

Appendix B

Secondary Teacher Program Standards

Teacher candidates in the program will be *knowledgeable*, *effective*, and *caring* teachers as demonstrated through their strong foundation in:

Knowledgeable

1. *Professional, Legal and Ethical Responsibilities* – The teacher candidate demonstrates an understanding of and ability to apply and model ethical and legal responsibilities expected of professional educators. The teacher candidate is reflective, assesses the effectiveness of choices and actions on others, and actively seeks professional growth.
2. *Foundations of Secondary Education* – The teacher candidate can articulate the history and role of public education and contemporary school issues in Hawai‘i and the nation.
3. *Philosophical Theories of Education* – The teacher candidate understands the ideas and beliefs that have influenced the purpose of education and have shaped contemporary teaching and learning.
4. *Psychology of Learning* – The teacher candidate demonstrates an understanding of current theories of human learning and development and research in those areas. The candidate demonstrates an understanding of how to apply theoretical concepts in these areas to education.

Caring

5. *Adolescent Development* – The teacher candidate understands adolescent culture and how they learn and develop in order to actively engage students in learning opportunities that support the intellectual, social, and personal development.
6. *Inclusion, Equity and Democracy* – The teacher candidate acknowledges the diversity of students and schools (e.g., ethnic, cultural, language, religion, disabilities) and uses this understanding to create equitable learning opportunities that facilitate social justice.

Effective

7. *Content of the Secondary Curriculum* – The teacher candidate understands the purpose, structure, and organization of the high school and middle school curriculum, and the major concepts, tools of inquiry, and structures of the content/subject areas to create meaningful learning experiences for all students.
8. *Planning and Instructional Strategies* – The teacher candidate uses long and short-term curriculum planning to create a variety of instructional strategies and resources that support the intellectual, social, and personal development of diverse learners.
9. *Assessment and Accountability* – The teacher candidate understands and uses developmentally appropriate formal and informal assessment strategies to evaluate and ensure continuous intellectual and social development of the learner.
10. *Educational Technology* – The teacher candidate uses technology effectively to enhance their productivity and professional practice and implements curriculum plans that include methods and strategies for applying technology to maximize student learning.
11. *Communication and Relationships* – The teacher candidate models effective speaking, writing and listening skills that enable communication and fosters relationships with multiple and diverse audiences.
12. *Classroom Learning Environment* – The teacher candidate uses an understanding of individual and group motivation and behavior. The candidate creates a safe, healthy learning environment and develops a learning community.