<h1 style="text-align:center;color:blue">Standards for Secondary Grades (9-12) Teacher Candidates</h1>

Effective teachers in grades 9-12 understand both their content and principles of human development and learning. They articulate and apply a philosophy that is developmentally appropriate for the students they teach and that builds on the foundation of developmentally responsive early adolescent programs. This approach aims to assure that students learn to think critically and that they connect information across disciplines. Secondary teachers in all content areas demonstrate proficiency in concept-based and differentiated instruction, as well as in diagnostic, formative, and summative assessment. In keep with state and national level expectations, secondary teachers incorporate and cultivate rigor, relevance, and relationships in instruction.

> **Standard 1: Secondary grades teacher candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.**

Secondary grades teacher candidates:
- Select from a range of instructional strategies to meet instructional goals and account for the constraints and opportunities of time and class schedules.
- Implement formative and summative assessments at the school level that account for the unique context of the learning environment.

> **Standard 2: Secondary grades teacher candidates connect discipline based content and concepts to real world applications and situations.**

Secondary grades teacher candidates:
- Integrate service learning and community-based outreach.
- Make connections between content and the environment beyond school.
- Articulate an understanding of multi-modal learning activities and their implementation into the curriculum.

> **Standard 3: Secondary grades teacher candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.**

Secondary grades teacher candidates:
- Demonstrate the ability to make transitions in teaching strategies and learning outcomes from early to late adolescence.
- Demonstrate effective use of teaming and collaborative learning strategies.
- Make connections among subject areas when planning interdisciplinary curriculum.

Glossary

Multi-modal: Combination of various and diverse methods (genres) of presenting information

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen

communities. (*What is Service-Learning*, Corporation for National & Community Service http://www.servicelearning.org)