

**Exhibit CF1**  
**Matrix of Alignment of Unit, State and Professional Standards**

| Benedict College Teacher Education (BCTE) Standards  | ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Performance Standards | INTASC (Interstate New Teachers Assessment and Support Consortium) Principles   |
|--|---|---|
| <b>I. Teachers as Scholars</b>   |   |   |
| (a) Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches             | PS 1- Long-Range Planning   | Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.                                    |
| (b) Have knowledge of effective verbal, nonverbal, and media communication techniques                                    | PS 7 – Monitoring and Enhancing Learning  | Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.   |
| (c) Are aware of major areas of research on teaching and learning  | PS 6 – Providing Content for Learners   | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.   |
| (d) Engage in life-long learning for continuous academic and personal growth   | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                     | Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| (e) Conduct research to keep current in their fields and contribute to the advancement of knowledge in their disciplines | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                     | Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| (f) View themselves as instructional leaders   | PS 6 – Providing Content for Learners   | Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  |
| (g) Value the strength of diversity  | PS 8 – Maintaining an Environment That Promotes Learning                                  | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.   |
| (h) Embrace ambiguity and risk taking  | PS 8 – Maintaining an Environment That Promotes Learning                                  | Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  |

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| <b>II. Teachers as Effective Practitioners</b>                            |   |   |
| (a) Understand how children learn and develop                             | PS 1- Long-Range Planning   | Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  |
| (b) Have an understanding of individual and group motivation and behavior | PS 7 – Monitoring and Enhancing Learning  | Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. |
| (c) Use a variety of instructional strategies                             | PS 5 – Using Instructional Strategies to Facilitate Learning                                    | Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.  |
| (d) Utilize technology to enhance learning                                | PS 2 – Short-Range Planning of Instruction  | Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.                                 |
| (e) Develop competencies in teaching and learning processes               | PS 6 – Providing Content for Learners   | Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.  |
| (f) Embrace the use of assessment   | PS 3 – Short-Range Planning, Development, and Use of Assessments                                | Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.                                      |
| (g) Value the use of technology to develop requisite skills               | PS 2 – Short-Range Planning of Instruction  | Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.  |

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| <b>III. Teachers as Reflective Decision Makers</b>  |   |   |
| (a) Understand formal and informal assessment strategies  | PS 4 – Establishing and Maintaining High Expectations for Learners                              | Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner   |
| (b) Recognize factors that promote intrinsic motivation   | PS 8 – Maintaining an Environment That Promotes Learning  | Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and supportive interaction in the classroom  |
| (c) Understand inquiry methods that provide teachers with various self-assessment strategies for reflecting on their practices                                    | PS 5 – Using Instructional Strategies to Facilitate Learning                                    | Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| (d) Identify and meet the needs of children and youth of different maturity levels, abilities, and backgrounds  | PS 5 – Using Instructional Strategies to Facilitate Learning                                    | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.   |
| (e) Demonstrate respect for the dignity and worth of individuals regardless of religious, racial, national or socioeconomic differences found in a global society | PS 8 – Maintaining an Environment That Promotes Learning  | Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.   |
| (f) Value moral stewardship and fairness  | PS 9 – Managing the Classroom   | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |
| (g) Value social processes  | PS 8 – Maintaining an Environment That Promotes Learning  | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |
| (h) Value reflection as a part of professional growth   | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                           | Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |

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| <b>IV. Teachers as Resources for the Community</b>   |   |   |
| (a) Understand how relationships with school colleagues, parents, and agencies in the larger community supports student learning | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                     | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |
| (b) Knows how to connect contextual considerations (i.e. community resources, students needs and interests) to the curriculum    | PS 5 – Using Instructional Strategies to Facilitate Learning                              | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |
| (c) Participates in collegial activities designed to make the entire school a learning community                                 | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                     | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |
| (d) Utilize the human, material, and technological resources to the fullest within the school and community                      | PS 5 – Using Instructional Strategies to Facilitate Learning                              | Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  |
| (e) Value collaboration with others  | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                     | Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| (f) Embrace professionalism  | PS 10 – Fulfilling Professional Responsibilities Beyond the Classroom                     | Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |