

Alignment Between the Indiana REPA Educator Standards for School Setting Development Standards—P–12 Education and state and national student and teacher standards for School Setting Development Standards—P–12 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 for School Setting Development Standards—P–12 Education.

Standard 1: Student Development and Diversity	
Teachers of grades P–12 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.	
Indiana Academic Standards Early Learning Foundations (2015)	Social Emotional Foundations Foundation 1: Sense of Self Foundation 2: Self-Regulation Foundation 4: Building Relationships Social Studies Foundations Foundation 1: Self Physical Health and Growth Foundations Foundation 1: Health and Well-Being Foundation 2: Senses Foundation 3: Motor Skills Foundation 4: Personal Care Dual Language Learners Standard 1: The Language of Social and Emotional Development Standard 6: The Language of Physical Development
Indiana Elementary Education Curriculum Requirements (2010)	Sec. 1.4 (1) (B) (ii) (CC), (FF)-(GG) Sec. 1.4 (2) (B) (i) (CC), (FF)-(GG)
Indiana Secondary Education Curriculum Requirements (2010)	Sec. 1.6 (1) (B) (i) (CC), (FF)-(GG)
ACEI Elementary Education Standards (2007)	Development, Learning, and Motivation 1.0 Development, Learning, and Motivation Instruction 3.1 Integrating and Applying Knowledge for Instruction 3.2 Adaptation to Diverse Students
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	Standard 1: Learner Development Performances: 1(a)-1(b) Essential Knowledge: 1(e)-1(g) Critical Dispositions: 1(h) 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)

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<p>ILA/NCATE Standards for Reading Professionals (2010)</p>	<p>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</p>
<p><u>Standard 2: Learning Processes</u> Teachers of grades P–12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.</p>	
<p>Indiana Academic Standards Early Learning Foundations (2015)</p>	<p>Social Emotional Foundations Foundation 4: Building Relationships Approaches to Play and Learning Foundations Foundation 1: Initiative and Exploration Foundation 2: Flexible Thinking Foundation 3: Attentiveness and Persistence Foundation 4: Social Interactions</p>
<p>Indiana Elementary Education Curriculum Requirements (2010)</p>	<p>Sec. 1.4 (1) (B) (ii) (CC), (FF)-(GG) Sec. 1.4 (2) (B) (i) (CC), (FF)-(GG)</p>
<p>Indiana Secondary Education Curriculum Requirements (2010)</p>	<p>Sec. 1.6 (1) (B) (i) (CC), (FF)-(GG)</p>
<p>ACEI Elementary Education Standards (2007)</p>	<p>Development, Learning, and Motivation 1.0 Development, Learning, and Motivation Instruction 3.1 Integrating and Applying Knowledge for Instruction 3.3 Development of Critical Thinking and Problem Solving 3.4 Active Engagement in Learning</p>
<p>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</p>	<p>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) Standard 5: Application of Content Essential Knowledge: 5(l)-5(o) Standard 8: Instructional Strategies Essential Knowledge: 8(j) Critical Dispositions: 8(s)</p>
<p>ILA/NCATE Standards for Reading Professionals (2010)</p>	<p>Standard 1: Foundational Elements: 1.1 Standard 2: Curriculum and Instruction: Elements: 2.1-2.3 Standard 4: Diversity: Elements 4.1-4.2</p>

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Standard 3: Instructional Planning and Delivery

Teachers of grades P-12 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, make effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Indiana Academic Standards Early Learning Foundations (2015)

English Language Arts Foundations
 Foundation 1: Communication Process
 Foundation 2: Early Reading
 Foundation 3: Early Writing

Mathematics Foundations
 Foundation 1: Numeracy
 Foundation 2: Computation and Algebraic Thinking
 Foundation 3: Data Analysis,
 Foundation 4: Geometry
 Foundation 5: Measurement

Approaches to Play and Learning Foundations
 Foundation 1: Initiative and Exploration
 Foundation 2: Flexible Thinking
 Foundation 3: Attentiveness and Persistence
 Foundation 4: Social Interactions

Science Foundations
 Foundation 1: Physical Science
 Foundation 2: Earth and Space Science
 Foundation 3: Life Science
 Foundation 4: Engineering
 Foundation 5: Scientific Inquiry Method

Social Studies Foundations
 Foundation 2: History and Events
 Foundation 3: Geography
 Foundation 4: Economics
 Foundation 5: Citizenship

Creative Arts Foundations
 Foundation 1: Music
 Foundation 2: Dance
 Foundation 3: Visual Arts
 Foundation 4: Dramatic Play

Dual Language Learners
 Standard 1: The Language of Social and Emotional Development
 Standard 2: The Language of Early Language Development and Literacy
 Standard 3: The Language of Mathematics
 Standard 4: The Language of Science
 Standard 5: The Language of Social Studies
 Standard 6: The Language of Physical Development

Exceptional Learners
 Principal 1: To support recognition learning, provide multiple, flexible methods of presentation

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	Principal 2: to support strategic learning, provide multiple, flexible methods of expression and apprenticeship Principal 3: to support affective learning, provide multiple, flexible options for engagement
Indiana Elementary Education Curriculum Requirements (2010)	Sec. 1.4 (1) (B) (i) (AA)-(EE) Sec. 1.4 (1) (B) (ii) (CC), (EE), (GG) Sec. 1.4 (2) (B) (i) (CC), (EE), (GG)
Indiana Secondary Education Curriculum Requirements (2010)	Sec. 1.6 (1) (B) (i) (CC)-(EE), (GG)
ACEI Elementary Education Standards (2007)	Curriculum 2.1 Reading, Writing, and Oral Language 2.2 Science 2.3 Mathematics 2.4 Social Studies 2.5 The Arts 2.6 Health Education 2.7 Physical Education Instruction 3.1 Integrating and Applying Knowledge for Instruction 3.2 Adaptation to Diverse Students 3.3 Development of Critical Thinking and Problem Solving 3.4 Active Engagement in Learning 3.5 Communication to Foster Collaboration Assessment 4.0 Assessment for Instruction
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	Standard 1: Learner Development Performances: 1(d) Critical Dispositions: 1(i) 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) Standard 3: Learning Environments Performances: 3(f)-3(h) Essential Knowledge: 3(i)-3(m) Critical Dispositions: 3(p), 3(r) Standard 4: Content Knowledge Performances: 4(a)-(h) Essential Knowledge: 4(j)-4(k), 4(m)-4(n) Critical Dispositions: 4(p), 4(r) 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)

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	<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) 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>
<p>ILA/NCATE Standards for Reading Professionals (2010)</p>	<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>Standard 4: Assessment Teachers of grades P–12 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.</p>	
<p>Indiana Academic Standards Early Learning Foundations (2015)</p>	
<p>Indiana Elementary Education Curriculum Requirements (2010)</p>	<p>Sec. 1.4 (1) (B) (ii) (EE) Sec. 1.4 (2) (B) (i) (EE)</p>
<p>Indiana Secondary Education Curriculum Requirements (2010)</p>	<p>Sec. 1.6 (1) (B) (i) (EE)</p>
<p>ACEI Elementary Education Standards (2007)</p>	<p>Assessment 4.0 Assessment for Instruction</p> <p>Professionalism 5.2. Collaboration With Families, Colleagues, and Community Agencies</p>
<p>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</p>	<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>

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	Standard 9: Professional Learning and Ethical Practice Performances: 9(c)
ILA/NCATE Standards for Reading Professionals (2010)	Standard 3: Assessment and Evaluation: Element 3.1-3.4
Standard 5: Learning Environment	
Teachers of grades P–12 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.	
Indiana Academic Standards Early Learning Foundations (2015)	Social Emotional Foundations Foundation 2: Self-Regulation Foundation 3: Conflict Resolution Physical Health and Growth Foundations Foundation 1: Health and Well-Being
Indiana Elementary Education Curriculum Requirements (2010)	Sec. 1.4 (1) (B) (ii) (DD) Sec. 1.4 (2) (B) (i) (DD)
Indiana Secondary Education Curriculum Requirements (2010)	Sec. 1.6 (1) (B) (i) (DD)
ACEI Elementary Education Standards (2007)	Development, Learning, and Motivation 1.0 Development, Learning, and Motivation Instruction 3.2 Adaptation to Diverse Students 3.4 Active Engagement in Learning
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	Standard 2: Learner Differences Critical Dispositions: 2(l), 2(n) Standard 3: Learning Environments Performances: 3(a)-3(d), 3(g)-(h) Essential Knowledge: 3(j)-3(k), 3(m) Critical Dispositions: 3(n) Standard 4: Content Knowledge Critical Dispositions: 4(q) Standard 5: Application of Content Critical Disposition: 5(s)
ILA/NCATE Standards for Reading Professionals (2010)	Standard 4: Diversity: Element 4.1 Standard 5: Literate Environment: Elements 5.1-5.4
Standard 6: The Professional Environment	
Teachers of grades P–12 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.	
Indiana Academic Standards Early Learning Foundations (2015)	

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Indiana Elementary Education Curriculum Requirements (2010)	Sec. 1.4 (1) (B) (ii) (DD) Sec. 1.4 (2) (B) (i) (DD)
Indiana Secondary Education Curriculum Requirements (2010)	Sec. 1.6 (1) (B) (i) (DD)
ACEI Elementary Education Standards (2007)	Professionalism 5.1 Professional Growth, Reflection, and Evaluation 5.2 Collaboration With Families, Colleagues, and Community Agencies
CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)	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)
ILA/NCATE Standards for Reading Professionals (2010)	Standard 1: Foundational Knowledge: Element 1.3
Standard 7: Reading Instruction Teachers of grades P–12 have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate 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.	
Indiana Academic Standards Early Learning Foundations (2015)	English Language Arts Foundations Foundation 1: Communication Processes Foundation 2: Early Reading Foundation 3: Early Writing Dual Language Learners

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	<p>Standard 2: The Language of Early Language Development and Literacy Standard 3: The Language of Mathematics Standard 4: The Language of Science Standard 5: The Language of Social Studies Standard 6: The Language of Physical Development</p> <p>Dual Language Learners Standard 2: The Language of Early Language Development and Literacy Standard 3: The Language of Mathematics Standard 4: The Language of Science Standard 5: The Language of Social Studies</p> <p>Exceptional Learners Principal 1: To support recognition learning, provide multiple, flexible methods of presentation Principal 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship Principal 3: To support affective learning, provide multiple, flexible options for engagement</p>
<p>Indiana Elementary Education Curriculum Requirements (2010)</p>	<p>Sec. 1.4 (1) (B) (i) (AA) Sec. 1.4 (1) (B) (ii) (BB)-(CC), (EE), (GG)</p>
<p>Indiana Secondary Education Curriculum Requirements (2010)</p>	<p>Sec. 1.6 (1) (B) (i) (BB)-(CC), (EE), (GG)</p>
<p>ACEI Elementary Education Standards (2007)</p>	<p>Development, Learning, and Motivation 1.0 Development, Learning, and Motivation</p> <p>Curriculum 2.0 Reading, Writing, and Oral Language</p> <p>Instruction 3.1 Integrating Knowledge for Instruction 3.2 Adaptation to Diverse students 3.4 Active engagement in learning</p> <p>Professionalism 5.2 Collaboration With Families, Colleagues, and Community Agencies</p>
<p>CCSSO and InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)</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</p>

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	<p>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>ILA/NCATE Standards for Reading Professionals (2010)</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: Elements 6.2</p>