

**M.S. in Education**  
**Metastandards and Component Alignment with NBPTS Core Propositions and Standards**

	<b>NBPTS Core Propositions</b>	<b>NBPTS Early Childhood/ Generalist</b>	<b>NBPTS Middle Childhood/ Generalist</b>	<b>NBPTS Early Adolescence/ Generalist</b>
<b>Metastandard 1: Subject and Pedagogic Knowledge</b>				
1.1 Teachers demonstrate breadth and depth of knowledge and understanding of subject area content.	2	V. Knowledge of Integrated Curriculum	II. Knowledge of Content and Curriculum	II. Knowledge of Subject Matter
1.2 Teachers demonstrate knowledge and understanding of pedagogy and content-pedagogy and apply this knowledge in their curriculum planning and classroom instruction.	2, 3	V. Knowledge of Integrated Curriculum VI. Multiple Teaching Strategies for Meaningful Learning	II. Knowledge of Content and Curriculum VI. Meaningful Applications of Knowledge VII. Multiple Paths to Knowledge	II. Knowledge of Subject Matter V. Meaningful Learning VII. Multiple Paths to Learning

<p>1.3 Teachers know how to integrate learning experiences within and across disciplines.</p>	<p>2, 3</p>	<p>IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>II. Knowledge of Content and Curriculum  VI. Meaningful Application of Knowledge</p>	<p>II. Knowledge of Subject Matter  V. Meaningful Learning  VII. Multiple Paths to Learning</p>
<p>1.4 Teachers are able to use diverse instructional strategies to teach for understanding.</p>	<p>2, 3</p>	<p>IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>II. Knowledge of Content and Curriculum  III. Learning Environment  V. Instructional Resources  VII. Multiple Paths to Knowledge</p>	<p>III. Instructional Resources  V. Meaningful Learning  VII. Multiple Paths to Knowledge</p>

<b>Metastandard 2: Managing and Monitoring Student Learning</b>	NBPTS Core Propositions	NBPTS Early Childhood/ Generalist	NBPTS Middle Childhood/ Generalist	NBPTS Early Adolescence/ Generalist
2.1 Teachers use a range of instructional techniques to keep students motivated, engaged and focused.	1, 2, 3	I. Understanding Young Children IV. Promoting Child Development and Learning V. Knowledge of Integrated Curriculum VI. Multiple Teaching Strategies for Meaningful Learning	I. Knowledge of Students III. Learning Environments V. Instructional Resources VII. Multiple Paths to Knowledge	I. Knowledge of Young Adolescents III. Instructional Resources IV. Learning Environment V. Meaningful Learning VII. Multiple Paths to Knowledge
2.2 Teachers engage students to ensure a disciplined learning environment.	1, 2, 3	IV. Promoting Child Development and Learning V. Knowledge of Integrated Curriculum VI. Multiple Teaching Strategies for Meaningful Learning	II. Knowledge of Content and Curriculum III. Learning Environment VI. Meaning Applications of Knowledge VII. Multiple Paths to Knowledge	III. Instructional Resources IV. Learning Environment V. Meaningful Learning VII. Multiple Paths to Knowledge VIII. Social Development

<p>2.3 Teachers organize instruction to meet instructional goals.</p>	<p>1, 2, 3</p>	<p>III. Assessment  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>II. Knowledge of Content and Curriculum  III. Learning Environments  VI. Meaningful Applications of Knowledge  VII. Multiple Paths to Knowledge  VIII. Assessment</p>	<p>II. Knowledge of Subject Matter  III. Instructional Resources  IV. Learning Environment  V. Meaningful Learning  VII. Multiple Paths to Knowledge  IX. Assessment</p>
<p>2.4 Teachers can design and implement developmentally appropriate learning experiences.</p>	<p>1, 2, 3</p>	<p>I. Understanding Young Children  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  VII. Multiple Paths to Knowledge</p>	<p>I. Knowledge of Young Adolescents  II. Knowledge of Subject Matter  V. Meaningful Learning  VII. Multiple Paths to Knowledge</p>
<p>2.5 Teachers provide multiple paths to knowledge and respond to the individual needs of students.</p>	<p>1, 2, 3</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  IV. Respect for Diversity  VII. Multiple Paths to Knowledge</p>	<p>I. Knowledge of Young Adolescents  IV. Learning Environment  VI. Respect for Diversity  VII. Multiple Paths to Knowledge  VIII. Social Development</p>

2.6 Teachers know how to assess the educational progress of individuals and groups.	1, 2, 3	III. Assessment	VIII. Assessment	IX. Assessment
2.7 Teachers use multiple methods to measure/ assess student growth and understanding.	1, 2, 3	III. Assessment	VIII. Assessment	IX. Assessment
<b>Metastandard 3: Commitment to Diversity</b>	NBPTS Core Propositions	NBPTS Early Childhood/ Generalist	NBPTS Middle Childhood/ Generalist	NBPTS Early Adolescence/ Generalist
3.1 Teachers understand how all students develop and learn.	1	I. Understanding Young Children II. Equity, Fairness and Diversity IV. Promoting Child Development and Learning	I. Knowledge of Students III. Learning Environments IV. Respect for Diversity	I. Knowledge of Young Adolescents IV. Learning Environment VI. Respect for Diversity VIII. Social Development
3.2 Teachers can create safe, secure, and tolerant learning environments.	1, 2, 3	I. Understanding Young Children II. Equity, Fairness and Diversity IV. Promoting Child Development and Learning	I. Knowledge of Students III. Learning Environments IV. Respect for Diversity	I. Knowledge of Young Adolescents IV. Learning Environment VI. Respect for Diversity VIII. Social Development

<p>3.3 Teachers respect the cultural and family differences students bring to the classroom.</p>	<p>1, 2, 3</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  IV. Promoting Child Development and Learning</p>	<p>I. Knowledge of Students  III. Learning Environments  IV. Respect for Diversity</p>	<p>I. Knowledge of Young Adolescents  IV. Learning Environment  VI. Respect for Diversity  VIII. Social Development</p>
<p>3.4 Teachers treat students equitably and address individual differences in their practices.</p>	<p>1, 2, 3</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  IV. Promoting Child Development and Learning</p>	<p>I. Knowledge of Students  III. Learning Environments  IV. Respect for Diversity</p>	<p>I. Knowledge of Young Adolescents  IV. Learning Environment  VI. Respect for Diversity  VIII. Social Development</p>
<p><b>Metastandard 4:  Technology and/or the Internet</b></p>	<p>NBPTS Core Propositions</p>	<p>NBPTS Early Childhood/ Generalist</p>	<p>NBPTS Middle Childhood/ Generalist</p>	<p>NBPTS Early Adolescence/ Generalist</p>
<p>4.1 Teachers can identify, evaluate, access, and adapt technology- and/or Internet-based resources to support learning.</p>	<p>2, 3</p>	<p>V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>V. Instructional Resources  VII. Multiple Paths to Knowledge</p>	<p>III. Instructional Resources  VII. Multiple Paths to Knowledge</p>

<p>4.2 Teachers are able to integrate technology and/or the Internet in the design and development of curricular and instructional resources for the classroom.</p>	<p>2, 3</p>	<p>V. Knowledge of Integrated Curriculum VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>V. Instructional Resources VII. Multiple Paths to Knowledge</p>	<p>III. Instructional Resources VII. Multiple Paths to Knowledge</p>
<p>4.3 Teachers effectively use technology – and/or Internet-based practices to promote student learning.</p>	<p>2, 3</p>	<p>V. Knowledge of Integrated Curriculum VI. Multiple Teaching Strategies for Meaningful Learning</p>	<p>V. Instructional Resources VII. Multiple Paths to Knowledge</p>	<p>III. Instructional Resources VII. Multiple Paths to Knowledge</p>

<b>Metastandard 5: Field Practice</b>	NBPTS Core Propositions	NBPTS Early Childhood/ Generalist	NBPTS Middle Childhood/ Generalist	NBPTS Early Adolescence/ Generalist
<p>5.1 Teachers use subject, curricular and pedagogic knowledge to plan and deliver effective, developmentally appropriate instruction.</p>	<p>1, 2, 3, 4, 5</p>	<p>I. Understanding Young Children            II. Equity, Fairness and Diversity            III. Assessment            IV. Promoting Child Development and Learning            V. Knowledge of Integrated Curriculum            VI. Multiple Teaching Strategies for Meaningful Learning            VII. Family and Community Partnerships            VIII. Professional Partnerships            IX. Reflective Practice</p>	<p>I. Knowledge of Students            II. Knowledge of Content and Curriculum            III. Learning Environment            IV. Respect for Diversity            V. Instructional Resources            VI. Meaningful Applications of Knowledge            VII. Multiple Paths to Knowledge            VIII. Assessment            IX. Family Involvement            X. Reflection            XI. Contributions to the Profession</p>	<p>I. Knowledge of Young Adolescents            II. Knowledge of Subject Matter            III. Instructional Resources            IV. Learning Environment            V. Meaningful Learning            VI. Respect for Diversity            VII. Multiple Paths to Knowledge            VIII. Social Development            IX. Assessment            X. Reflective Practice            XI. Family Partnerships            XII. Collaboration with Colleagues</p>

<p>5.2 Teachers design, select and employ instructional practices which are sensitive to the diverse needs of learners.</p>	<p>1, 2, 3, 4, 5</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  III. Assessment  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning  VII. Family and Community Partnerships  VIII. Professional Partnerships  IX. Reflective Practice</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  III. Learning Environment  IV. Respect for Diversity  V. Instructional Resources  VI. Meaningful Applications of Knowledge  VII. Multiple Paths to Knowledge  VIII. Assessment  IX. Family Involvement  X. Reflection  XI. Contributions to the Profession</p>	<p>I. Knowledge of Young Adolescents  II. Knowledge of Subject Matter  III. Instructional Resources  IV. Learning Environment  V. Meaningful Learning  VI. Respect for Diversity  VII. Multiple Paths to Knowledge  VIII. Social Development  IX. Assessment  X. Reflective Practice  XI. Family Partnerships  XII. Collaboration with Colleagues</p>
<p>5.3 Teachers deliver instruction which includes the effective and dynamic use of technology.</p>	<p>1, 2, 3, 4, 5</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  III. Assessment  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning  VII. Family and Community Partnerships  VIII. Professional Partnerships  IX. Reflective Practice</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  III. Learning Environment  IV. Respect for Diversity  V. Instructional Resources  VI. Meaningful Applications of Knowledge  VII. Multiple Paths to Knowledge  VIII. Assessment  IX. Family Involvement  X. Reflection  XI. Contributions to the Profession</p>	<p>I. Knowledge of Young Adolescents  II. Knowledge of Subject Matter  III. Instructional Resources  IV. Learning Environment  V. Meaningful Learning  VI. Respect for Diversity  VII. Multiple Paths to Knowledge  VIII. Social Development  IX. Assessment  X. Reflective Practice  XI. Family Partnerships  XII. Collaboration with Colleagues</p>

<p>5.4 Teachers demonstrate effective classroom management skills.</p>	<p>1, 2, 3, 4, 5</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  III. Assessment  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning  VII. Family and Community Partnerships  VIII. Professional Partnerships  IX. Reflective Practice</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  III. Learning Environment  IV. Respect for Diversity  V. Instructional Resources  VI. Meaningful Applications of Knowledge  VII. Multiple Paths to Knowledge  VIII. Assessment  IX. Family Involvement  X. Reflection  XI. Contributions to the Profession</p>	<p>I. Knowledge of Young Adolescents  II. Knowledge of Subject Matter  III. Instructional Resources  IV. Learning Environment  V. Meaningful Learning  VI. Respect for Diversity  VII. Multiple Paths to Knowledge  VIII. Social Development  IX. Assessment  X. Reflective Practice  XI. Family Partnerships  XII. Collaboration with Colleagues</p>
<p>5.5 Teachers incorporate systematic and varied assessment techniques to monitor student learning.</p>	<p>1, 2, 3, 4, 5</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  III. Assessment  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning  VII. Family and Community Partnerships  VIII. Professional Partnerships  IX. Reflective Practice</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  III. Learning Environment  IV. Respect for Diversity  V. Instructional Resources  VI. Meaningful Applications of Knowledge  VII. Multiple Paths to Knowledge  VIII. Assessment  IX. Family Involvement  X. Reflection  XI. Contributions to the Profession</p>	<p>I. Knowledge of Young Adolescents  II. Knowledge of Subject Matter  III. Instructional Resources  IV. Learning Environment  V. Meaningful Learning  VI. Respect for Diversity  VII. Multiple Paths to Knowledge  VIII. Social Development  IX. Assessment  X. Reflective Practice  XI. Family Partnerships  XII. Collaboration with Colleagues</p>

<p>5.6 Teachers are reflective, engaged participants in their learning communities.</p>	<p>1, 2, 3, 4, 5</p>	<p>I. Understanding Young Children  II. Equity, Fairness and Diversity  III. Assessment  IV. Promoting Child Development and Learning  V. Knowledge of Integrated Curriculum  VI. Multiple Teaching Strategies for Meaningful Learning  VII. Family and Community Partnerships  VIII. Professional Partnerships  IX. Reflective Practice</p>	<p>I. Knowledge of Students  II. Knowledge of Content and Curriculum  III. Learning Environment  IV. Respect for Diversity  V. Instructional Resources  VI. Meaningful Applications of Knowledge  VII. Multiple Paths to Knowledge  VIII. Assessment  IX. Family Involvement  X. Reflection  XI. Contributions to the Profession</p>	<p>I. Knowledge of Young Adolescents  II. Knowledge of Subject Matter  III. Instructional Resources  IV. Learning Environment  V. Meaningful Learning  VI. Respect for Diversity  VII. Multiple Paths to Knowledge  VIII. Social Development  IX. Assessment  X. Reflective Practice  XI. Family Partnerships  XII. Collaboration with Colleagues</p>
<p><b>Metastandard 6:  Inquiry and Reflective Practice</b></p>	<p>NBPTS Core Propositions</p>	<p>NBPTS Early Childhood/ Generalist</p>	<p>NBPTS Middle Childhood/ Generalist</p>	<p>NBPTS Early Adolescence/ Generalist</p>
<p>6.1 Teachers regularly engage in inquiry and analyses of theory and practice.</p>	<p>4</p>	<p>IX. Reflective Practice</p>	<p>X. Reflection</p>	<p>X. Reflective Practice</p>

<p>6.2 Teachers are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</p>	<p>4</p>	<p>I. Understanding Young Children IX. Reflective Practice</p>	<p>I. Knowledge of Students X. Reflection</p>	<p>I. Knowledge of Young Adolescents X. Reflective Practice</p>
<p>6.3 Teachers synthesize emerging knowledge in an attempt to strengthen the quality of their work and expand their repertoire of skills.</p>	<p>4</p>	<p>I. Understanding Young Children V. Knowledge of Integrated Curriculum IX. Reflective Practice</p>	<p>I. Knowledge of Students II. Knowledge of Content and Curriculum X. Reflection</p>	<p>I. Knowledge of Young Adolescents II. Knowledge of Subject Matter X. Reflective Practice</p>
<p>6.4 Teachers regularly engage in reflection about their professional practices, incorporating feedback from both self- and external evaluation.</p>	<p>4</p>	<p>IX. Reflective Practice</p>	<p>X. Reflection</p>	<p>X. Reflective Practice</p>

<b>Metastandard 7: Learning Community</b>	<b>NBPTS Core Propositions</b>	<b>NBPTS Early Childhood/ Generalist</b>	<b>NBPTS Middle Childhood/ Generalist</b>	<b>NBPTS Early Adolescence/ Generalist</b>
7.1 Teachers collaborate with others to improve student learning.	5	VII. Family and Community Partnerships VIII. Professional Partnerships	IX. Family Involvement XI. Contributions to the Profession	XI. Family Partnerships XII. Collaboration with Colleagues
7.2 Teachers are leaders who actively seek and build partnerships with individuals and groups in the community.	5	VII. Family and Community Partnerships VIII. Professional Partnerships	IX. Family Involvement XI. Contributions to the Profession	XI. Family Partnerships XII. Collaboration with Colleagues
7.3 Teachers work with other professionals on instructional policy, curriculum development and staff development.	5	VIII. Professional Partnerships	XI. Contributions to the Profession	XII. Collaboration with Colleagues
7.4 Teachers work collaboratively with parents to engage them productively in the work of the school.	5	VII. Family and Community Partnerships	IX. Family Involvement	XI. Family Partnerships