

Initial Licensure Professional Standards

Since the College of Education and Human Development offers programs that prepare candidates for licensure to become teachers or other professionals in schools, our programs must follow the [Virginia Board of Education Regulations](#).

CAEP Standards

According to Virginia BOE regulations, all educator preparation programs in Virginia must be accredited by the Council for Accreditation for Educator Preparation ([CAEP](#)). Initial licensure educator preparation programs accredited by CAEP align with the following standards:

[CAEP Standard 1: Content and Pedagogical Knowledge](#)

[CAEP Standard 2: Clinical Partnerships and Practice](#)

[CAEP Standard 3: Candidate Quality, Recruitment and Selectivity](#)

[CAEP Standard 4: Program Impact](#)

[CAEP Standard 5: Provider Quality, Continuous Improvement, and Capacity](#)

According to CAEP, all initial teacher licensure candidates' must demonstrate an understanding of the InTASC standards. The InTASC standards were developed by the Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC). Additional information about the standards can be found on the [CCSSO website](#).

InTASC Standards

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary **individually within** and across the cognitive, linguistic, social, emotional, and **physical areas**, and designs and implements developmentally appropriate and **challenging** learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of **individual differences** and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage **positive social interaction**, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning **experiences** that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect **concepts** and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Virginia Standards

To reinforce and bolster our candidates' preparation to the Virginia classroom, CEHD also reviewed and aligned key assessments to the Virginia Standards for the Professional Practice of Teachers. The [VDOE Professional Teacher Standards](#) are:

Standard 1: Professional Knowledge

Standard 2: Instructional Planning

Standard 3: Instructional Delivery

Standard 4: Assessment of and for Student Learning

Standard 5: Learning Environment

Standard 6: Professionalism

Standard 7: Student Academic Progress

CEHD also incorporated the following [VDOE Technology Standards for Instructional Personnel \(TSIP\) Standards](#):

Standard 1: Lifelong Learner

Standard 2: Digital Leadership

Standard 3: Learning Facilitator

Standard 4: Skilled Technology User