

New/Proposed Outcomes:

1. **The Learner and Learning:** Teacher candidates apply knowledge of learner growth and development across cognitive, linguistic, social, emotional, and physical domains, as well as awareness of diverse cultures and communities, to design developmentally appropriate and inclusive learning experiences. They create learning environments that foster positive interactions, support both individual and collaborative learning, and promote active engagement and self-motivation so that all learners can achieve high standards. (InTASC 1; 2; 3)
2. **Content Knowledge:** Teacher candidates apply knowledge of central concepts, tools of inquiry, and structures of the discipline to design meaningful, accessible learning experiences that connect concepts and incorporate multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving through authentic local and global contexts. and relevant. (InTASC 4;5)
3. **Instructional Practice:** Teacher candidates use multiple methods of assessment, intentional planning, and a variety of instructional strategies and resources to monitor progress, engage learners in their own growth, and support deep understanding of content and its connections, enabling students to apply knowledge and skills in meaningful ways. (InTASC 6;7;8)
4. **Professional Responsibility:** Teacher candidates engage in ongoing professional learning and ethical practice, evaluate the impact of their choices and actions on learners, families, colleagues, and communities, and seek leadership and collaborative opportunities to support student learning, foster growth, and advance the profession. (InTASC 9;10)