

Alignment of Conceptual Framework, College of Education, with New Jersey Professional Standards for Teachers (for our Undergraduate Programs)

N.J.A.C. 6A:9-3.3

Conceptual Framework Element	Competencies		
	<i>Knowledge Teachers know and understand:</i>	<i>Skills Teachers engage in activities to: Teachers apply:</i>	<i>Dispositions Teachers value and are committed to:</i>
<b>Diversity</b>	<p><b>D.K.1.u</b> (2.3/ <b>NJ2.ii.2</b> / <b>InTASC 2</b>) How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.</p> <p><b>D.K.2.u</b> (3.1/ <b>NJ2.ii.5</b>/ <b>InTASC 2</b>) How a person’s world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;</p> <p><b>D.K.3.u</b> (3.2/ <b>NJ2.ii.6</b>/ <b>InTASC 2</b>) The supports for and barriers to culturally responsive teaching in school environments;</p> <p><b>D.K.4.u</b> (3.3/ <b>NJ2.ii.5</b>/ <b>InTASC 2</b>) The process of second language acquisition and strategies to support the learning of students</p>	<p><b>D.S.1.u</b> (2.9/ <b>NJ7.ii.3</b>/ <b>InTASC 7</b>) Learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.</p> <p><b>D.S.2.u</b> (3.7/ <b>NJ2.iii.3</b>/ <b>InTASC 2</b>) Create a learning community in which individual differences are respected;</p> <p><b>D.S.3.u</b> (3.8/ <b>NJ1.i.2, 1.i.3</b>/ <b>InTASC 1</b>) Learn about the diverse students they teach, and the students’ families and communities;</p> <p><b>D.S.4.u</b> (3.9/ <b>NJ2.i.5</b>/ <b>InTASC 2</b>) Use strategies to support the learning of students whose first language is not English; and</p> <p><b>D.S.5.u</b> (3.10/ <b>NJ2.i.5, 2.i.6</b>/ <b>InTASC 2</b>) Use knowledge of students and their lives to design and carry out instruction that builds on students’ strengths while meeting their needs and taking into account issues of</p>	<p><b>D.D.1.u</b> (2.7/ <b>NJ1.iii.1</b>/ <b>InTASC 1</b>) The diverse talents of all students and to helping them develop self-confidence and subject matter competence</p> <p><b>D.D.2.u</b> (3.5/ <b>NJ2.iii.4</b>/ <b>InTASC 2</b>) Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and</p> <p><b>D.D.3.u</b> (3.6/ <b>NJ2.iii.2, 2.iii.3</b>/ <b>InTASC 2</b>) The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.</p> <p><b>D.D.4.u</b> (9.5/ <b>NJ10.iii.2</b>/ <b>InTASC 10</b>) Being concerned about all aspects of the student’s well-being and working with parents/families to provide diverse opportunities for student success;</p>

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	<p>whose first language is not English; and</p> <p><b>D.K.5.u</b> (3.4/ <b>NJ2.i.5/ InTASC 2</b>) The negative impact of bias, prejudice, and discrimination on students and society.</p> <p><b>D.K.6.u</b> (9.2/ <b>NJ10.i.4, 10.ii.2/ InTASC 10</b>) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development;</p>	<p>social class, gender, race, ethnicity, language, sexual orientation, age and special needs.</p> <p><b>D.S.6.u</b> (7.8/ <b>NJ2.ii.6/ InTASC 2</b>) Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology and inclusive educational practices and collaborative partnerships</p> <p><b>D.S.7.u</b> (7.9/ <b>NJ2.i.2/ InTASC 2</b>) Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.</p> <p><b>D.S.8.u</b> (9.8/ <b>NJ10.i.5/ InTASC 10</b>) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in</p>	

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		support of student learning and wellbeing;	
<b>Technology</b>	<p><b>T.K.1.u</b> (4.4/ <b>NJ8.ii.5/ InTASC 7, 8</b>) A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.</p> <p><b>T.K.2.u</b> (7.2/ <b>NJ2.ii.1/ InTASC 2</b>) Available resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with special needs including students with autism and other developmental disabilities</p>	<p><b>T.S.1.u</b> (4.10/ <b>NJ8.i.5/ InTASC 8</b>) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;</p> <p><b>T.S.2.u</b> (7.7/ <b>NJ2.i.6/ InTASC 2</b>) Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology;</p> <p><b>T.S.3.u</b> (7.8/ <b>NJ2.i.6/ InTASC 2</b>) Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology</p>	<p><b>T.D.1.u</b> (4.5/ <b>NJ8.iii.4/ InTASC 8</b>) The development of students' critical thinking, independent problem-solving and performance capabilities.</p>

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		and inclusive educational practices and collaborative partnerships	
<b>Knowledge</b>	<p><b>K.K.1.u</b> (1.1/ <b>NJ4.ii.1, 4.ii.5/ InTASC 4</b>) In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;</p> <p><b>K.K.2.u</b> (1.2/ <b>NJ4.ii.5/ InTASC 4</b>) The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;</p> <p><b>K.K.3.u</b> (1.3/ <b>NJ4.ii.6, 5.ii.2/ InTASC 4, 5</b>) That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and</p> <p><b>K.K.4.u</b> (1.4/ <b>NJ4.ii.7/ InTASC 4</b>) Concepts inherent in numeracy</p>	<p><b>K.S.1.u</b> (1.7/ <b>NJ4.i.3, 5.i.4, 5.i.6, / InTASC 4, 5</b>) Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;</p> <p><b>K.S.2.u</b> (1.8/ <b>NJ4.i.1/ InTASC 4</b>) Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understanding; and</p> <p><b>K.S.3.u</b> (1.9/ <b>NJ5.i.3, 5.ii.6, 5.ii.8/ InTASC 5</b>) Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.</p>	<p><b>K.D.1.u</b> (1.5/ <b>NJ4.iii.2/ InTASC 4</b>) Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and</p> <p><b>K.D.2.u</b> (1.6/ <b>NJ4.iii.5/ InTASC 4</b>) Enthusiasm for the discipline(s) they teach and in making connections to everyday life.</p>

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	to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.		
<b>Impact on Learning</b>	<p><b>I.K.1.u</b> (4.1/ <b>NJ7.ii.4/ InTASC 7</b>) How to plan instruction based on students’ needs, developmental progress and prior knowledge;</p> <p><b>I.K.2.u</b> (4.2/ <b>NJ7.ii.5/ InTASC 7</b>) Available and appropriate resources and materials for instructional planning;</p> <p><b>I.K.3.u</b> (4.3/ <b>NJ7.ii.5/ InTASC 7</b>) Techniques for modifying instructional methods, materials and the environment to help all students learn;</p> <p><b>I.K.4.u</b> (4.4/ <b>NJ7.ii.5/ InTASC 7</b>) A variety of instructional approaches and the use of various technologies, to promote thinking and understanding;</p>	<p><b>I.S.1.u</b> (4.6/ <b>NJ8.i.3/ InTASC 8</b>) Identify and design instruction appropriate to students’ stage of development, learning styles, strengths and needs;</p> <p><b>I.S.2.u</b> (4.7/ <b>NJ7.i.2/ InTASC 7</b>) Plan instruction based on knowledge of classroom, school and community culture;</p> <p><b>I.S.3.u</b> (4.8/ <b>NJ7.i.2/ InTASC 7</b>) Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;</p> <p><b>I.S.4.u</b> (4.9/ <b>NJ8.i.2/ InTASC 8</b>) Identify strategies to create learning experiences that make subject matter meaningful for</p>	<p><b>I.D.1.u</b> (4.5/ <b>NJ8.iii.1/ InTASC 8</b>) The development of students’ critical thinking, independent problem-solving and performance capabilities;</p> <p><b>I.D.2.u</b> (5.3/ <b>NJ6.iii.4/ InTASC 6</b>) The belief that students’ strengths are the basis for growth and their errors are opportunities for learning.</p> <p><b>I.D.3.u</b> (6.4/ <b>NJ3.iii.2/ InTASC 3</b>) The role of students in promoting each other’s learning and recognize the importance of peer relationships in creating a climate of learning;</p> <p><b>I.D.4.u</b> (6.5/ <b>NJ3.iii.1/ InTASC 3</b>) Taking responsibility for establishing a positive climate in the classroom and participation</p>

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	<p><b>I.K.5.u</b> (5.1/ <b>NJ6.ii.2/ InTASC 6</b>) The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development;</p> <p><b>I.K.6.u</b> (5.2/ <b>NJ6.ii.6/ InTASC 6</b>) Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns;</p> <p><b>I.K.7.u</b> (6.1/ <b>NJ3.ii.3/ InTASC 3</b>) The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;</p>	<p>students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;</p> <p><b>I.S.5.u</b> (4.10/ <b>NJ 8.i.7/ InTASC 8</b>) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;</p> <p><b>I.S.6.u</b> (4.11/ <b>NJ7.i.4,/ InTASC 7</b>) Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice;</p> <p><b>I.S.7.u</b> (4.12/ <b>NJ8.i.1/ InTASC 8</b>) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and</p>	<p>in maintaining such a climate in the school as a whole;</p> <p><b>I.D.5.u</b> (6.6/ <b>NJ3.iii.4/ InTASC 3</b>) The expression and use of democratic values in the classroom;</p> <p><b>I.D.6.u</b> (9.4/ <b>NJ10.iii.3/ InTASC 10</b>) Recognizing the role of parents, guardians and other family members as a child’s primary teacher;</p> <p><b>I.D.7.u</b> (9.5/ <b>NJ10.iii.3/ InTASC 10</b>) Being concerned about all aspects of the student’s well-being and working with parents/families to provide diverse opportunities for student success;</p> <p><b>I.D.8.u</b> (9.6/ <b>NJ10.iii.3/ InTASC 10</b>) Being willing to work with parents/families and other professionals to improve the overall learning environment for students.</p>

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	<p><b>I.K.8.u</b> (6.2/ <b>NJ3.ii.2/ InTASC 3</b>) How the classroom environment influences learning and promotes positive behavior for all students;</p> <p><b>I.K.9.u</b> (6.3/ <b>NJ3.ii.1/ InTASC 3</b>) How classroom participation supports student commitment.</p> <p><b>I.K.10.u</b> (9.1/ <b>NJ10/ InTASC 10</b>) The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning;</p> <p><b>I.K.11.u</b> (9.2/ <b>NJ10/ InTASC 10</b>) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and</p>	<p>methods of inquiry from several subject areas.</p> <p><b>I.S.8.u</b> (5.4/ <b>NJ6.i.4, 6.i.7/ InTASC 6</b>) Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;</p> <p><b>I.S.9.u</b> (5.5/ <b>NJ6.i.4, 6.i.5/ InTASC 6</b>) Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;</p> <p><b>I.S.10.u</b> (5.6/ <b>NJ6.ii.1, 6.ii.2/ InTASC 6</b>) Accurately document and report assessment data and ongoing student data to parents and professional staff;</p> <p><b>I.S.11.u</b> (5.7/ <b>NJ6.ii.5/ InTASC 6</b>) Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal</p>	

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	<p><b>I.K.12.u</b> (9.3/ <b>NJ10/ InTASC 10</b>) How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.</p>	<p>assessment techniques to modify teaching and learning strategies;</p> <p><b>I.S.12.u</b> (6.7/ <b>NJ3.i.3/ InTASC 3</b>) Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently;</p> <p><b>I.S.13.u</b> (6.8/ <b>NJ3.i.5/ InTASC 3</b>) Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;</p> <p><b>I.S.14.u</b> (6.9/ <b>NJ3.i.4/ InTASC 3</b>) Create a positive classroom climate which is socially, emotionally and physically safe;</p> <p><b>I.S.15.u</b> (6.10/ <b>NJ3.i.1/ InTASC 3</b>) Establish and maintain appropriate standards of behavior;</p>	

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		<p><b>I.S.16.u</b> (6.11/ <b>NJ3.i.4/ InTASC 3</b>) Use instructional time effectively;</p> <p><b>I.S.17.u</b> (6.12/ <b>NJ3.i.2/ InTASC 3</b>) Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals;</p> <p><b>I.S.18.u</b> (9.7/ <b>NJ10.i.4, 11.i.3/ InTASC 10</b>) Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;</p> <p><b>I.S.19.u</b> (9.8/ <b>NJ10.i.4, 10.i.5/ InTASC 10</b>) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and</p> <p><b>I.S.20.u</b> (9.9/ <b>NJ10.i.4/ InTASC 10</b>) Institute parent/family involvement practices that</p>	

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		support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.	

Here are the standard “titles” for the New Jersey Professional Standards for Teachers and School Leaders

1-Knowledge (as in content knowledge) **NJ4, 5 InTASC 4, 5**

2-Human Growth and Development **NJ1 InTASC 1**

3-Diverse Learners **NJ2 InTASC 2**

4-Instructional Planning and Strategies **NJ7, 8 InTASC 7, 8**

5-Assessment **NJ6 InTASC 6**

6-Learning Environment **NJ3 InTASC 3**

7-Special Needs **NJ2 InTASC 2**

**8-Communication NJ3, 10 InTASC 3, 10**

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9-Collaboration and Partnerships **NJ10 InTASC 10**

10-Professional Development **NJ9 InTASC 9**

11-Professional Responsibility **NJ11 InTASC 9**

Here is a link to the website where you can access the Professional Standards, including INTASC.

<http://www.state.nj.us/education/profdev/profstand/>