8 PS Applies current federal and state legislation, and case law to the educational program of learners with special education needs.

Standard 2: Assessment

The Secondary Education Unified (SEU) 6-12 teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Function 2.1: The Secondary Education Unified (SEU) 6-12 teacher candidate uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Content Knowledge	Professional Skills
2.1.1 CK Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses in regards to child find and eligibility.	2.1.8 PS Analyzes data from general education interventions to base the need for a special education evaluation referral.
2.1.2 CK Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.	2.1.9 PS Effectively explains the nature and purpose of evaluation to the learner’s Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.
2.1.3 CK Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and needs.	2.1.10 PS Selects appropriate assessment instruments to address learner strengths and needs in the areas of academic, behavioral, social, and postsecondary transition, and the need for assistive technology.
2.1.4 CK Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.	2.1.11 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.
2.1.5 CK Understands the legal and ethical implications of learner assessment, including the influence of learner diversity on the learner’s evaluation procedures and assessment results.	2.1.12 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.
2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.	2.1.13 PS Uses assessment data from multiple sources, patterns of learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions.
2.1.7 CK Understands the need for effective communication and collaboration with the learner’s IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.	2.1.14 PS Effectively communicates assessment results (verbally and in writing) with the learner’s IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.

Function 2.2: The Secondary Education Unified (SEU) 6-12 teacher candidate uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge	Professional Skills
2.2.1 CK Understands a variety of procedures to analyze learner academic and behavioral data including patterns of learner strengths and weaknesses.	2.2.5 PS Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.
2.2.2 CK Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.	2.2.6 PS Uses learner characteristics and current evidence-based educational research to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and the arts) and

	to select appropriate levels of instructional and behavioral intervention strategies.
2.2.3 CK Understands the use of learner assessment data to guide instructional planning (i.e., in English language arts, mathematics, and transition planning and post-school school outcomes) to meet the learner’s needs.	2.2.7 PS Uses learner assessment data to differentiate instructional content (e.g., middle/secondary content areas) and teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans; determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.
2.2.4 CK Understands the implications of learner motivation and test-taking skills on assessment performance.	2.2.8 PS Uses appropriate motivational and instructional strategies to improve learner’s persistence and assessment performance.
Function 2.3: The Secondary Education Unified (SEU) 6-12 teacher candidate uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.	
Content Knowledge	Professional Skills
2.3.1 CK Understands the need for frequent monitoring of learner progress through formal and informal assessments.	2.3.5 PS Consistently uses progress monitoring data and other performance data (i.e., including teacher-made tests aligned with lesson objectives) to select appropriate instructional activities (i.e., in English language arts, mathematics, science, social studies, and the arts), revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.
2.3.2 CK Understand a variety of methods to use technology to document, organize, and communicate learner progress.	2.3.6 PS Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.
2.3.3 CK Understands the responsibility of teacher candidates to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.	2.3.7 PS Includes learners with special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.
2.3.4 CK Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner’s IEP.	2.3.8 PS Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner’s IEP.
Function 2.4: The Secondary Education Unified (SEU) 6-12 teacher candidate uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.	
Content Knowledge	Professional Skills
2.4.1 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.	2.4.3 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.2 CK Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, school and post-school environments, etc.).	2.4.4 PS Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to post-school settings.
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Standard 3: Planning Instruction considering individual learner characteristics

The Secondary Education Unified (SEU) 6-12 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, knowledge of high leverage pedagogical practices, and technology for effective instructional planning and implementation.

Function 3.1: The Secondary Education Unified (SEU) 6-12 teacher candidate uses the Individual Educational Programs (IEPs) for instructional planning and implementation.

Content Knowledge	Professional Skills
3.1.1 CK Understands development of the IEP in instructional planning and implementation.	3.1.5 PS Develops an IEP to set the direction for instruction.
3.1.2 CK Understands baselines from the IEP in instructional planning and implementation.	3.1.6 PS Uses baselines from the IEP to identify present level of performance.
3.1.3 CK Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.	3.1.7 PS Plans learning activities and supports based on the IEP.
3.1.4 CK Understands monitoring and reporting in instructional planning and implementation.	3.1.8 PS Monitors and reports progress of IEP towards meeting annual goals.

Function 3.2: The Secondary Education Unified (SEU) 6-12 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.

Content Knowledge	Professional Skills
3.2.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.	3.2.6 PS Develops and implements learning activities based on the physical, social, and learning environment.
3.2.2 CK Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.	3.2.7 PS Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and engage with learning.
3.2.3 CK Has knowledge of learning environments to provide effective use of instructional time.	3.2.8 PS Develops and implements learning activities that incorporate effective use of instructional time.
3.2.4 CK Has knowledge of evidence-based research for instructional planning and implementation.	3.2.9 PS Develops and implements learning activities using evidence-based research for instructional planning and implementation.
3.2.5 CK Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.	3.2.10 PS Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.

Function 3.3: The Secondary Education Unified (SEU) 6-12 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.

Content Knowledge	Professional Skills
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3.3.1 CK Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.	3.3.6 PS Develops and implements learning activities based on learner strengths, interests and differing learner learning styles and establishes/maintains rapport with learners.
3.3.2 CK Understands stages of learner development and the implications for academic progress and social development.	3.3.7 PS Develops and implements learning and social activities based on developmentally and age-appropriate tasks.
3.3.3 CK Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.	3.3.8 PS Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.
3.3.4 CK Understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.	3.3.9 PS Plans for and uses learning activities based on learners' academic and social abilities, attitudes, interests and values.
3.3.5 CK Has knowledge of a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.	3.3.10 PS Plans for and uses a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.
Function 3.4: The Secondary Education Unified (SEU) 6-12 teacher candidate uses assessment data for effective instructional planning and implementation.	
Content Knowledge	Professional Skills
3.4.1 CK Understands assessment and evaluation for instructional planning.	3.4.6 PS Interprets and uses assessment and evaluation data for instructional planning.
3.4.2 CK Understands the role of reflection in instructional practices.	3.4.7 PS Reflects regularly and systematically on instructional practices to be more effective.
3.4.3 CK Understands the use of formal and informal assessments in planning instruction.	3.4.8 PS Conducts and uses formal and informal assessment to plan instruction.
3.4.4 CK Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.	3.4.9 PS Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.
3.4.5 CK Has knowledge of affective and social/emotional skills for instructional planning, levels of intervention, and implementation.	3.4.10 PS Integrates affective and social/emotional skills for instructional planning, levels of intervention, and implementation.
Function 3.5 The Secondary Education Unified (SEU) 6-12 teacher candidate uses high leverage pedagogical practices and evidence-based instructional practices to improve access to learning at varied levels of intensity depending on the support needs of the student.	
Content Knowledge	Professional Skills
3.5.1 CK Has knowledge of high leverage pedagogical practices that facilitate learning for all students, but particularly those with disabilities or learning challenges.	3.5.7 PS Can consistently choose and apply high leverage practices with varying degrees of intensity and effectively blend them with content specific pedagogy to facilitate learning.
3.5.2 CK Has knowledge of evidence-based research for instructional planning, levels of intervention, and implementation.	3.5.8 PS Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.
3.5.3 CK Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation at varied levels of intensity depending on the support needs of the student.	3.5.9 PS Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation at varied levels of intensity depending on the support needs of the student.

3.5.4 CK Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.	3.5.10 PS Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.
3.5.5 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.	3.5.11 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.
3.5.6 CK Understands problem-solving strategies and critical thinking skills.	3.5.12 PS Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.
Function 3.6 <i>The Secondary Education Unified (SEU) 6-12 teacher candidate uses technology for effective instructional planning and implementation.</i>	
3.6.1 CK Has knowledge of appropriate technologies to accomplish instructional objectives.	3.6.8 PS Selects and uses appropriate technologies for planning, levels of intervention, and implementation.
3.6.2 CK Has knowledge of technology to plan for IEP implementation.	3.6.9 PS Selects and uses appropriate technologies to access, generate and collect data; report, manipulate and publish results for IEPs or IEP reporting.
3.6.3 CK Has knowledge of technology in the learning environment.	3.6.10 PS Selects and uses appropriate technologies for the learning environment.
3.6.4 CK Has understanding of characteristic of learners to determine appropriate technologies.	3.6.11 PS Selects and uses appropriate technologies, including assistive technology and instructional services, based on learner needs.
3.6.5 CK Has knowledge of technology to view, process, analyze, and/or apply data.	3.6.12 PS Selects and uses appropriate technologies to view, process, analyze, and/or apply data.
3.6.6 CK Understands how to access and apply learning technologies that support instruction.	3.6.13 PS Selects and uses learning technologies that support instruction.
3.6.7 CK Understands the role of assistive technology, devices, and services in facilitating learners' access to the general curriculum and/or active participation in educational activities and routines.	3.6.14 PS Collects and uses data about the learner's environment and curriculum to determine and monitor assistive technology needs to allow for access to the general curriculum and/or active participation in educational activities and routines.

Standard 4: Professional & Family Collaborations

The Secondary Education Unified (SEU) 6-12 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

Function 4.1: *The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates ethical and culturally responsive communication skills to enhance collaboration and consultation among families and school professionals.*

Content Knowledge	Professional Skills
4.1.1 CK Understands various models and strategies of consultation and collaboration.	4.1.5 PS Collaborates and consults in culturally responsive ways with family members and school professionals to plan and facilitate meeting the needs of diverse learners.

4.1.2 CK Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts that are culturally responsive.	4.1.6 PS Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.
4.1.3 CK Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.	4.1.7 PS Adheres to ethical practices and legal requirements while discussing learners and learner data, and maintains best practices regarding maintaining records of communication with stakeholders.
4.1.4 CK Understands effective collaboration and consultation techniques with school and agency professionals to promote success.	4.1.8 PS Works with families, school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.
Function 4.2: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.</i>	
Content Knowledge	Professional Skills
4.2.1 CK Understands the shared roles and responsibilities in planning the learner’s individual education program, including the roles and responsibilities of paraeducators and related service personnel.	4.2.3 PS Communicates the shared roles and responsibilities of paraeducators and related service personnel.
4.2.2 CK Understands the collaborative and consultative roles of teachers in the integration of learners into the general curriculum and classroom.	4.2.4 PS Plans and collaborates with other teachers, school and community personnel as needed and appropriate in integrating learners into the general education curriculum and classrooms and other learning environments.
Function 4.3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate understands the importance of family and community relationships in the special education process.</i>	
Content Knowledge	Professional Skills
4.3.1 CK Understands the importance of establishing proactive relationships with families through culturally responsive, respectful, open communication (oral and written) using the primary language used in learners’ homes.	4.3.4 PS Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner’s home.
4.3.2 CK Understands the impact of the families’ culture including traditions, customs, and values on educational process for the learner.	4.3.5 PS Acknowledges the families’ culture and traditions during planning for the education process for the learner.
4.3.3 CK Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.	4.3.6 PS Acknowledges the benefits community resources can provide to the learner’s IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.
Function 4.4: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate includes and empowers families in general and special education program development and implementation.</i>	

Content Knowledge	Professional Skills
4.4.1 CK Understands the importance of family engagement regarding the learner’s performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the learner’s IEP team decisions.	4.4.4 PS Demonstrates how to obtain and apply input from the families regarding the learner’s performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.
4.4.2 CK Understands the importance of the family’s ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide assessments, formative and summative evaluations, and learner progress.	4.4.5 PS Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner’s education needs and subsequent outcomes.
4.4.3 CK Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.	4.4.6 PS Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.
Function 4.5: The Secondary Education Unified (SEU) 6-12 teacher candidate works to actively engage and empower families as partners in the education of the learner in ways that are culturally responsive.	
Content Knowledge	Professional Skills
4.5.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.	4.5.5 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.
4.5.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable them to participate in the learner’s education, as well as, be an advocate for the learner.	4.5.6 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.
4.5.3 CK Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner’s educational program.	4.5.7 PS Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner’s cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.
4.5.4 CK Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.	4.5.8 PS Demonstrates the knowledge to engage and empower parents in culturally responsive ways, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.
Function 4.6: The Secondary Education Unified (SEU) 6-12 teacher candidate understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.	
Content Knowledge	Professional Skills
4.6.1 CK Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.	4.6.5 PS Recognizes the “person acting as a parent” with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.

4.6.2 CK Understands the meaning and purpose of parental consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance to state and federal laws.	4.6.6 PS Explains the meaning and intent of parent consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance with state and federal laws.
4.6.3 CK Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.	4.6.7 PS Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.
4.6.4 CK Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).	4.6.8 PS Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Standard 5: Behavior and Classroom Management

The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Content Knowledge	Professional Skills
Function 5.1: The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge and skill in effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning.	
5.1.1 CK Knows how to effectively organize the physical space including understanding developmentally appropriate practice and its impact on organization.	5.1.7 PS Effectively organizes the physical space including understanding developmentally appropriate practice and its impact on organization.
5.1.2 CK Knows how to create classroom rules and routines.	5.1.8 PS Creates and implements effective classroom rules and routines.
5.1.3 CK Understands the importance of creating an environment conducive to learning.	5.1.9 PS Creates an environment conducive to learning.
5.1.4 Understands the importance and role of documentation.	5.1.10 PS Keeps appropriate and accurate records of behaviors and interventions.
5.1.5 CK Knows that the learning environment should include safety procedures and precautions.	5.1.11 PS Identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).
5.1.6 CK Understands the importance and role of documentation.	5.1.12 PS Keeps appropriate and accurate records of behaviors and interventions.

Function 5.2: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge and skill in the use of problem solving models, including PBIS, within the MTSS framework.</i>	
Content Knowledge	Professional Skills
5.2.1 CK Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.	5.2.6 PS Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.
5.2.2 CK Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.	5.2.7 PS Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.
5.2.3 CK Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.	5.2.8 PS Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.
5.2.4 CK Understands evidence-based strategies for crisis prevention and intervention.	5.2.9 PS Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.
5.2.5 CK Understands crisis prevention and strategies that support the Kansas Emergence Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as impact of this intervention on the physical, emotional, and social well-being of the learner.	5.2.10 PS Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions.
Function 5.3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.</i>	
Content Knowledge	Professional Skills
5.3.1 CK Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.	5.3.4 PS Uses a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.
5.3.2 CK Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.	5.3.5 PS Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.
5.3.3 CK Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response; and complete progress monitoring.	5.3.6 PS Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response, and completes progress monitoring.
Function 5.4: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates cultural sensitivity in the development and use of social skills curricula.</i>	
Content Knowledge	Professional Skills
5.4.1 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula.	5.4.4 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when

	developing social skills and using social skills curricula.
5.4.2 CK Understands a variety of evidence-based social skills curricula and interventions, and promotes social skill generalization across school settings and activities used in PBIS within an MTSS framework.	5.4.5 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization across school settings and activities used in PBIS within an MTSS framework.
5.4.3 CK Understands the importance of a culturally sensitive and anti-biased learning environment.	5.4.6 PS Uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).
Function 5.5: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge and skills to promote the self-determination skills of learners.</i>	
Content Knowledge	Professional Skills
5.5.1 Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.	5.5.4 Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.
5.5.2 Understands the importance of addressing self-determination skills in the IEP development for all learners, including 6-12 transition.	5.5.5 Develops learner IEPs and 6-12 post-secondary transition plans that address the learner's current self-determination skills and instructional needs.
5.5.3 Understands the relationship of self-determination curricula to learner motivation, learning, and achievement of 6-12 transition goals.	5.5.6 Uses effective self-determination instructional methods to increase learner motivation, enhance learning, and improve the learner's success in meeting 6-12 post-secondary transition goals.

Standard 6: English Language Arts

The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge of English language arts subject matter content that specifically includes literature, multimedia texts, language, and writing, as well as knowledge of the nature of adolescents as readers. Given this knowledge, the Secondary Education Unified (SEU) 6-12 teacher candidate plans instruction and designs assessments for reading, the study of literature, and composing texts (i.e. oral, written, and visual) to promote learning for all students.

Content Knowledge	Professional Skills
Function 6.1: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge of literature, multimedia texts, language and writing.</i>	
6.1.1 CK Demonstrates knowledge of texts--print and non-print texts, media texts, classic texts and contemporary texts, including young adult--that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes.	6.1.5 PS Uses literary theories to interpret and critique a range of texts.
6.1.2 CK Knows conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); principles of language acquisition; the influence of English language history on ELA content; and the impact of language on society.	6.1.6 PS Uses the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics).

6.1.3 CK Knows writing as a recursive process.	6.2.7 PS Composes a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose.
6.1.4 CK Knows contemporary technologies and/or digital media as tools for composition.	6.1.8 PS Uses contemporary technologies and/or digital media to compose multimodal discourse.
Function 6.2: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate demonstrates knowledge of adolescents as readers.</i>	
Content Knowledge	Professional Skills
6.2.1 CK Knows how adolescents read texts and make meaning through interaction with media environments.	6.2.3 PS Designs instruction that helps adolescents read texts and makes meaning through interaction with media environments.
6.2.2 CK Possesses knowledge of how adolescents compose texts and make meaning through interaction with media environments.	6.2.4 PS Designs instruction that helps adolescents compose texts and make meaning through interaction with media environments.
Function 6.3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate plans instruction and design assessments for reading and the study of literature to promote learning for all students.</i>	
Content Knowledge	Professional Skills
6.3.1 CK Knows theory, research, and practice in English Language Arts.	6.3.7 PS Plans standards-based, coherent and relevant learning experiences utilizing a range of different texts--across genres, periods, forms, authors, cultures, and various forms of media--and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
6.3.2 CK Knows standards-based, coherent, and relevant learning experiences in reading.	6.3.8 PS Plans standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading that utilize individual and collaborative approaches and a variety of reading strategies.
6.3.3 CK Knows language -- structure, history, and conventions.	6.3.9 PS Plans instruction that incorporates knowledge of language--structure, history, and conventions--to facilitate students' comprehension and interpretation of print and non-print texts.
6.3.4 CK Knows curriculum integration and interdisciplinary teaching methods and materials.	6.3.10 PS Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
6.3.5 CK Knows a range of authentic assessments (e.g., formal and informal, formative and summative) reading and literature.	6.3.11 PS Designs a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
6.3.6 CK Knows appropriate reading assessments.	6.3.11 PS Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Function 6.4: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate plans instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.</i>	
Content Knowledge	Professional Skills
6.4.1 CK Knows language conventions (grammar, usage, and mechanics).	6.4.5 PS Plans standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
6.4.2 CK Knows how audience and purpose influence rhetorical situations and how to integrate students' home and community languages into instruction.	6.4.6 PS Designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
6.4.3 CK Knows current research and theory related to a range of assessments.	6.4.7 PS Designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
6.4.4 CK Knows writing response theory.	6.4.8 PS Designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory.
	6.4.9 PS Responds to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Standard 7: Mathematics

The Secondary Education Unified (SEU) 6-12 teacher candidate understands the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, statistics and probability. The Secondary Education Unified (SEU) 6-12 teacher candidate applies knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Function 7.1: Number and Quantity

The Secondary Education Unified (SEU) 6-12 teacher candidate, to be prepared to develop student mathematical proficiency, should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

Content Knowledge	Professional Skills
7.1.1 CK Knows fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF),	7.1.6 PS Extends the learning of concepts from K-6 and determines how to appropriately utilize multiple strategies (i.e. number lines, concrete manipulatives, algebra tiles, Cuisenaire rods, fraction strips, area

common multiples (including LCM), and modular arithmetic.	models, and pictorial representations) to support student learning of secondary concepts.
7.1.2 CK Knows how number theory is related to structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers using multiple strategies including number lines, concrete manipulatives (i.e. algebra tiles, Cuisenaire rods, fraction strips), area models, and pictorial representations.	
7.1.3 CK Knows quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	
7.1.4 CK Knows vector and matrix operations, modeling, and applications.	
7.1.5 CK Knows historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and diverse cultures.	
Function 7.2: Algebra and Functions <i>The Secondary Education Unified (SEU) 6-12 teacher candidate, to be prepared to develop student mathematical proficiency, should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.</i>	
Content Knowledge	Professional Skills
7.2.1 CK Knows algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.	7.2.8 PS Utilizes the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and it's relation to 6-12 curriculum. Practice the research in the field supporting each and the impact on organization of student learning.
7.2.2 CK Knows the structure of an expression in terms of its context; chooses and produces equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understands the key features	

and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear- standard, slope-intercept, point-slope; quadratic- standard, factored, and vertex form.	
7.2.3 CK Knows function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.	
7.2.4 CK Knows functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.	
7.2.5 CK Knows patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.	
7.2.6 CK Knows linear algebra including vectors, matrices, and transformations.	
7.2.7 CK Knows historical development and perspectives of algebra including contributions of significant individuals and diverse cultures.	
<p>Function 7.3: Geometry <i>The Secondary Education Unified (SEU) 6-12 teacher candidate, to be prepared to develop student mathematical proficiency, should know the following topics related to geometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.</i></p>	
7.3.1 CK Knows core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.	7.3.10 PS Utilizes the geometry topics and their contents and practices, and their relation to 6-12 curriculum, including concrete manipulatives. Practice the research in the field supporting each and the impact on organization of student learning.
7.3.2 CK Knows transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.	
7.3.3 CK Knows congruence, similarity and scaling, and their development and expression in terms of transformations.	
7.3.4 CK Knows right triangles and trigonometry.	
7.3.5 CK Knows identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three	

dimensional objects that result from rotating a two dimensional object about an axis.	
7.3.6 CK Knows formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.	
7.3.7 CK Knows geometric constructions, inductive and deductive reasoning, axiomatic reasoning, and proof.	
7.3.8 CK Knows analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.	
7.3.9 CK Knows historical development and perspectives of geometry including contributions of significant figures and diverse cultures.	
Function 7.4: Statistics and Probability <i>The Secondary Education Unified (SEU) 6-12 teacher candidate, to be prepared to develop student mathematical proficiency, should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.</i>	
Content Knowledge	Professional Skills
7.4.1 CK Knows statistical variability and its sources and the role of randomness in statistical inference.	7.4.7 PS Understands the statistics and probability topics and their contents and practices, and their relation to 6-12 curriculum, including concrete models, appropriate technology, and varied representational tools. Practice the research in the field supporting each and the impact on organization of student learning.
7.4.2 CK Knows creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.	
7.4.3 CK Knows univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.	
7.4.4 CK Knows empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.	
7.4.5 CK Knows random (chance) phenomena, simulations, and probability distributions and their	

application as models of real phenomena and to decision making.	
7.4.6 CK Knows historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.	
Function 7.5: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate will apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.</i>	
Content Knowledge	Professional Skills
7.5.1 CK Applies knowledge of mathematics curriculum standards for secondary in their teaching within and across mathematical domains.	7.5.3 PS Demonstrates how mathematics curriculum standards and learning progressions impact the teaching of secondary students at different developmental levels.
7.5.2 CK Relates mathematical curriculum standards to student learning.	7.5.4 PS Examines the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.
Function 7.6: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate will analyze and consider research in planning for and leading students in rich mathematical learning experiences.</i>	
Content Knowledge	Professional Skills
7.6.1 CK Incorporates research-based methods when leading students in rich mathematical learning experiences.	7.6.2 PS Analyzes and consider research in planning for mathematics instruction.
	7.6.3 PS Extends their repertoire of research-based instructional methods that address students' diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.
Function 7.7: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate will plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.</i>	
Content Knowledge	Professional Skills
7.7.1 CK Includes mathematics-specific and instructional technologies in planned lessons and units.	7.7.3 PS Plans lessons and units that incorporate a variety of strategies.
7.7.2 CK Includes in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.	7.7.4 PS Plans lessons and units addressing student differences and diverse populations and how these differences influence student learning of mathematics.
	7.7.5 PS Builds all students' conceptual understanding and procedural proficiency in planned lesson and units.
Function 7.8: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate will provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.</i>	
Content Knowledge	Professional Skills

7.8.1 CK Designs and implement activities and investigations that require communication about mathematics.	7.8.3 PS Encourages students to employ a variety of forms of communication that target varied audiences and purposes across content areas.
7.8.2 CK Designs and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.	
Function 7.9: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate will implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.</i>	
Content Knowledge	Professional Skills
7.9.1 CK Implements techniques for actively engaging students in learning and doing mathematics.	7.9.4 PS Guides productive mathematical discussion in classrooms centered on key mathematical ideas.
7.9.2 CK Provides instruction that incorporates high quality tasks and a range of questioning strategies.	7.9.5 PS Selects and applies instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning.
7.9.3 CK Engages students in communicating about mathematics.	
Function 7.10: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate will plan, select, implement, interpret, and use formative and summative assessments to monitor student progress and inform instruction by reflecting on mathematical proficiencies essential for all students.</i>	
Content Knowledge	Professional Skills
7.10.1 CK Interprets and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	7.10.3 PS Plans, selects, and implements formative and summative assessments.
7.10.2 CK Monitors students' progress using a variety of assessment tools that gauge advancement toward stated learning goals.	7.10.4 PS Uses assessment results for subsequent instructional planning.

Standard 8: *Co-teaching and Paraeducators*

The Secondary Education Unified (SEU) 6-12 teacher candidate plans with co-teachers and supports co-teaching to include building relationships and utilizing paraeducators for quality educational support.

Function 8.1: *The Secondary Education Unified (SEU) 6-12 teacher candidate plans with co-teachers as defined as a classroom taught by both general education and special education teachers, with supplementary aids and services provided in the general education setting to serve the needs of students with and without disabilities.*

Content Knowledge	Professional Skills
8.1.1 CK Understands collaborative planning of units of instruction and daily lesson plans according to state framework and standards.	8.1.9 PS Collaboratively plans units of instruction and daily lesson plans according to state framework and standards.
8.1.2 CK Understands collaborative planning with respect to modalities of strength, multiple intelligences, and universal design.	8.1.10 PS Collaboratively plans with respect to modalities of strength, multiple intelligences, and universal design.
8.1.3 CK Understands the need for collaborative	8.1.11 PS Collaboratively reviews classroom

review of classroom assignments, student homework, and periodic assessments.	assignments, student homework, and periodic assessments.
8.1.4 CK Understands collaboration and reflection with co-teacher to improve instructional practices.	8.1.12 PS Collaborates and reflects with co-teacher to improve instructional practices.
8.1.5 CK Understands collaboration with co-teacher on students' performance.	8.1.13 PS Collaborates with co-teacher on students' performance.
8.1.6 CK Understands the need for planning and providing learning stations, and implementing heterogeneous cooperative group structures; planning and providing instruction to the entire class, half the class, or small groups.	8.1.14 PS Plans and provides for learning centers, stations, and implementing heterogeneous cooperative group structures; planning and providing instruction to the entire class, half the class, or small groups.
8.1.7 CK Understands planning for the pacing of instruction to include a variety of activities within one class period.	8.1.15 PS Plans for the pacing of instruction to include a variety of activities within one class period.
8.1.8 CK Understands the need for development of a co-taught classroom system that establishes and maintains standards for student behavior.	8.1.16 PS Develops a co-taught classroom system that establishes and maintains standards for student behavior.
Function 8.2: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate supports co-teaching as defined as a classroom taught by both general education and special education teachers, with supplementary aids and services provided in the general education setting to serve the needs of students with and without disabilities.</i>	
8.2.1 CK Understand the need to jointly develop and modify instructional materials.	8.2.12 PS Jointly develops and modifies instructional materials.
8.2.2 CK Understands the need to jointly monitor guided and independent practice including offering tutoring and enrichment activities at an alternative time for all students; circulating the classroom to check for student comprehension of a lecture or assignment and re-teaching of key concepts.	8.2.13 PS Jointly monitors guided and independent practice including offering tutoring and enrichment activities at an alternative time for all students; circulating the classroom to check for student comprehension of a lecture or assignment and re-teaching of key concepts.
8.2.3 CK Understands co-teaching transitional signals and directives between activities.	8.2.14 PS Uses joint transitional signals and directives between activities.
8.2.4 CK Knows the use of cooperative structures to promote social development and group responsibility.	8.2.15 PS Uses cooperative structures to promote social development and group responsibility.
8.2.5 CK Knows how to use heterogeneous grouping to promote fairness and respect and promote social justice.	8.2.16 PS Uses heterogeneous grouping to promote fairness and respect and promote social justice.
8.2.6 CK Understands the importance of promoting active learning to decrease student passivity.	8.2.17 PS Promotes active learning to decrease student passivity.
8.2.7 CK Understands the need of 1:1 support in the co-teaching setting.	8.2.18 PS Offers 1:1 support in the co-teaching setting.
8.2.8 CK Understands peer supports in the co-teaching setting.	8.2.19 PS Implements a system for peer supports.
8.2.9 CK Understands assessments with accommodations (such as proctoring a small group and reading assessment questions for formative and summative assessments).	8.2.20 PS Provides assessment with accommodations, (such as proctoring a small group and reading assessment questions for formative and summative assessments).

8.2.10 CK Understands authentic assessments to include oral responses and project-based assessments and portfolios.	8.2.21 PS Provides authentic assessments to include oral responses and project-based assessments, and portfolios.
8.2.11 CK Knows how to use proximity, voice modulation, facial expressions, and planned ignoring for classroom management in the co-taught classroom.	8.2.22 PS Uses proximity, voice modulation, facial expressions, and planned ignoring for classroom management in the co-taught classroom.
Function 8.3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate builds co-teaching relationships as defined as a classroom taught by both general education and special education teachers, with supplementary aids and services provided in the general education setting to serve the needs of students with and without disabilities.</i>	
8.3.1 CK Understands the need to develop trusting and professional teacher relationships with all students.	8.3.3 PS Development of a trusting and professional teacher relationship with all students.
8.3.2 CK Understands the need to develop and maintain a parent, teacher, and student communication system.	8.3.4 PS Developing and maintaining a parent, teacher, and student communication system.
Function 8.4: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate utilizes paraeducators for quality educational support.</i>	
Content Knowledge	Professional Skills
8.4.1 CK Knows how to observe, evaluate, mentor, and provide feedback and direction to paraeducators.	8.4.7 PS Observes, evaluates, mentors, and provides feedback and direction to paraeducators.
8.4.2 CK Understands the roles and responsibilities of the paraeducator related to instruction, intervention, and direct services and the limits of the defined paraeducator role.	8.4.8 PS Assigns roles and responsibilities to paraeducators related to instruction, intervention, and direct services according to laws and regulations.
8.4.3 CK Understands and respects the role differences of teachers and paraeducators and is able to forge respectful relationships between the two.	8.4.9 PS Forges respectful relationships with paraeducators based on respect for the role differences of teachers and paraeducators.
8.4.4 CK Recognizes the need for continued learning for paraeducators.	8.4.10 PS Provides paraeducators with professional growth opportunities for continued learning.
8.4.5 CK Recognizes the importance on reflection and the use of feedback for paraeducator continued learning.	8.4.11 PS Facilitates an environment that encourages the paraeducator to reflect on their skill needs and limits, to request and use feedback, and to obtain assistance as needed to improve their practice.
8.4.6 CK Support the paraeducator's use of learning strategies and study skills to promote acquisition of academic content for all students.	8.4.12 PS Provides continued learning for paraeducators in learning strategies and study skills to promote acquisition of academic content for all students.

Standard 9: Transition <i>The Secondary Education Unified (SEU) 6-12 teacher addresses college and career readiness, self-determination and transitions to adulthood.</i>	
Function 9.1: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate addresses college and career readiness.</i>	
Content Knowledge	Professional Skills

9.1.1 CK Knows curricular and evidence-based practices and interventions addressing college and career readiness.	9.1.8 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing college and career readiness
9.1.2 K CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing college and career readiness.	9.1.9 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in addressing college and career readiness
9.1.3 CK Knows how to modify transition assessments to meet individual student needs.	9.1.10 PS Modifies transition assessments to meet individual student needs
9.1.4 CK Understands how to interpret results of transition assessments for students, families, and professionals.	9.1.11 PS Interpret results of transition assessments for students, families, and professionals
9.1.5 CK Understands how to match student preferences and interests with assessment results with skills and demands of post-school environments.	9.1.12 PS Matches student preferences and interests with assessment results with skills and demands of post-school environments .
9.1.6 CK Understands how transition assessment results develop natural support systems in post-school settings.	9.1.13 PS Applies transition assessment results to develop natural support systems in post-school settings.
9.1.7 CK Understand monitoring progress in work-based experiences.	9.1.14 PS Assesses student progress in work-based experiences.
Function 9.2: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate addresses self-determination as it relates to transition to adulthood.</i>	
9.2.1 CK Knows curricular and evidence-based practices and interventions addressing self-determination.	9.2.4 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing self-determination.
9.2.2 CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing self-determination.	9.2.5 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in self-determination.
9.2.3 CK Knows self-advocacy and self-determination information and resources.	9.2.6 PS Delivers self-advocacy and self-determination information and resources.
Function 9.3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate addresses transitions to adulthood.</i>	
9.3.1 CK Knows curricula and evidence-based practices and interventions to address daily and independent living skill needs for current and future environments.	9.3.16 PS Implements, modifies, adapts, and evaluates curricula and interventions addressing daily and independent living skills for current and future environments.
9.3.2 CK Knows culturally responsive practices to empower students and families from diverse heritages in addressing the transition to adulthood.	9.3.17 PS Implements, modifies, adapts, and evaluates curricula and interventions to incorporate linguistic and cultural heritages in addressing the transition to adulthood.
9.3.3 CK Knows school-based experiences and community evidence-based experiences and curricula to prepare students for postsecondary education and community integration.	9.3.18 PS Develops school-based employment and community evidence-based experiences and curricula in preparation for postsecondary education and community integration.
9.3.4 CK Understands student instructional and related activities facilitate movement toward identified postsecondary goals.	9.3.19 PS Evaluations student instructional and related activities facilitate movement toward identified postsecondary goals.
9.3.5 CK Knows student-centered transition planning approaches.	9.3.20 PS Facilitates student-centered transition planning approaches.

9.3.6 CK Knows transition strategies, models, and curricula.	9.3.21 PS Utilizes and aligns strategies, models, and curricula for providing community-based training, linking transition goals to academic content, and career or professional technical education.
9.3.7 CK Knows job-seeking and retention skills identified by employers as essential for successful employment.	9.3.22 PS Utilizes strategies to develop job-seeking and retention skills for transition to adulthood.
9.3.8 CK Understands the range of post-school outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living).	9.3.23 PS Implements a range of post-school outcome options for supporting adult life outcomes (i.e., employment, postsecondary education, and independent living).
9.3.9 CK Understands how to develop annual goals and objectives related to measurable postsecondary goals.	9.3.24 PS Develops annual goals and objectives related to measurable postsecondary goals.
9.3.10 CK Understand relevant transition services and course of study needed to achieve postsecondary goals and objectives.	9.3.25 PS Selects relevant transition services and course of study needed to achieve postsecondary goals and objectives.
9.3.11 CK Knows roles and responsibilities of educators, employers, and other stakeholders in the variety of settings related to postsecondary outcomes.	9.3.26 P PS lans postsecondary outcomes taking into consideration roles and responsibilities of educators, employers, and other stakeholders in various settings related to postsecondary outcomes.
9.3.12 CK Understands training district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities.	9.3.27 PS Trains district professionals, community agency personnel, and other transition stakeholders about transition for individuals with exceptionalities.
9.3.13 CK 6 Understands the need for leadership to ensure that individuals with exceptionalities experience the same opportunities and resources as those without exceptionalities; ensure same career and vocational opportunities as peers without disabilities.	9.3.28 PS Provides leadership to ensure that individuals with exceptionalities experience the same opportunities and resources as those without exceptionalities; ensure same career and vocational opportunities as peers without disabilities.
9.3.14 CK Understands the need to include and prepares students, families, teams, and other related-agency members for the transition planning process.	9.3.29 PS Includes and prepares students, families, teams, and other related-agency members for the transition planning process.
9.1.15 CK Knows how to develop measurable postsecondary goals based on transition assessment results.	9.1.30 PS Develops measurable postsecondary goals based on transition assessment results.

Standard 10: Professional and Ethical Practice

The Secondary Education Unified (SEU) 6-12 teacher candidates identify and conduct themselves as members of the Secondary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

Function 10.1: The Secondary Education Unified (SEU) 6-12 teacher candidate engages continuous learning and reflective practice to inform instruction; analyze and evaluate the implications of current trends and issues within the field of Secondary education.

Content Knowledge

Professional Skills

10.1.1 CK Understands the importance of engaging in continuous learning.	10.1.6 PS Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
10.1.2 CK Understands that the field education is continuously developing and changing.	10.1.7 PS Can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.
10.1.3 CK Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	10.1.8 PS Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.
10.1.4 CK Recognizes the role of reflective practice for improvement of curriculum and instruction.	10.1.9 PS Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.
10.1.5 CK Understands the importance of integrating the knowledge, reflective, and critical perspectives on education.	10.1.10 PS Applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.
Function 10.2: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession.</i>	
Content Knowledge	Professional Skills
10.2.1 CK Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	10.2.4 PS Can access, assess and manage information and data in an appropriate, professional and ethical manner.
10.2.2 CK Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).	10.2.5 PS Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.
10.2.3 CK Knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.	10.2.6 PS Adheres to laws, regulations, and policies that regulate the field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
Function 3: <i>The Secondary Education Unified (SEU) 6-12 teacher candidate is a continuous, collaborative learner.</i>	
Content Knowledge	Professional Skills
10.3.1 CK Recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).	10.3.4 PS Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.
10.3.2 CK Understands the importance and role of research-driven practice.	10.3.5 PS Takes responsibility for contributing to and advancing the profession.

10.3.3 CK Is aware of all appropriate professional organizations.	10.3.6 PS Can access professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.
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