

## Alignment Between the Indiana REPA Educator Standards for School Setting Development Standard—Secondary Education and state and national student and teacher standards for School Setting Development Standard—Secondary Education

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards School Setting Development Standard—Secondary Education.

<b>Standard 1: Student Development and Diversity</b> <b>Teachers at the secondary level have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.</b>	
<b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b>	Sec. 1.6 (1) (B) (i) (CC), (FF)-(GG)
<b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b>	Standard 1: Learner Development Performances: 1(a)-1(b) Essential Knowledge: 1(e)-1(g) Critical Dispositions: 1(h), 1(j)  Standard 2: Learning Differences Performances: 2(a), 2(d)-2(e) Essential Knowledge: 2(g)-2(k) Critical Dispositions: 2(m), 2(o)  Standard 7: Planning for Instruction Essential Knowledge: 7(i)-7(j)
<b>ILA/NCATE Standards for Reading Professionals (2010)</b>	Standard 1: Foundational Knowledge: Elements 1.1-1.2 Standard 2: Curriculum and Instruction: Element 2.1 Standard 3: Assessment and Evaluation: Element 3.3 Standard 4: Diversity: Elements 4.1-4.3
<b>Standard 2: Learning Processes</b> <b>Teachers at the secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.</b>	
<b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b>	Sec. 1.6 (1) (B) (i) (CC), (FF)-(GG)
<b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b>	Standard 1: Learner Development Essential Knowledge: 1(d)-1(g)  Standard 2: Learning Differences Performances: 2(c) Essential Knowledge: 2(j)  Standard 3: Learning Environments Performances: 3(f) Essential Knowledge: 3(i) Critical Dispositions: 3(o)-3(p)  Standard 4: Content Knowledge Performances: 4(d), 4(g)

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	<p>Standard 5: Application of Content Essential Knowledge: 5(l)-5(o)</p> <p>Standard 8: Instructional Strategies Essential Knowledge: 8(j) Critical Dispositions: 8(s)</p>
<p><b>ILA/NCATE Standards for Reading Professionals (2010)</b></p>	<p>Standard 1: Foundational Knowledge: Elements 1.1, 1.3 Standard 2: Curriculum and Instruction: Elements 2.1-2.3 Standard 4: Diversity: Elements 4.1</p>
<p><b><u>Standard 3: Instructional Planning and Delivery</u></b>  <b>Teachers at the secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.</b></p>	
<p><b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b></p>	<p>Sec. 1.6 (1) (B) (i) (CC), (DD), (EE), (GG)</p>
<p><b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b></p>	<p>Standard 1: Learner Development Performances: 1(d) Critical Dispositions: 1(i)</p> <p>Standard 2: Learning Differences Performances: 2(b)-2(c), 2(e)-2(f) Essential Knowledge: 2(g)-2(i) Critical Dispositions: 2(l), 2(o)</p> <p>Standard 3: Learning Environments Performances: 3(f)-3(h) Essential Knowledge: 3(i)-3(m) Critical Dispositions: 3(p), 3(r)</p> <p>Standard 4: Content Knowledge Performances: 4(a)-(h) Essential Knowledge: 4(j)-4(k), 4(m)-4(n), Critical Dispositions: 4(p), 4(r)</p> <p>Standard 5: Application of Content Performances: 5(a)-5(g) Essential Knowledge: 5(i)-5(j), 5(l), 5(n)-5(p) Critical Dispositions: 5(q)-5(r)</p> <p>Standard 6: Assessment Performances: 6(g) Critical Dispositions: 6(r)</p> <p>Standard 7: Planning for Instruction Performances: 7(a)-7(d), 7(f) Essential Knowledge: 7(g)-7(m) Critical Dispositions: 7(n), 7(p)-7(q)</p> <p>Standard 8: Instructional Strategies Performances: 8(a)-8(i)</p>

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	<p>Essential Knowledge: 8(k)-8(o)            Critical Dispositions: 8(p)-8(r)</p> <p>Standard 9: Professional Learning and Ethical Practice            Essential Knowledge: 9(h)</p>
<b>ILA/NCATE Standards for Reading Professionals (2010)</b>	<p>Standard 1: Foundational Knowledge: Element 1.3            Standard 2: Curriculum and Instruction: Elements 2.1-2.3            Standard 3: Assessment and Evaluation: Element 3.3            Standard 4: Diversity: Element 4.2</p>
<p><b>Standard 4: Assessment</b>  <b>Teachers at the secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.</b></p>	
<b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b>	<p>Sec. 1.6 (1) (B) (i) (EE)</p>
<b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b>	<p>Standard 1: Learner Development            Performances: 1(a)</p> <p>Standard 6: Assessment            Performances: 6(a)-6(i)            Essential Knowledge: 6(j)-6(p)            Critical Dispositions: 6(q)-6(v)</p> <p>Standard 7: Planning for Instruction            Performances: 7(d)            Essential Knowledge: 7(l)</p> <p>Standard 8: Instructional Strategies            Performances: 8(b)</p> <p>Standard 9: Professional Learning and Ethical Practice            Performances: 9(c)</p>
<b>ILA/NCATE Standards for Reading Professionals (2010)</b>	<p>Standard 3: Assessment and Evaluation: Elements 3.1-3.4</p>
<p><b>Standard 5: Learning Environment</b>  <b>Teachers at the secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.</b></p>	
<b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b>	<p>Sec. 1.6 (1) (B) (i) (DD)</p>
<b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b>	<p>Standard 2: Learner Differences            Critical Dispositions: 2(l), 2(n)</p> <p>Standard 3: Learning Environments            Performances: 3(a)-3(d), 3(g)-(h)            Essential Knowledge: 3(j)-3(k), 3(m)            Critical Dispositions: 3(n)</p>

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	Standard 5: Application of Content Critical Disposition: 5(s)
<b>ILA/NCATE Standards for Reading Professionals (2010)</b>	Standard 4: Diversity: Element 4.1 Standard 5: Literate Environment: Elements 5.1-5.4
<b><u>Standard 6: The Professional Environment</u></b> <b>Teachers at the secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.</b>	
<b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b>	Sec. 1.6 (1) (B) (i) (DD)
<b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b>	Standard 1: Learner Development Performances: 1(c) Critical Dispositions: 1(k)  Standard 3: Learning Environments Essential Knowledge: 3(l) Critical Dispositions: 3(q)  Standard 4: Content Knowledge Critical Dispositions: 4(o), 4(q)  Standard 5: Application of Content Essential Knowledge: 5(k)  Standard 6: Assessment Critical Dispositions: 6(v)  Standard 7: Planning for Instruction Performances: 7(e) Essential Knowledge: 7(m) Critical Dispositions: 7(o)-7(p)  Standard 9: Professional Learning and Ethical Practice Performances: 9(a)-9(f) Essential Knowledge: 9(g), 9(j)-9(k) Critical Dispositions: 9(l), 9(n)-9(o)  Standard 10: Leadership and Collaboration Performances: 10(a)-10(k) Essential Knowledge: 10(l)-10(o) Critical Dispositions: 10(p)-10(t)
<b>ILA/NCATE Standards for Reading Professionals (2010)</b>	Standard 1: Foundational Knowledge: Element 1.3 Standard 2: Curriculum and Instruction: Element 2.1 Standard 4: Diversity: Elements 4.1-4.3 Standard 6: Professional Learning and Leadership: Elements 6.1-6.4

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<p><b>Standard 7: Reading Instruction</b></p> <p>Teachers at the secondary level have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.</p>	
<p><b>Indiana Administrative Code, Title 515, Article 8: Secondary Education Curriculum Requirements (2010)</b></p>	<p>Sec. 1.6 (1) (B) (i) (BB)-(CC), (EE), (GG)</p>
<p><b>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</b></p>	<p>Standard 1: Learner Development Essential Knowledge: 1(d)-1(e) Critical Dispositions: 1(h)</p> <p>Standard 2: Learning Differences Critical Dispositions: 2(m)</p> <p>Standard 3: Learning Environments Performances: 3(f) Essential Knowledge: 3(i) Critical Dispositions: 3(n)</p> <p>Standard 4: Content Knowledge Performances: 4(h) Essential Knowledge: 4(j), 4(l), 4(n)</p> <p>Standard 5: Application of Content Performances: 5(h) Essential Knowledge: 5(i)</p> <p>Standard 6: Assessment Performances: 6(g)</p> <p>Standard 7: Planning for Instruction Performances: 7(a)-7(b), 7(e) Essential Knowledge: 7(g), 7(i)-7(m) Critical Dispositions: 7(n)-7(o)</p> <p>Standard 8: Instructional Strategies Performances: 8(a)-8(c), 8(h) Essential Knowledge: 8(j)-8(k) Critical Dispositions: 8(p)</p> <p>Standard 9: Professional Learning and Ethical Practice Essential Knowledge: 9(h)</p>
<p><b>ILA/NCATE Standards for Reading Professionals (2010)</b></p>	<p>Standard 1: Foundational Knowledge: Elements 1.1-1.3 Standard 2: Curriculum and Instruction: Elements 2.1-2.3 Standard 3: Assessment and Evaluation: Element 3.3 Standard 4: Diversity: Element 4.2 Standard 5: Literate Environment: Elements 5.1-5.4 Standard 6: Professional Learning and Leadership: Element 6.2</p>