Advanced Conceptual Framework – Standards 2011

Standard	Clean Version
PERU-G.1	Instructional Efficacy -- To develop student learning, candidates research, develop, collaborate, and self-reflect on their pedagogical knowledge and skills in order to meet the needs of all students through the use of a variety of instructional strategies, assessments methods, technology, and research.
PERU-G.1.1.1 NBPTS 2.1, 4.1, 4.2	andidates examine, discuss, and analyze current educational theories, issues, and/or content area research in order to develop learning experiences that engage and motivate all students in meaningful and creative ways and promote critical thinking.
PERU-G.1.1.2 NBPTS 1.1, 1.2, 2.3, 3.1, 4.1	Candidates design and implement a variety of appropriate instructional strategies to meet the unique needs of all students.
PERU-G.1.1.3 NBPTS 1.1, 3.3, 3.4, 5.4	Candidates devise, implement, and analyze varied formative and summative assessments (both for individuals and whole class) to engage all students, document progress, and inform instruction.
PERU-G.1.1.4 NBPTS 2.3, 3.1	Candidates effectively integrate technology in planning and implementing instruction to advance student learning.
PERU-G.1.1.5 NBPTS 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1	Candidates demonstrate knowledge of how students learn and develop, recognize student differences and show respect for these differences, and modify and differentiate their instructional practices to advance student learning.
PERU-G.1.1.6 NBPTS 1.5, 1.6, 3.2	Candidates create a positive, well organized, safe and respectful learning community dedicated to purposeful and engaging learning activities.
PERU-G.2	Reflective Skills and Collaborative Practices -- Candidates develop professional dispositions, character, skills, and traits that are appropriate for teacher leaders. These skills and traits are honed through professional experiences and opportunities for self-reflection and collaboration with college faculty and colleagues.
PERU-G.2.1.1 NBPTS 3.4, 5.1, 5.3, 5.5	Candidates effectively collaborate within the larger learning community to positively impact student learning.
PERU-G.2.1.2 NBPTS 2.1, 4.1, 4.2, 4.3, 5.1, 5.3	Candidates examine and apply educational ideas, concepts, and current research with college faculty and colleagues.
PERU-G.2.1.3 NBPTS 2.1, 2.2, 3.3, 4.1, 4.2, 4.3	Through self-reflection, candidates critically examine their teaching to enhance their professional skills, instructional strategies, assessment practices, and collegial competencies.

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PERU-G.3	Teacher Leadership and Professional Development -- Candidates build upon the professional identities established at the undergraduate level by continually examining professional practices and using research to effect positive change in their classrooms, schools, and communities.
PERU-G.3.1.1 NBPTS 4.1, 5.3, 5.4	Candidates analyze research to advance curriculum development and strengthen student learning.
PERU-G.3.1.2 NBPTS 1.4, 4.3, 5.1, 5.2, 5.5	Candidates actively seek to identify key characteristics of the school community and potential partnerships with parents, families, groups, and businesses within the larger community.
PERU-G.3.1.3 NBPTS 2.2, 4.1, 4.2, 5.1, 5.2	Candidates demonstrate a commitment to lifelong learning and an openness to grow and develop new instructional and assessment strategies as educational practices evolve. Further, candidates utilize leadership skills to share their acquired knowledge and skills with colleagues.