

The College of Education revised its competencies for teacher candidates (TC) in initial programs (spring 2017). The newly designed COE Competencies for Initial Programs (COE-C) allow TCs to hone-in on the essential practices for beginning teachers and guide them to being classroom-ready. As part of the re-design, the COE asserts that the teaching practice is a continuum of four stages of development: I) Teacher Preparation, II) Teacher Induction, III) Professional Learning and IV) Teacher Leadership.¹

In building a continuous structure for the teaching continuum’s *Stage 1: Teacher Preparation*, the COE has created eighteen competencies for the developing teacher. The COE-C are informed by Interstate Teacher Assessment and Support Consortium (InTASC, 2013) and Council for the Accreditation of Education Preparation standards (CAEP, 2013) as well as the NJ Professional Standards for Teachers (NJPST, 2014).

Table 1 is the CAEP, NJPST/InTASC Standard Crosswalk for the COE Competencies for Initial Programs. The COE is committed to engaging TCs in the use of research and standards, inclusion of diversity, and intergration of technology. These key elements are highlighted in yellow, pink, blue and green respectively.

- Yellow represents **Research and Evidence**
- Orange represents **Content Knowledge of the Discipline**
- Blue represents **Diversity**
- Green represents **Technology**
- Pink represents **College and Career Standards**

This crosswalk is intended to highlight the overlap between the CAEP standards, the InTASC Model Core Teaching Standards and the New Jersey Professional Standards for Teachers and the COE Competencies for initial programs. It is important to note that the InTASC standards and the New Jersey Professional Standards for Teachers “were written to serve as a resource for states, districts, professional organizations, teacher education programs, teachers, and others as they develop policies and programs to prepare, license, support, evaluate, and teachers.”² These sets of standards describe effective teaching to strengthen P-12 learners, while the COE competencies for initial programs are designed to identify vital skillsets that beginning teachers can do upon graduation.

NOTE: InTASC standard 9 combined two skillsets: Professional Learning and Ethical Practice while NJPST separated the two behaviors. NJPST 9 is Professional Learning and NJPST 11 is Ethical Practice. The COE has teased out the skillsets for InTASC 9 and NJPST 9 and 11 to create its own distinct competencies for each. The COE-C 13 (Reflects on Teaching) and C14 (Analyzes Teacher Effectiveness) measures NJPST 9 and InTASC 9 while C16 (Demonstrates professional ethics). and C17 (Professional Dispositions) measures NJPST 11 and InTASC 9.

¹ Sharon Feiman-Nemser, (2001). From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching. *Teachers College Record*, Volume 103, Number 6

² Interstate Teacher Assessment and Support Consortium. (2013). Retrieved from: http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf. Page 7.

Standard Crosswalk

CAEP Standards	InTASC /NJPST Standards/Category	Key Words of NJDOE/InTASC Standards	COE Competency/Program Outcome	Select InTASC Indicators
1.1 (Content and Pedagogical Knowledge- InTASC) 1.2 (Content and Pedagogical Knowledge- Research and Evidence) CCT: Diversity	1 (Learner Development/The Learner and Learning)	<ul style="list-style-type: none"> •Student Demographics •Student Interests, Strengths, Needs •Respects Differences 	C1- (Demonstrates Knowledge of Students/ The Learner and the Learning Environment)	1.1 Gathers and uses knowledge of P-12 learners’ strengths, interests and needs (InTASC 1b) 1.2 Designs developmentally appropriate lessons based upon knowledge of learners (InTASC 1b) 1.3 Uses learner misconceptions as opportunities for learning (InTASC 1i) 1.4 Uses researched-based methods to gather information on learner needs, interests, strengths (InTASC 1c) 1.5 Respects learner differences (InTASC 1h) 1.6 Understands learner cognitive, linguistic, social, emotional and physical development influences learning (InTASC1e)
1.1 (Content and Pedagogical Knowledge- InTASC) 1.5 (Content and Pedagogical Knowledge- Technology) 2.3 (Clinical Experiences – Technology) CCT: Diversity	2 (Learner Differences/ The Learner and Learning)	<ul style="list-style-type: none"> •Differentiated Instruction/Modify Instruction and Resources •Student Needs •Inclusive Learning •High Expectations 	C2- (Recognizes and Addresses Student Learning Needs/ The Learner and the Learning Environment)	1.7 Modifies instruction to accommodate diverse learners (special needs, ELL, gifted, etc. (InTASC 2a) 1.8 Accesses resources, technology, tools and services to address learner’s specific learning differences and needs (cognitive, linguistic, physical, social and emotional) (InTASC 2f) 1.9 Establishes and maintains high expectations for all learners (InTASC 2l)
1.1 (Content and Pedagogical Knowledge- InTASC) 1.5 (Content and Pedagogical Knowledge- Technology) 2.3 (Clinical Experiences – Technology) CCT: Diversity	3 (Learning Environments/ The Learner and Learning)	<ul style="list-style-type: none"> •Classroom Management •Environment of Respect •Manages Student Behavior •Rites and Rituals •Collaborative Learning •Active Engagement 	C3- (Establishes a Culture of Learning/ The Learner and the Learning Environment)	1.10 Facilitates a learning community where differences are respected and used to create a safe, positive learning environment (InTASC 3a) 1.11 Creates a classroom that uses procedures, routines, and transitions to maximize instructional time (InTASC 3b) 1.12 Organizes the learning space, seating, equipment and materials to engage learners (InTASC 3d) 1.13 Motivates learners and provides opportunities for self-directed learning (InTASC 3i) 1.14 Identifies and implements technologies to expand learner experiences (InTASC 3m)

<p>1.1 (Content and Pedagogical Knowledge- InTASC) 1.2 (Content and Pedagogical Knowledge- Research and Evidence) 1.3 (Content and Pedagogical Knowledge) 1.4 (Content and Pedagogical Knowledge- College and Career) 3.4 (Candidate Quality, Recruitment and Selectivity-College and Career) CCT: Diversity</p>	<p>4 (Content Knowledge/Content Knowledge)</p>	<ul style="list-style-type: none"> •Structure Discipline •Central Concepts •Prior Knowledge •Evaluates Resources •Standards Based •Objective 	<p>C4- (Demonstrates Knowledge of Content Pedagogy and Resources/ Cycle of Teaching - Planning)</p> <hr/> <p>C5- (Develops Learning Objectives that Align to Learning Standards/ Cycle of Teaching- Planning)</p>	<p>2.1 Designs effective lesson objectives that align with NJSLS and College and Career Ready Standards (InTASC 4c) 2.2 Evaluates research, resources and materials for appropriateness and accuracy as related to the discipline (InTASC 4f) 2.3 Uses research, resources and materials of the discipline to impact student learning (InTASC 4f) 2.4 Provides opportunities that support diverse learners' development of knowledge and skills in the content area (InTASC 4h) 2.5 Presents accurate content (understands major concepts, academic language and tools of inquiry of the discipline) (InTASC 4j)</p>
<p>1.1 (Content and Pedagogical Knowledge- InTASC) 1.2 (Content and Pedagogical Knowledge- Research and Evidence) 1.3 (Content and Pedagogical Knowledge) 1.4 (Content and Pedagogical Knowledge- College and Career) 1.5 (Content and Pedagogical</p>	<p>5 (Application of Content/Content Knowledge)</p>	<ul style="list-style-type: none"> •Academic Language •Differing Perspectives •Creativity •Critical Thinking •Problem Solving •Connecting to Authentic Local and Global Issues •Questioning 	<p>C6- (Engages Students in Inquiry-Based Learning and Academic Discourse/ Cycle of Teaching - Planning)</p> <hr/> <p>C7- (Plans for Supporting Academic Language/ Cycle of Teaching - Planning)</p>	<p>2.6 Connects content and skills of the discipline to the real world (InTASC 5b) 2.7 Uses technology appropriately to access research, resources and materials (InTASC 5c) 2.8 Develops learners' communication skills within the discipline (i.e., academic language) (InTASC 5e) 2.9 Stimulates prior knowledge and links new ideas to already familiar ideas and experiences (InTASC 5f) 2.10 Engages learners in the process of critical thinking and inquiry of the disciplines that aligns with the learning objectives (InTASC 5m)</p>

Knowledge-Technology) 2.3 (Clinical Experiences – Technology) 3.4 (Candidate Quality, Recruitment and Selectivity-College and Career)				
1.1 (Content and Pedagogical Knowledge-InTASC) 1.2 (Content and Pedagogical Knowledge-Research and Evidence) 1.5 (Content and Pedagogical Knowledge-Technology) 2.3 (Clinical Experiences – Technology)	6 (Assessment/ Instructional Practice) 6 (Assessment/ Instructional Practice) 6 (Assessment/ Instructional Practice)	<ul style="list-style-type: none"> •Multiple Method Assessment •Learner Progress and Growth •Improving Instruction 	<p>C8- (Designs Assessments to Support Learning/ Cycle of Teaching - Planning)</p> <p>C9- (Uses Assessments to Inform Instructional Practices/ Cycle of Teaching - Assessment)</p> <p>C10- (Develops Success Criteria Based on Learning Objectives and Engages Learners in Analyzing their Own Assessment/ Cycle of Teaching - Planning)</p>	<p>2.11 Uses a variety of summative assessments to evaluate the understanding, progress and performance of individual students and the class as a whole (InTASC 6a)</p> <p>2.12 Uses a variety of formative assessments to evaluate the understanding, progress and performance of individual students and the class as a whole (InTASC 6a)</p> <p>2.13 Selects or designs appropriate assessments that measure learning objectives (InTASC 6b)</p> <p>2.14 Understands the purpose and use of various types of assessments and instruments (InTASC 6j)</p> <p>2.15 Uses technologies to evaluate and monitor performance and student progress over time (InTASC 6i)</p> <p>2.16 Knows how and when to engage learners in analyzing assessment results (InTASC 6m)</p>
1.1 (Content and Pedagogical Knowledge-InTASC) 1.2 (Content and Pedagogical Knowledge-Research and Evidence)	7 (Planning for Instruction/ Instructional Practice)	<ul style="list-style-type: none"> •Variety of Instructional Strategies •Build Skills/Understanding •Monitors Learning •Questioning 	C11- (Designs Instruction to Engage/Expand/Support Student Learning/ Cycle of Teaching - Planning)	<p>2.17 Uses research-based instructional methods (lecture, small group work, jigsaw, discovery learning, etc.) (InTASC 7a)</p> <p>2.18 Plans and sequences common learning experiences linked to learning objectives (InTASC 7c)</p> <p>2.19 Implements lessons adjusting pacing as appropriate (InTASC 7l)</p>

<p>1.1 (Content and Pedagogical Knowledge- InTASC) 1.2 (Content and Pedagogical Knowledge- Research and Evidence) 1.4 (Content and Pedagogical Knowledge- College and Career) 1.5 (Content and Pedagogical Knowledge- Technology) 3.4 (Candidate Quality, Recruitment and Selectivity-College and Career)</p>	<p>8 (Instructional Strategies/Instructional Practice)</p>	<ul style="list-style-type: none"> • Variety of Instructional Strategies • Builds Skills and Understanding • Monitors Learning • Questioning 	<p>C12 (Facilitates Instruction to Expand/Support Learning/ Cycle of Teaching - Planning)</p>	<p>2.20 Asks questions that stimulate discussion (i.e., probing for learner understanding, helping learners articulate ideas and thinking, promoting, stimulating curiosity, helping learners to question) (InTASC 8i) 2.21 Uses evidence-based strategies to differentiate and engage all learners in meaningful learning tasks (InTASC 8l) 2.22 Uses effective written and verbal communication to convey ideas, foster inquiry for college and career (InTASC 8m)</p>
<p>1.1 (Content and Pedagogical Knowledge- InTASC) 1.2 (Content and Pedagogical Knowledge- Research and Evidence)</p>	<p>9 (Professional Learning and Ethical Practice/Professional Responsibility)</p>	<ul style="list-style-type: none"> • Progressive Learning • Evidence to Evaluate Practice • Adapts Practice to Meet the Needs of Learners 	<p>C13- (Reflects on Teaching/ Cycle of Teaching - Assessment) C14- (Analyzes Teacher Effectiveness Cycle of Teaching - Assessment)</p>	<p>2.23 Independently reflects on and uses evidence/data to evaluate the outcomes of teaching and learning to adapt planning and practice (InTASC 9c) 2.24 Collaboratively reflects on and uses evidence/data to evaluate the outcomes of teaching and learning to adapt planning and practice (InTASC 9c)</p>
<p>1.1 (Content and Pedagogical Knowledge- InTASC) 3.3 (Candidate Quality, Recruitment and Selectivity-Non-academic Factors)</p>	<p>10 (Leadership and Collaboration/Professional Responsibility)</p>	<ul style="list-style-type: none"> • Collaborates • Seeks Opportunities • Leadership • Active Participant 	<p>C15- (Participates in the Professional Community to Grow and Develop/ Professional Responsibilities and Dispositions)</p>	<p>3.1 Actively supports the mission of the school (InTASC 10p) 3.2 Takes initiative to grow and develop with colleagues through interactions that enhance practice and P-12 learning (InTASC 10r) 3.3 Actively engages with faculty, staff and/or clinical educators about teaching practice including feedback about practice/class performance. ((InTASC 10r) 3.4 Contributes to a common culture that supports high expectations for learning (InTASC 10c)</p>

3.6 Candidate Quality, Recruitment and Selectivity-Non-academic Factors – Completion)				
1.1 (Content and Pedagogical Knowledge- InTASC) 3.3 (Candidate Quality, Recruitment and Selectivity-Non-academic Factors) 3.6 Candidate Quality, Recruitment and Selectivity-Non-academic Factors – Completion)	9 (Professional Learning and Ethical Practice/Professional Responsibility) NJPST 11 (Ethical Practice)	<ul style="list-style-type: none"> •Responsibility •Professional Standards •Codes of Ethics •Laws and Policies 	C16- (Demonstrates Professional Ethics/ Professional Responsibilities and Dispositions)	3.5 Knows and abides by the expectations of the profession (codes of ethics, relevant laws and policies, and professional standards) (InTASC 9) NJPST 11.2) 3.6 Complies fully with university, class, school and/or district policies or regulations (NJPST 11.iii.2)
1.1 (Content and Pedagogical Knowledge- InTASC) 1.2 (Content and Pedagogical Knowledge- Research and Evidence) 1.5 (Content and Pedagogical Knowledge- Technology) 2.3 (Clinical Experiences – Technology) 3.3 (Candidate Quality, Recruitment and Selectivity-Non-academic Factors)	9 (Professional Learning and Ethical Practice/Professional Responsibility) NJPST 11 (Ethical Practice)	<ul style="list-style-type: none"> •Responsibility •Professional Standards •Codes of Ethics •Laws and Policies 	C17 (Demonstrates Professional Dispositions Professional Responsibilities and Dispositions)	3.7 Uses technology to manage personal programmatic assessments by participating in the COE’s assessment system for national and state accountability and accreditation (InTASC 9k) 3.8 Uses effective oral and written communication when working with colleagues, learners and families (InTASC 10 o) 3.9 Reflects on personal biases and accesses resources to deepen own understanding of cultural, ethnic, gender and learning differences to build stronger relationships. (InTASC C 9m; NJPST11. i.1) 3.10Maintains professional relationships with learners and colleagues (NJPST11. i.5) 3.11Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect (NJPST 11.iii.3) 3.12Holds self-accountable for actions, behaviors and emotions (NJPST 11.iii.1) 3.13Is able to identify academic or behavioral problems and propose solutions for self or others (NJPST 11.ii.4)

3.6 Candidate Quality, Recruitment and Selectivity-Non-academic Factors – Completion) CCT: Diversity				
1.1 (Content and Pedagogical Knowledge- InTASC) 1.4 (Content and Pedagogical Knowledge- College and Career) 3.4 (Candidate Quality, Recruitment and Selectivity-College and Career)	4 (Content Knowledge /Content Knowledge) NJSLS 9- 21 st Century Life and Careers		C18 (Demonstrate skills and commitment that afford all P-12 learners access to rigorous college and career ready standards. Professional Responsibilities and Dispositions)	4.1 Self-reflects and seeks to improve the essential like and career practices that lead to success 4.2 Uses effective communication and collaboration skills and resources to interact with global society 4.3 Builds financial literacy and responsibility 4.4. Builds knowledge and skills about traditional and non-traditional careers and alter and/or apply career goals to a changing society 4.5 integrate 21st Century Life and Career standards into lesson plans and classroom learning

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