



Ruth S. Ammon College of
Education and Health Sciences

**CONTENT SPECIALTY TEST (CST) LICENSURE SCORES
TAKEN BY INITIAL PROGRAMS
2022-2025 Academic Years**

PURPOSE

The explicit purpose of these tests is to help identify, for certification, those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of an educator in New York State public schools.

ADMINISTRATION

As proprietary exams, they are administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment.

INSTRUMENT

The Content Specialty Tests (CST) are computer-based tests that assess candidates' content knowledge in their respective certification area(s). The CST exams include both selected response (SR) questions and constructed response (CR) questions. The minimum passing score for the CST is 520, within a score range of 400-600.

Note: Test scores are obtained from NYS Education Reports (Pearson) and TEACH.

Exam competencies are aligned with CAEP and InTASC standards.

VALIDITY AND RELIABILITY

The New York State Teacher Certification Examinations (NYSTCE) were validated in accordance with professionally accepted procedures for the validation of certification tests and was monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98.

http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf

ANALYSIS

The overall CST pass rates for candidates seeking initial certification during the 2022-2023, 2023-2024, and 2024-2025 academic years were 95%, 97%, and 94%. Most subject-areas maintained pass rates well above the 80% minimum across all years.

Demographics: Overall, the proportion of white test takers decreased from 81% in 2022-2023 to 72% in 2024-2025. Students of color increased from 11% to 21% over the same period, indicating growing diversity among candidates. The "not reported" category remained stable at around 4-8% across the three years.

Overall, the data shows sustained high performance across most subject areas with gradual increases in diversity among test takers.

PROPOSED ACTIONS FOR PROGRAM IMPROVEMENT

The RSA CEHS Office of Student Success provides a lending library of the NYSTCE Barron's 4th Edition preparation book. Beginning in the Spring 2022 semester, the RSA CEHS Office of Student Success will offer a workshop for candidates who must pass the CST Multi-Subject (Part 2 Mathematics).

DATA TABLE: Students who did not report their scores to Adelphi are not included in the Mean calculations. These students were included in the # of Takers and percent passing (as evidenced by their TEACH state certification record).

NOTE: *denotes redacted data due to sample size fewer than 10.

EXAM	2022-2023 AY							2023-2024 AY							2024-2025 AY						
	# of Takers	# Pass	% Pass	Mean Range	white	people of color	not reported	# of Takers	# Pass	% Pass	Mean Range	white	people of color	not reported	# of Takers	# Pass	% Pass	Mean Range	white	people of color	not reported
EPP	280	267	95%	535 472-591	81%	11%	8%	323	312	97%	546 481-591	72%	21%	6%	251	237	94%	548 482-595	71%	25%	5%
MULTISUBJECT B-2 PART 1	*	*	100%	524	100%	0%	0%	*	*	80%	540 516-552	60%	40%	0%	*	*	0%	519	100%	0%	0%
MULTISUBJECT B-2 PART 2	*	*	0%	472	100%	0%	0%	*	*	100%	545	50%	50%	0%	*	*	100%	--	100%	0%	0%
MULTISUBJECT 1-6 PART 1	48	45	94%	543 492-569	85%	8%	6%	46	46	100%	542 520-570	80%	15%	4%	34	33	97%	543 482-576	65%	35%	0%
MULTISUBJECT 1-6 PART 2	47	44	94%	547 505-582	85%	9%	6%	45	45	100%	549 520-590	80%	16%	4%	35	32	91%	547 497-582	66%	34%	0%
MULTISUBJECT 7-12 PART 1	*	*	100%	535 528-554	100%	0%	0%	*	*	50%	528	0%	100%	0%	0	--	--	--	--	--	--
MULTISUBJECT 7-12 PART 2	*	*	100%	542 528-554	100%	0%	0%	*	*	100%	520	0%	100%	0%	0	--	--	--	--	--	--
MULTISUBJECT ALL PART 3	54	53	98%	559 502-591	85%	9%	6%	52	52	100%	558 520-591	75%	21%	4%	37	36	97%	563 487-595	65%	35%	0%
BEA SPANISH	*	*	100%	---	33%	33%	33%	0	--	--	--	--	--	--	0	--	--	--	--	--	--
BEA MANDARIN	*	*	100%	---	0%	100%	0%	0	--	--	--	--	--	--	0	--	--	--	--	--	--
STUDENTS WITH DISABILITIES	12	11	92%	532 514-551	75%	17%	8%	*	*	89%	537 526-553	33%	67%	0%	*	*	100%	555 547-562	100%	0%	0%

BIOLOGY	*	*	100%	545 537-551	86%	0%	14%	*	*	100%	540 526-573	50%	33%	17%	*	*	100%	566	50%	0%	50%
CHEMISTRY	0	--	--	--	--	--	--	*	*	100%	563 554-571	67%	33%	0%	0	--	--	--	--	--	--
ENGLISH	*	*	100%	537 520-573	56%	11%	33%	*	*	100%	534 522-545	67%	33%	0%	*	*	100%	545 530-576	80%	20%	0%
PHYSICS	*	*	100%	---	0%	100%	0%	*	*	100%	544 524-556	100%	0%	0%	*	*	100%	530	100%	0%	0%
EARTH SCIENCE	*	*	100%	545 543-546	50%	0%	50%	*	*	100%	535 522-566	75%	0%	25%	*	*	100%	529	67%	33%	0%
MATH	12	11	92%	534 514-548	83%	17%	0%	10	*	80%	538 481-567	80%	20%	0%	*	*	67%	533 509-563	67%	22%	11%
SOCIAL STUDIES	14	14	100%	542 520-572	86%	14%	0%	17	17	100%	551 520-574	65%	35%	0%	*	*	100%	531 520-550	78%	22%	0%
VISUAL ARTS	22	21	95%	551 526-568	77%	14%	9%	40	39	98%	554 513-581	75%	13%	13%	40	40	100%	554 532-578	60%	20%	20%
THEATRE	*	*	100%	554	100%	0%	0%	*	*	100%	558	100%	0%	0%	*	*	100%	561 554-568	80%	0%	20%
MUSIC	*	*	100%	546	0%	0%	100%	*	*	100%	571 559-581	71%	29%	0%	*	*	100%	552 540-571	40%	60%	0%
ESOL	*	*	100%	534 528-539	50%	0%	50%	*	*	100%	569 564-574	33%	67%	0%	*	*	100%	549 529-569	0%	100%	0%
PHYSICAL EDUCATION	28	27	96%	546 516-577	75%	18%	7%	59	54	92%	543 519-569	73%	15%	12%	59	54	92%	538 488-567	90%	8%	2%
HEALTH EDUCATION	*	*	50%	482	50%	50%	0%	0	--	--	--	--	--	--	*	*	100%	531	0%	100%	0%

BIOLOGY STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Structure and Function of Cells and Molecules	The New York State biology teacher understands and applies the disciplinary core ideas of structure and function as they relate to cells and biomolecules. The teacher understands the characteristics of living things and the characteristics of different types of cells. The teacher demonstrates knowledge of cellular components and their roles in cell processes and overall cell functioning. The teacher understands active and passive transport processes and the movement of materials through cell membranes. The teacher understands the cell cycle and the processes and outcomes of mitosis, meiosis, fertilization, and cell differentiation. The teacher understands basic principles of chemistry and the structures, properties, and functions of major classes of biomolecules and other biologically important molecules. The teacher analyzes the structure and function of enzymes and factors that affect enzyme action. The teacher applies models to describe the structures and functions of cells, organelles, and biomolecules. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to the structure and function of cells and molecules.
CAEP R1.2 InTASC 4	0002 Structure and Function of Organisms	The New York State biology teacher understands and applies the disciplinary core ideas of structure and function as they relate to unicellular organisms, fungi, plants, and animals, including humans. The teacher understands the organization, structures, functions, and interactions of body systems. The teacher demonstrates knowledge of human reproduction, growth, and development, as well as reproductive technologies. The teacher applies knowledge of homeostatic mechanisms in organisms. The teacher understands causes and characteristics of disease and the mechanisms that organisms use to prevent and fight disease, including technologies employed by humans. The teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to the structure and function of organisms. In addition, the teacher applies knowledge of the safe, proper, and ethical use of organisms, equipment, and materials in school science investigations.
CAEP R1.2 InTASC 4	0003 Matter and Energy	The New York State biology teacher understands the transfer of matter and energy in cells, organisms, and ecosystems. The teacher understands the processes of photosynthesis and cellular respiration and their roles in providing energy for life processes and transferring matter and energy. The teacher demonstrates knowledge of biochemical pathways involved in the metabolism of biomolecules. The teacher understands, models, and can use mathematical representations to describe the cycling of matter and flow of energy through the trophic levels of an ecosystem, including the inefficiency of the transfers from one level to the next. The teacher demonstrates knowledge of biogeochemical cycles. The teacher analyzes and uses models to

		illustrate molecule formation, energy transfer, and the cycling of matter and flow of energy. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to matter and energy.
CAEP R1.2 InTASC 4	0004 Interdependent Relationships in Ecosystems	The New York State biology teacher understands and applies the disciplinary core ideas of ecosystem dynamics, functioning, and interactions. The teacher applies knowledge of carrying capacity and factors that affect the sizes and growth rates of populations. The teacher applies knowledge of the interactions and dependencies between organisms in an ecosystem and analyzes evidence of ecosystem functioning and relationships. The teacher understands the influence of individual and group behaviors on organisms' survival. The teacher understands natural and human factors that influence biodiversity in ecosystems. The teacher understands ecosystem stability and resilience and how an ecosystem may respond to minor disturbances and to extreme changes in conditions. The teacher evaluates proposed solutions for reducing human impacts on the environment and on biodiversity and demonstrates the ability to analyze cost-benefit trade-offs. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to the interdependent relationships in ecosystems.
CAEP R1.2 InTASC 4	0005 Inheritance and Variation of Traits	The New York State biology teacher understands and applies the disciplinary core ideas of the inheritance and variation of traits. The teacher demonstrates knowledge of the genetic code; the structures of DNA and RNA; and the processes of replication, transcription, translation, and protein synthesis. The teacher applies knowledge of mutations and their effects. The teacher understands the relationships between DNA, genes, alleles, and chromosomes and the control of gene expression. The teacher understands sources of heritable genetic variation and applies principles of heredity and probability and statistics to solve inheritance problems. The teacher demonstrates knowledge of genetic engineering techniques and tools. The teacher understands the historical development of scientific understanding of genetic inheritance. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to inheritance and variation of traits.

CAEP R1.2 InTASC 4	0006 Evolution and the Unity and Diversity of Life	The New York State biology teacher understands and applies the disciplinary core ideas of evolution and the unity and diversity of life. The teacher demonstrates knowledge of the variety of evidence that supports biological evolution and evolutionary relationships between diverse organisms. The teacher understands the mechanisms of evolution, including natural selection, and the conditions under which evolution and speciation are likely to occur. The teacher applies the principles of population genetics to predict and explain shifts in allelic frequencies. The teacher understands events that may cause speciation and compares alternative patterns of evolution. The teacher understands the historical development of scientific understanding about how organisms change over time. The teacher demonstrates knowledge of the basic principles of taxonomy and representations of evolutionarily related species. The teacher recognizes that diverse organisms may share varying degrees of common structures and processes. The teacher demonstrates knowledge of the general distinguishing characteristics of organisms in the domains and kingdoms into which life is organized. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to evolution and the unity and diversity of life.
CAEP R1.2 InTASC 4	0007 Pedagogical Content Knowledge	The New York State biology teacher effectively applies pedagogical content knowledge to design culturally relevant instruction to guide all students in achieving a specific learning goal using an effective three-dimensional approach (i.e., disciplinary core idea, crosscutting concept, science or engineering practice). The teacher also applies knowledge of current education research on how students learn science in order to develop safe and effective performance tasks that will guide all students, including diverse learners, in achieving a specific learning goal. The teacher appropriately assesses student knowledge and understanding and identifies potential and apparent student strengths and needs.

CHEMISTRY STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Structure of Matter	The New York State chemistry teacher demonstrates understanding of the fundamental atomic structure of matter. The teacher demonstrates knowledge of the characteristics and properties of subatomic constituents and recognizes their significance in identifying elements. The teacher is familiar with contemporary and historical models of atomic structure and understands the historical progression of models of atomic structure. The teacher applies knowledge of atomic structure to explain the organization of the periodic table and the chemical and physical properties of matter. The teacher recognizes the characteristics of different types of chemical bonds and applies this knowledge to predict the types of chemical bonds formed when substances react. The teacher recognizes the relationship between chemical bonding and molecular geometry and predicts the

		<p>geometry of given molecules. The teacher interprets different representations and models of molecules and compounds. The teacher analyzes the basic composition and structure of organic and inorganic substances. The teacher applies rules of nomenclature. The teacher demonstrates knowledge of natural materials, synthetic materials, and nuclear processes; their applications; and their impact on society and nature. The teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to the structure of matter. In addition, the teacher applies knowledge of the safe and proper use of equipment and materials in school science investigations.</p>
<p>CAEP R1.2 InTASC 4</p>	0002 Properties of Matter	<p>The New York State chemistry teacher demonstrates knowledge of physical and chemical properties of matter and recognizes the connection between atomic structure and the properties of matter. The teacher distinguishes between physical and chemical changes and properties and uses this knowledge to purify and identify chemical substances. The teacher applies knowledge of the characteristics of different types of intermolecular forces to predict the types of intermolecular forces present between molecules. The teacher relates the physical properties of a substance to the types of chemical bonds and intermolecular forces present. The teacher applies knowledge of kinetic molecular theory to predict the behavior of particles and describe the different phases of matter. The teacher applies the gas laws and mathematical thinking to solve problems and analyze data involving gases. The teacher applies knowledge of the properties of solutions. The teacher evaluates information about the properties and functioning of natural and designed materials. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to the properties of matter.</p>
<p>CAEP R1.2 InTASC 4</p>	0003 Chemical Reactions	<p>The New York State chemistry teacher applies the principles of conservation of matter, mass, energy, and charge to the analysis of chemical reactions. The teacher demonstrates knowledge of common types of inorganic and organic chemical reactions, acids and bases, and oxidation–reduction reactions and their applications. The teacher demonstrates understanding of the mole concept and stoichiometry and performs calculations based on these concepts. The teacher applies knowledge of chemical kinetics to solve rate problems and predict rate laws and reaction mechanisms. The teacher also demonstrates knowledge of the concept of chemical equilibrium and uses this knowledge to analyze chemical systems under given conditions. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to chemical reactions.</p>

CAEP R1.2 InTASC 4	0004 Energy	The New York State Chemistry teacher demonstrates knowledge of the different manifestations of energy and their shared characteristics. The teacher understands heat and applies that understanding to calorimetry investigations and engineering design solutions. The teacher analyzes the energy changes associated with chemical bonding and chemical reactions and explains physical processes in terms of energy changes. The teacher demonstrates knowledge of entropy and free energy and uses this knowledge to perform mathematical calculations and predict the spontaneity of reactions. The teacher uses knowledge of free energy change to determine equilibrium constants and the voltage of an electrochemical cell. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to energy in chemical systems.
CAEP R1.2 InTASC 4	0005 Pedagogical Content Knowledge	The New York State chemistry teacher effectively applies pedagogical content knowledge to design culturally relevant instruction to guide all students in achieving a specific learning goal using an effective three-dimensional approach (i.e., disciplinary core idea, crosscutting concept, science or engineering practice). The teacher also applies knowledge of current education research on how students learn science in order to develop safe and effective performance tasks that will guide all students, including diverse learners, in achieving a specific learning goal. The teacher appropriately assesses student knowledge and understanding and identifies potential and apparent student strengths and needs.

EARTH SCIENCE STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Space Systems	The New York State Earth science teacher understands and applies the disciplinary core ideas of astronomy. The teacher applies knowledge of the universe, solar system, stars, and planets to analyze complex phenomena resulting from the interaction of the different components of the universe and solar system. The teacher connects the evidence for a particular phenomenon with the research and technology that were involved in gathering the evidence and effectively evaluates evidence to determine whether it supports a stated hypothesis or conclusion. The teacher applies relevant laws, principles, and mathematics and computational representations to analyze astronomical phenomena. The teacher applies knowledge of the formation of Earth in the larger context of the evolution of the solar system. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to space systems.

<p>CAEP R1.2 InTASC 4</p>	<p>0002 Earth Materials and the History of Earth</p>	<p>The New York State Earth science teacher understands and applies the disciplinary core ideas of geology. The teacher applies knowledge of atomic structure to explain the physical and chemical properties of Earth materials. The teacher analyzes the processes of the rock cycle by applying knowledge of the properties and formation of sedimentary, igneous, and metamorphic rocks. The teacher interprets geologic cross sections and stratigraphic sequences by applying the principles of stratigraphy. The teacher understands how rock strata, fossils, and other evidence are used in determining the history of Earth. The teacher solves radiometric dating problems by analyzing the half-lives of radioactive elements. The teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to Earth materials and the history of Earth. In addition, the teacher applies knowledge of the safe and proper use of equipment and materials in school science investigations.</p>
<p>CAEP R1.2 InTASC 4</p>	<p>0003 Geologic Systems</p>	<p>The New York State Earth science teacher understands and applies knowledge of geologic systems, including analyzing the relationship between earthquakes, volcanism, and plate tectonics. The teacher applies knowledge of the theory of plate tectonics by explaining the mechanisms that drive plate motions, by connecting the theory to the various types of evidence that support it, and by predicting the landforms and geologic events associated with specific plate interactions. The teacher understands the processes by which rocks break down and soils form and the erosional and depositional processes that change Earth's surface. The teacher connects the cycling of elements to the physical and biological processes that move elements through the atmosphere, lithosphere, hydrosphere, and biosphere. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to geologic systems.</p>
<p>CAEP R1.2 InTASC 4</p>	<p>0004 Water, Weather, and Climate</p>	<p>The New York State Earth science teacher analyzes factors that affect water's movement through different parts of the hydrologic cycle and the physical processes that drive the hydrologic cycle. The teacher recognizes the characteristics and processes of freshwater systems. The teacher demonstrates knowledge of ocean circulation, ocean waves, the physical and chemical properties of ocean water, and the ocean's role in the climate system and weather. The teacher understands atmospheric processes and the structure of the atmosphere as a foundation for analyzing the climate system, weather phenomena, and Earth's energy balance. The teacher applies knowledge of Earth's energy balance and the biosphere to explain the physical and biological attributes that define Earth's different climate regions. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to Earth's water systems and weather and climate</p>

CAEP R1.2 InTASC 4	0005 Human Impacts and Sustainability	The New York Earth science teacher demonstrates comprehensive knowledge of how humans interact with Earth systems. The teacher understands society's use of natural resources and factors that affect the sustainability of current resource-use strategies. The teacher understands the causes, characteristics, and prediction of natural hazards and how natural hazards are managed. The teacher analyzes the causes and consequences of air and water pollution and the modification of ecosystems through forestry and agricultural practices, the damming of rivers, and urban development. The teacher evaluates technological solutions designed to reduce the impacts of humans on natural systems. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to human impacts and sustainability.
CAEP R1.2 InTASC 4	0006 Pedagogical Content Knowledge	The New York State Earth science teacher effectively applies pedagogical content knowledge to design culturally relevant instruction to guide all students in achieving a specific learning goal using an effective three-dimensional approach (i.e., disciplinary core idea, crosscutting concept, science or engineering practice). The teacher also applies knowledge of current education research on how students learn science in order to develop safe and effective performance tasks that will guide all students, including diverse learners, in achieving a specific learning goal. The teacher appropriately assesses student knowledge and understanding and identifies potential and apparent student strengths and needs.

ENGLISH LANGUAGE ARTS STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Reading Literature	The New York State English Language Arts educator demonstrates deep knowledge of a wide variety of genres and a wide spectrum of literature, including foundational American literature and literature from world cultures. The teacher thoughtfully and thoroughly interprets, analyzes, and evaluates high-quality works of fiction, drama, and poetry aesthetically and philosophically by making connections to other texts, ideas, cultural perspectives, eras, and personal experience. The teacher effectively uses strong textual evidence to analyze the explicit and implicit meaning of literary texts. The teacher accurately determines the theme(s) or central idea(s) and the structure of literary texts. The teacher accurately determines the meaning of words and phrases as they are used in literary texts. The teacher effectively analyzes the impact of authors' choices regarding the structure and development of literary texts, as well as the impact of specific word choices on meaning, tone, and mood.

CAEP R1.2 InTASC 4	0002 Reading Informational Text	The New York State English Language Arts educator is an independent and proficient reader of literary nonfiction, including seminal U.S. documents as well as informational texts on topics related to diverse cultures and viewpoints. The teacher uses strong and thorough textual evidence to analyze the explicit and implicit meaning of informational texts. The teacher accurately determines the central ideas of informational texts and analyzes the development and interaction of these ideas. The teacher objectively summarizes informational texts. The teacher accurately determines the meaning of words and phrases used in informational texts, analyzing how particular authors use and refine the meaning of key terms. The teacher analyzes the effectiveness of text structure for explaining information or developing an argument and analyzes how style and content contribute to the power or persuasiveness of a text. The teacher accurately determines an author's point of view or purpose, delineating and evaluating the argument and specific claims made by an author. The teacher thoughtfully and thoroughly assesses the validity of an author's reasoning and the relevance and sufficiency of evidence presented to support an argument.
CAEP R1.2 InTASC 4	0003 Writing Arguments	The New York State English Language Arts educator applies knowledge of effective techniques for writing arguments to support claims using clear reasons, relevant evidence, and logical organization. The teacher applies knowledge of how to provide effective introductions and conclusions and understands the use of appropriate words, phrases, and clauses to create cohesion and clarify relationships. The teacher applies knowledge of how to effectively develop and strengthen written arguments as needed by planning, revising, editing, rewriting, or trying a new approach.
CAEP R1.2 InTASC 4	0004 Writing Informative and Explanatory Texts	The New York State English Language Arts educator applies knowledge of effective techniques for writing informative and explanatory texts that examine a topic and convey ideas, concepts, and information. The teacher applies knowledge of how to provide a clear introduction; to effectively select, organize, and analyze relevant content; and to provide an effective conclusion for informative and explanatory texts. The teacher applies knowledge of how to effectively develop and strengthen informative and explanatory writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CAEP R1.2 InTASC 4	0005 Writing Narratives	The New York State English Language Arts educator applies knowledge of effective techniques for writing narratives to develop real or imagined experiences or events. The teacher applies knowledge of how to use effective narrative techniques, precise words, telling descriptive details, and sensory language to create a vivid picture of events, setting, and characters. The teacher applies knowledge of how to use awareness of audience to accommodate a variety of cultural contexts by adapting voice and language. The teacher applies knowledge of how to effectively develop and strengthen narrative writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CAEP R1.2 InTASC 4	0006 Researching to Build and Present Knowledge 1	The New York State English Language Arts educator demonstrates knowledge of research techniques to build and present knowledge. The teacher effectively generates research questions and applies knowledge of strategies to narrow or broaden inquiry. The teacher demonstrates knowledge of how to effectively gather relevant information from multiple authoritative sources. The teacher accurately assesses the strengths and limitations of sources in terms of task, purpose, and audience. The teacher demonstrates knowledge of how to effectively and selectively integrate information into a text while maintaining the flow of ideas, avoiding plagiarism, and following standard formatting for citation.

CAEP R1.2 InTASC 4	0007 Speaking and Listening	The New York State English Language Arts educator communicates effectively with audiences and individuals from varied backgrounds and perspectives. The teacher demonstrates knowledge of techniques for engaging effectively in a range of collaborative discussions (one-on-one, small group, classroom) with diverse partners, building on others' ideas and expressing his or her own ideas clearly and persuasively. The teacher demonstrates knowledge of how to effectively present information orally and through the strategic use of digital media to enhance understanding and add interest.
CAEP R1.2 InTASC 4	0008 Language	The New York State English Language Arts educator demonstrates knowledge of the conventions of standard English grammar and usage when writing, speaking, reading, and listening. The teacher demonstrates command of the conventions of standard English capitalization, punctuation, and spelling. The teacher applies knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading or listening. The teacher determines or clarifies the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies. The teacher understands figurative language and nuances in word meanings. The teacher accurately uses general academic and domain-specific words and phrases.
CAEP R1.2 InTASC 4	0009 Pedagogical Content Knowledge	The New York State English Language Arts educator effectively applies pedagogical content knowledge to design instruction to help students achieve a specific learning goal. The teacher assesses student knowledge and understanding and identifies potential and apparent student difficulties. The teacher applies knowledge of how students learn to develop effective performance tasks that will help students achieve a specific learning goal.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.1 InTASC 1,2,3	0001 Language and Language Learning	The New York State English to Speakers of Other Languages educator has a strong knowledge of how English language and literacy is acquired as a home language and as a new language. Teachers understand language systems and how features of English relate to those of other languages in order to identify challenging aspects of English and to recognize how English Language Learners' home-language knowledge and skills influence their language and literacy development in a new language. Teachers understand research based theories of language and literacy development and stages, sequences, and processes involved in learning a home language and a new language.
CAEP R1.1 InTASC 1,2,3	0002 Knowledge of English Language Learners	The New York State English to Speakers of Other Languages educator understands and appreciates the diversity among English Language Learners and applies knowledge of students' backgrounds (e.g., home-language knowledge and skills, educational background), prior experiences, cultures, assets and needs, personal circumstances, and other funds of knowledge to facilitate their language development and academic achievement. Teachers are aware of how a variety of factors can influence the learning of English Language Learners and use this knowledge to create effective differentiated learning experiences that meet

		students' individual needs. Teachers understand how cross-cultural differences affect ESOL teaching and learning and use this knowledge to create culturally inclusive learning environments.
CAEP R1.3 InTASC 6,78	0003 ESOL Instructional Planning, Practices, and Assessment	The New York State English to Speakers of Other Languages educator is knowledgeable about and can apply the theoretical and evidential data-driven bases for instruction in the receptive and productive modalities of oracy (listening and speaking), literacy (reading and writing), and visual communication (viewing and visually representing). Teachers understand research- and evidence-based practices in ESOL instruction and how to implement developmentally appropriate standards-driven differentiated instruction, with appropriate scaffolding, that engages English Language Learners at various English language proficiency levels in language and content learning. Teachers understand and use a variety of assessments, scaffolds, and instructional resources for purposes of teaching and learning with English Language Learners. Teachers understand the characteristics of an effective learning environment that supports English Language Learners' achievement and growth.
CAEP R1.1 InTASC 1,2,3	0004 Instructing English Language Learners in English Language Arts	The New York State English to Speakers of Other Languages educator understands the complex construct of language competence and that English Language Learners' ability to acquire English and achieve academically requires well-developed oracy and literacy skills. Teachers understand social and academic language expectations for English Language Learners as well as the wide range of analytical tasks and receptive and productive language functions required of English Language Learners in English language arts. Teachers understand how to support and assess students' ability to function effectively in a variety of informal and formal communicative situations. Teachers understand the role and importance of utilizing students' home language(s) to promote their development in English language arts. Teachers understand the wide range of informational and literary texts and media used in English language arts and how to support and assess English Language Learners' ability to use oracy, literacy, and visual communication to comprehend, analyze, and produce texts and media for different purposes and audiences.
CAEP R1.1, R1.2 InTASC 1,2,3,4,5	0005 Instructing English Language Learners in the Content Areas	The New York State English to Speakers of Other Languages educator understands the complex construct of academic language and that English Language Learners' ability to acquire English and achieve academically requires a high degree of proficiency in language functions, practices, or performances particular to specific disciplines. Teachers understand subject-matter expectations for English Language Learners and how to support students' development of general-academic and discipline-specific language and their access to content. Teachers understand the cognitive complexity of content-area tasks and how to support and assess students' ability to apply learning strategies and higher-order thinking skills independently.

CAEP R1.4 InTASC 9,10	0006 ESOL Professional Environments	The New York State English to Speakers of Other Languages educator is aware that an ESOL teacher's work occurs on multiple levels in both local and personal contexts as well as in public contexts. Teachers are grounded in the historical and research foundations of the field of ESOL and committed to continued learning through reflective practice and professional development. Teachers understand key national- and state-level legislation, judicial rulings, regulations, and policies related to the instruction of English Language Learners. Teachers are aware of the role of family and community involvement in English Language Learners' education and are able and willing to serve as a resource and advocate for English Language Learners and their families as well as to contribute to the professional development of colleagues.
CAEP R1.2, 1.3 InTASC 4,5,6,7,8	0007 Analysis, Synthesis, and Application	The New York State English to Speakers of Other Languages educator applies pedagogical content knowledge to design instruction for English Language Learners by identifying, synthesizing, and applying relevant information from formal and informal assessments and anecdotal evidence of English language proficiency and academic performance for a group of English Language Learners. Teachers demonstrate the ability to identify students' needs based on analysis of assessment data and other relevant evidence. Teachers draw on knowledge of English Language Learners, language and literacy development, and research- and evidence-based practices in ESOL instruction to design a lesson that effectively addresses individual students' needs.

HEALTH STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Health Promotion	The New York State Health Education teacher has a comprehensive understanding of stages and characteristics of human growth and development and factors that influence healthy growth and development. The teacher has a broad and comprehensive understanding of health promotion and promotes students' understanding and application of health promotion and disease prevention skills and principles. The teacher also possesses comprehensive knowledge of nutritional concepts and principles and the role of health enhancing dietary practices in lifelong health and wellness. In addition, the teacher understands the essential role that physical activity plays in maintaining health and wellness and the importance of teaching students about the health-related components of fitness and how to integrate physical activity into their daily lives.
CAEP R1.2 InTASC 4	0002 Risk Reduction	The New York State Health Education teacher understands the essential role that functional health knowledge and skills-based practice play in reducing harmful risks and keeping students safe. The teacher has a broad and comprehensive understanding of safety and risk reduction skills, accident and injury prevention skills, first-aid and emergency-care procedures, and strategies and techniques that prevent and minimize health risks related to unsafe and dangerous situations. The teacher is aware that students face many risks related to the use of alcohol, tobacco, and other drugs; unsafe sexual situations; and violence, and is prepared to teach students how to avoid and reduce such risks. The teacher is aware of prevalent adolescent risk behaviors and is able to promote students' use of safety practices, self-management

		strategies, resistance and refusal skills, and available protective factors and resources to maintain their personal health and safety.
CAEP R1.2 InTASC 4	0003 Personal and Social Health Skills	The New York State Health Education teacher demonstrates a thorough understanding of health-enhancing communication skills; strategies and techniques for recognizing, addressing, and resisting peer pressure; and behaviors, skills, and strategies that promote healthy interpersonal, social, and family relationships. The teacher is well aware of the signs, causes, sources, and effects of stress and is able to teach students how to apply effective skills and strategies for coping with and managing stress. The teacher also understands strategies and techniques for addressing all forms of bullying, including cyberbullying, and knows principles and approaches for managing and resolving conflicts in health-enhancing ways. The teacher demonstrates comprehensive knowledge of how to use reliable self-assessment tools and goal-setting and decision-making processes to address health issues and enhance personal health. In particular, the teacher instructs and guides students in using the steps and strategies needed to establish, implement, monitor, and achieve personal health goals, as well as those needed to make lifelong healthy decisions and minimize health risks.
CAEP R1.2 InTASC 4	0004 Health Literacy Skills	The New York State Health Education teacher has a broad and comprehensive understanding of health literacy skills and is familiar with many sources and types of health related information and services. The teacher understands the influence of various factors on health behaviors, including the media, technology, family, peers, culture, and social norms. The teacher possesses a deep understanding of principles and methods for analyzing, evaluating, and selecting health information, products, and services. The teacher knows the roles and functions of different levels of government and private agencies in relation to health promotion and disease prevention, as well as the responsibilities of various government agencies in protecting the health and safety of citizens. The teacher also possesses knowledge of concepts and issues associated with community and environmental health, and principles and strategies for preventing and reducing environmental and community health risks.
CAEP R1.2 InTASC 4	0005 Health Education Program Planning	The New York State Health Education teacher understands how to plan, create, and manage a learner-centered health education program that provides multiple opportunities for students to construct knowledge and skills and apply them in health-related situations. The teacher knows important theories and models of health behavior and learning and integrates these theories and models into health education program planning, instruction, and evaluation. The teacher is able to use a skills-driven approach to plan, select, and implement instruction that ensures all students develop health-related competence, confidence, and enduring understandings. The teacher is also able to make effective modifications and adaptations for students with special educational needs and/or diverse backgrounds. The teacher understands assessment methods and instruments used in health education and employs them to identify student strengths and to guide student learning and progress. The teacher is aware of legal and ethical issues related to health education. The teacher understands the importance of remaining current in health education by accessing research-based information and professional development opportunities as part of lifelong professional learning.
CAEP R1.2	0006 Pedagogical Content Knowledge	The New York State Health Education teacher applies pedagogical content knowledge to design instruction that helps students achieve specific learning goals. The teacher applies knowledge of how students learn to

InTASC 4		develop effective instructional strategies and activities that foster students' conceptual understandings and skills related to a variety of health education learning goals. The teacher applies concepts and principles associated with the practice of health education to plan authentic learning experiences that promote students' application of health education concepts and skills. Learning experiences may involve, but are not limited to, the use of demonstrations, technology, simulations, role plays, personal fitness plans, wellness logs, and formal and informal assessments. The assessment of pedagogical content knowledge requires the teacher to use information related to health behavior theories, as well as learner-centered, skills-driven, and evidence-based health education models and approaches to design a learning activity that supports, engages, and challenges students. The assessment also requires the teacher to evaluate the appropriateness of various health education techniques, technology, media, and activities in terms of their relevance to specified health education goals and objectives.
----------	--	--

MATHEMATICS STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Number and Quantity	The New York State Mathematics teacher understands and extends concepts of number and quantity, from the properties of arithmetic operations involving real numbers through the properties of operations involving vector and matrix representations and complex numbers.
CAEP R1.2 InTASC 4	0002 Algebra	The New York State Mathematics teacher understands the use of numbers, symbols, operations, and conventions of notation that allow the creation, interpretation, and manipulation of algebraic expressions and equations, and uses them to model and solve mathematical and real-world problems.
CAEP R1.2 InTASC 4	0003 Functions	The New York State Mathematics teacher understands that functions are descriptions, often in the form of algebraic expressions, of situations in which one quantity depends on another, and that functions have many applications modeling nature and human society.
CAEP R1.2 InTASC 4	0004 Calculus	The New York State Mathematics teacher understands the fundamental concepts of calculus and how techniques of calculus are essential in the modeling and solving of both mathematical and real-world problems.
CAEP R1.2 InTASC 4	0005 Geometry and Measurement	The New York State Mathematics teacher understands the attributes and relationships of geometric objects in diverse contexts and applies the properties of measurement and dimension in modeling situations.
CAEP R1.2 InTASC 4	0006 Statistics and Probability	The New York State Mathematics teacher understands that information contained in data is often obscured by variability and uses statistical tools and knowledge of probability to make informed decisions that allow for this variability.

CAEP R1.2, R1.3 InTASC 5,6,8	0007 Pedagogical Content Knowledge	The New York State Mathematics teacher effectively applies pedagogical content knowledge across multiple content domains to design instruction to help students achieve a specific learning goal. The teacher analyzes student understanding and identifies potential and apparent student difficulties. The teacher applies knowledge of how students learn to develop an effective instructional strategy that includes multiple ways of representing mathematical concepts and procedures that will facilitate development of students' skills and their achievement of the desired learning goal.
---------------------------------	------------------------------------	---

MULTI-SUBJECT: TEACHERS OF EARLY CHILDHOOD (BIRTH-GRADE 2) STANDARDS ALIGNMENT

PART ONE: LITERACY AND ENGLISH LANGUAGE ARTS

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4,5	0001 Knowledge of Literacy & Language Arts	An effective Birth–Grade 2 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening, and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for children; writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives); and language and communication skills related to speaking and listening for different purposes in an academic setting.
CAEP R1.2, R1.3 InTASC 4,5,6	0002 Instruction in Foundational Literacy Skills	An effective Birth–Grade 2 Multi-Subject teacher is skilled in providing instruction for children from birth through grade 2 that promotes their development of decoding skills, fluency, vocabulary and language knowledge and skills, and independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in print concepts, phonological awareness, and phonemic awareness (a particular type of phonological awareness); phonics, word recognition, and reading fluency; vocabulary and language knowledge and skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction. The teacher plans developmentally appropriate data-driven instruction in foundational reading skills that meets the learning needs of children from birth through grade 2.
CAEP R1.2, R1.3 InTASC 4,5,6	0003 Instruction in English Language Arts	An effective Birth–Grade 2 Multi-Subject teacher is skilled in providing instruction for children from birth through grade 2 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction in analyzing, evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors that affect the

		development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of children from birth through grade 2.
CAEP R1.2, R1.3 InTASC 4,5,6	0004 Analysis, Synthesis, and Application	An effective Birth–Grade 2 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, and vocabulary and language knowledge to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation about a reading passage between a student and a teacher, a student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.

PART TWO: MATHEMATICS

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Number and Operations	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of the base-ten system and fractions, decimals, and percents and applies understanding of place value and properties of operations to justify algorithms. The teacher applies number properties and operations to interpret arithmetic as a coherent and logical subject that makes sense and recognizes how number and operations form the basis for further work in algebra. The teacher demonstrates knowledge of number systems, including how number systems are extended, and uses rational numbers to model and solve mathematical and real-world problems.
CAEP R1.2 InTASC 4	0002 Operations and Algebraic Thinking	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of operations and algebraic thinking. The teacher makes connections between numbers, operations, and algebraic thinking. The teacher applies operations and algebraic thinking to model and solve problems, and works accurately with operations, algebraic expressions, equations, and functions. The teacher makes connections between multiplication and division and between ratios and rates. The teacher analyzes and solves problems involving ratios and proportional reasoning.
CAEP R1.2 InTASC 4	0003 Measurement, Geometry, and Data	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of measurement and geometry. The teacher applies measurement concepts and standard units and interprets geometry as a system based on precise definitions and mathematical reasoning. The teacher models and solves mathematical and real-world problems, including problems involving angle measure, perimeter, area, surface area, and volume. The teacher works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher applies knowledge of probability and understands how statistics and chance events are used to make inferences.
CAEP R1.2 InTASC 5	0004 Instruction in Mathematics	The New York State Birth–Grade 2 Multi-Subject teacher integrates knowledge of the mathematics learning that occurs prior to schooling with understanding of how children learn number and operations, measurement and spatial reasoning, and data collection and interpretation to promote student learning. The teacher provides a rich variety of focused strategies (e.g., moving from concrete to abstract; using multiple representations; explaining, connecting, and critiquing ideas) for promoting children's

		understanding, confidence, perseverance, and fluency in these areas. The focused strategies include explicitly teaching mathematical language that students need for mathematical practice, performance, and success. The teacher uses assessment to differentiate instruction.
CAEP R1.2, R1.3 InTASC 4,5,6	0005 Analysis, Synthesis, and Application	The New York State Birth–Grade 2 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.

PART THREE: ARTS AND SCIENCES

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Science and Technology	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.
CAEP R1.2 InTASC 4	0002 Social Studies	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
CAEP R1.2 InTASC 4	0003 Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

MULTI-SUBJECT: TEACHERS OF CHILDHOOD (GRADE 1 – GRADE 6) STANDARDS ALIGNMENT

PART ONE: LITERACY AND ENGLISH LANGUAGE ARTS

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4,5	0001 Knowledge of Literacy & Language Arts	An effective Grade 1–Grade 6 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for children, writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives), and language and communication skills related to speaking and listening for different purposes in an academic setting.
CAEP R1.2, R1.3 InTASC 4,5,6	0002 Instruction in Foundational Literacy Skills	An effective Grade 1–Grade 6 Multi-Subject teacher is skilled in providing instruction for students from grade 1 through grade 6 that promotes their development of decoding skills, fluency, vocabulary and language knowledge and skills, and independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in print concepts, phonological awareness, and phonemic awareness (a particular type of phonological awareness); phonics, word recognition, and reading fluency; vocabulary and language knowledge and skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction. The teacher plans developmentally appropriate data-driven instruction in foundational reading skills that meets the learning needs of students from grade 1 through grade 6.
CAEP R1.2, R1.3 InTASC 4,5,6	0003 Instruction in English Language Arts	An effective Grade 1–Grade 6 Multi-Subject teacher is skilled in providing instruction for students from grade 1 through grade 6 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction in analyzing, evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors that affect the development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of students from grade 1 through grade 6.
CAEP R1.2, R1.3 InTASC 4,5,6	0004 Analysis, Synthesis, and Application	An effective Grade 1–Grade 6 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, language knowledge and conventions, and vocabulary acquisition to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation about a reading passage between a student and a teacher, a student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.

PART TWO: MATHEMATICS

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Number and Operations	The New York State Grade 1–Grade 6 Multi-Subject teacher demonstrates deep knowledge of number and operations and algebraic thinking. The teacher interprets arithmetic as a coherent and logical subject that makes sense and demonstrates understanding of how operations used for whole numbers and fractions form the basis for further work in algebra. The teacher applies operations and algebraic thinking to model and solve problems and works accurately with numbers and algebraic expressions and equations. The teacher interprets numbers and the base-ten system as a coherent and logical set of ideas; extends the properties of whole numbers and number operations to fractions; and analyzes properties of fractions, decimals, and percents. The teacher applies understanding of place value and properties of operations to justify algorithms; works accurately with whole numbers, fractions, decimals, and percents; and uses numbers and operations to model and solve mathematical and real-world problems.
CAEP R1.2 InTASC 4	0002 Ratios and Proportional Relationships and Number Systems	The New York State Grade 1–Grade 6 Multi-Subject teacher demonstrates deep knowledge of ratios and proportional relationships. The teacher applies connections between multiplication and division and ratios and rates, as well as connections between ratios and proportional reasoning, linear equations, and concepts of measurement and geometry. The teacher analyzes properties of whole, rational, and real numbers and interprets the real number system as an extension of the rational numbers. The teacher works accurately with ratios and proportional relationships and rational numbers and uses them to model and solve mathematical and real-world problems.
CAEP R1.2 InTASC 4	0003 Algebra, Measurement, Geometry, and Data	The New York State Grade 1–Grade 6 Multi-Subject teacher demonstrates knowledge of the structure of algebraic expressions, how algebraic manipulations are governed by properties of operations and exponents, the nature of solutions to equations, and reasoning processes for manipulating expressions and solving equations. The teacher analyzes functions, uses expressions to define functions, applies properties of functions, and analyzes graphs. The teacher uses algebra to model and solve problems and demonstrates skill and accuracy in working with algebraic expressions, equations, and functions. The teacher demonstrates deep knowledge of measurement and geometry and interprets geometry as a system based on precise definitions and mathematical reasoning. The teacher works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher applies knowledge of probability to analyze chance events and understands how statistics and chance processes are used to make inferences. The teacher applies measurement, geometry, and data concepts to model and solve mathematical and real-world problems.
CAEP R1.2 InTASC 5	0004 Instruction in Mathematics	The New York State Grade 1–Grade 6 Multi-Subject teacher applies knowledge of how students learn number concepts, operations, and algebraic thinking; fractions and ratios; and proportional relationships. The teacher applies knowledge of how students develop measurement and spatial reasoning concepts and skills related to data collection and interpretation. The teacher provides a rich variety of focused strategies (e.g., moving from concrete to abstract; using multiple representations; explaining, connecting, and critiquing ideas) for promoting students' understanding, confidence, perseverance, and fluency in these

		areas. The focused strategies include explicitly teaching mathematical language that students need for mathematical practice, performance, and success. The teacher uses assessment data to differentiate instruction.
CAEP R1.2, R1.3 InTASC 4,5,6	0005 Analysis, Synthesis, and Application	The New York State Grade 1–Grade 6 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, fractions, ratios and proportional reasoning, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.

PART THREE: ARTS AND SCIENCES

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Science and Technology	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.
CAEP R1.2 InTASC 4	0002 Social Studies	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
CAEP R1.2 InTASC 4	0003 Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

MULTI-SUBJECT: SECONDARY TEACHERS (GRADE 7 – GRADE 12) STANDARDS ALIGNMENT

PART ONE: LITERACY AND ENGLISH LANGUAGE ARTS

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4,5	0001 Knowledge of Literacy & Language Arts	An effective Grade 7–Grade 12 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening, and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for adolescents and adults; writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives); and language and communication skills related to speaking and listening for different purposes in an academic setting. The teacher has a deep understanding of how to motivate students to engage in independent literacy practice
CAEP R1.2, R1.3 InTASC 4,5,6	0002 Instruction in Foundational Literacy Skills	An effective Grade 7–Grade 12 Multi-Subject teacher is skilled in providing instruction for students from grade 7 through grade 12 that promotes their ongoing development of vocabulary and language knowledge and skills and their independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in vocabulary knowledge and skills; language knowledge and skills, including fluent decoding skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction. The teacher plans developmentally appropriate data-driven text comprehension and language instruction that meets the learning needs of students from grade 7 through grade 12.
CAEP R1.2, R1.3 InTASC 4,5,6	0003 Instruction in English Language Arts	An effective Grade 7–Grade 12 Multi-Subject teacher is skilled in providing instruction for students from grade 7 through grade 12 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction in analyzing, evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors, including student interest, that affect the development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of students from grade 7 through grade 12.
CAEP R1.2, R1.3 InTASC 4,5,6	0004 Analysis, Synthesis, and Application	An effective Grade 7–Grade 12 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, language knowledge and conventions, and vocabulary acquisition to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation between a student and teacher about a reading passage, a

		student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.
--	--	---

PART TWO: MATHEMATICS

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Number and Quantity	The New York State Grade 7–Grade 12 Multi-Subject teacher demonstrates knowledge of the properties of the real number system. The teacher works accurately with real numbers, and uses them to solve mathematical and real-world problems. The teacher has a deep understanding of ratios and proportional relationships, and applies connections between multiplication and division and ratios and rates. The teacher analyzes relationships between ratios and fractions, solves problems involving ratios and rates, and demonstrates the ability to work accurately with ratios and proportional relationships.
CAEP R1.2 InTASC 4	0002 Algebra and Functions	The New York State Grade 7–Grade 12 Multi-Subject teacher demonstrates knowledge of the structure of algebraic expressions, how algebraic manipulations are governed by properties of operations and exponents, the nature of solutions to equations, and reasoning processes for manipulating expressions and solving equations. A teacher at this level demonstrates skill and accuracy working with expressions and equations, and uses algebra to model and solve mathematical and real-world problems. The teacher demonstrates foundational knowledge of the concept of a function and how functions are used to describe relationships between quantities. The teacher represents and interprets functions in various ways, uses functions to model situations, and builds new functions from existing functions. The teacher demonstrates understanding of the connections between functions, expressions, equations, modeling, coordinates, and graphs.
CAEP R1.2 InTASC 4	0003 Geometry and Statistics	The New York State Grade 7–Grade 12 Multi-Subject teacher demonstrates knowledge of geometry as a formal mathematical system that is based on precise definitions, careful reasoning, and proof. The teacher applies concepts of geometric transformations, congruence, symmetry, and similarity. The teacher uses right triangle trigonometry and expresses geometric properties with equations. The teacher uses measurement and geometry to model situations. The teacher demonstrates knowledge of fundamental statistical concepts and their applications, works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher demonstrates knowledge of concepts associated with random sampling and random processes and methods for drawing valid conclusions. The teacher calculates probabilities and understands how probability and statistics can be used to make decisions.
CAEP R1.2, R1.3 InTASC 4,5,6	0004 Analysis, Synthesis, and Application	The New York State Grade 7–Grade 12 Multi-Subject teacher accurately and effectively applies relevant foundational content knowledge and pedagogical content knowledge (e.g., number and operations, operations and algebraic thinking, ratio and proportional reasoning, measurement and data) to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of a student's mathematical knowledge. The teacher uses the

		assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.
--	--	--

PART THREE: ARTS AND SCIENCES

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Science and Technology	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.
CAEP R1.2 InTASC 4	0002 Social Studies	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
CAEP R1.2 InTASC 4	0003 Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

MUSIC STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Listening Skills	The New York State Music teacher demonstrates knowledge of the historical and cultural contexts of music and aurally analyzes music from all time periods. The teacher aurally recognizes characteristics, genres, and styles of music of the world, including music from the Americas. The teacher aurally identifies masterworks of composers in the Western tradition and both the historical and contemporary cultural background of music from the United States. The teacher aurally differentiates voice types, vocal ensembles, instruments, and instrumental ensembles. The teacher aurally comprehends melodic elements, including intervals, pitch collections, embellishments, devices, and contours. The teacher aurally understands harmonic elements, including intervals, chord qualities, chord progressions, and cadences. The teacher aurally grasps temporal and expressive elements, including rhythmic patterns and devices, meter and metric changes, tempo and

		dynamics, and expressive techniques and devices. The teacher aurally perceives form and texture, including small and large-scale forms, textures, and other textural elements. The teacher aurally detects errors in pitch, rhythm, and other domains.
CAEP R1.2 InTASC 4	0002 Music Theory	The New York State Music teacher reads music in a variety of clefs and keys and interprets expressive terms and symbols found in traditional and nonstandard notation systems. The teacher understands melodic elements, including scales, modes, intervals, embellishments, compositional devices, and contour, as well as small formal elements such as motives and phrases. The teacher comprehends functional harmony and tonality, including intervals, chord qualities, seventh chords, chromatic chords, inversions, chord progressions, voice leading, cadences, nonchord tones, treatment of dissonances, and Roman numeral analysis. The teacher grasps time-related elements, including durations of notes and rests, meters and time signatures, tempo markings, metric characteristics, rhythmic devices, and the influence of genre on the execution of rhythms. The teacher also applies knowledge of form, compositional devices, transpositions, practical ranges, and the harmonization of melodies when composing, arranging, and improvising music.
CAEP R1.2 InTASC 4	0003 Music Performance	The New York State Music teacher understands the physics of sound production, including electronic sounds, as well as elementary acoustics. The teacher understands singing techniques, including vocal maturation, ranges, diction, and sight singing, and can recognize performance problems and prescribe solutions. The teacher understands instrument types and characteristics as well as basic playing techniques for a variety of string, keyboard, woodwind, brass, and percussion instruments and can recognize performance problems and prescribe solutions. The teacher understands types, characteristics, practical ranges, and performance media of both vocal and instrumental ensembles. The teacher also demonstrates the ability to engage in score study and to conduct an ensemble using appropriate conducting gestures to convey meter, entrances and releases, and interpretive elements.
CAEP R1.2 InTASC 4	0004 Cultural Understanding and Historical Context	The New York State Music teacher understands types and characteristics of music of the world, including music from the Americas; representative instruments; ways that music reflects and influences historical developments, cultural factors, and aesthetic values; and how music from a variety of cultures has influenced music of the United States. The teacher understands the evolution of Western music from the medieval era to the present, including knowledge of major periods and the characteristics and performance practices of each period; major composers and genres; ways that music reflects and influences historical developments, cultural factors, and aesthetic values; the impact of technology on musical expression; and how to compare and contrast musical styles and performances. The teacher understands the purposes of music in society, including various settings and uses, musical vocations and avocations, resources for expanding musical knowledge and participation, and appropriate audience behavior. The teacher also understands how music relates to other arts and disciplines, including how music has influenced, and been influenced by, nonmusical artworks; comparable and distinct vocabularies and participant roles among the art forms; and how the subject matter and terminology of other disciplines relates to music.
CAEP R1.2 InTASC 4	0005 Pedagogical Content Knowledge	The New York State Music teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of music education in order to plan authentic learning experiences that promote students'

		application of music concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.
--	--	---

PHYSICAL EDUCATION STANDARDS ALIGNMENT (THROUGH WINTER 2023/2024)

Standards	Competency	Performance Expectations
CAEP R1.1, R1.2 InTASC 3,4	0001 Individual Growth and Development	The New York State Physical Education teacher plays a central role in the development of students' fitness and motor skills. The teacher understands physiological and motor skill development rates and patterns and the concepts of motor learning. The teacher also has a comprehensive understanding of the stages and characteristics of physical, cognitive, social, and emotional development. The teacher recognizes the relationship between involvement in physical activity and the development of positive personal and social behaviors. The teacher researches, identifies, and communicates with students about community resources to enhance students' consumer skills in relation to physical activity and physical fitness.
CAEP R1.2 InTASC 4	0002 Health-Related Fitness	The New York State Physical Education teacher understands and applies the disciplinary core concepts of health-related fitness (i.e., the principles of cardiorespiratory fitness, muscle strength and endurance, flexibility, and body composition). The teacher demonstrates knowledge of the body systems related to movement activities (i.e., skeletal, muscular, nervous, respiratory, digestive, and circulatory). In addition, the teacher knows how to help students design and implement individual fitness plans.
CAEP R1.2 InTASC 4	0003 Movement Concepts, Skills, and Activities	The New York State Physical Education teacher understands the importance of lifelong movement activities in maintaining students' health and providing them with opportunities for challenge, enjoyment, and social interaction. The teacher understands the biomechanics and kinesiology behind various movement activities, as well as principles and approaches for developing fundamental motor skills. The teacher understands strategies for enhancing and integrating a variety of locomotor, nonlocomotor, rhythmic, and manipulative skills. The teacher has extensive knowledge of skills, rules, and safety practices for a variety of sports, dance and aesthetic activities, personal performance activities, and adventure and outdoor activities.
CAEP R1.1 InTASC 3	0004 Physical Education Curriculum and Pedagogy	The New York State Physical Education teacher demonstrates competence in implementing state standards and in developing curricula. The teacher creates a safe positive learning environment, and is able to make effective modifications and adaptations for diverse learners. The teacher utilizes assessment instruments and methods to guide student learning and measure student performance. The teacher is aware of legal and ethical issues related to physical education. In addition, the teacher knows how to access professional literature to enhance professional growth.
CAEP R1.2 InTASC 4	0005 Pedagogical Content Knowledge	The New York State Physical Education teacher applies pedagogical content knowledge of key developmental domains (i.e., psychomotor, affective, and cognitive) to design instruction that helps students achieve specific learning objectives. The teacher applies knowledge of effective strategies and develops instructional activities that foster students' conceptual understanding and skills. The assessment

		of pedagogical content knowledge requires the teacher to distill information related to learner-centered, scientifically research-based, and evidence-based physical education programs, models, and approaches in order to design learning activities that support, engage, and challenge students. The assessment also calls for the teacher to evaluate the appropriateness of various physical education techniques, organizational strategies, equipment, technology, and activities in terms of their relevance to student learning outcomes. In addition, the assessment requires the teacher to explain how learning objectives can be met through physical education activities and how student learning and performance can be evaluated.
--	--	---

PHYSICS STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Forces and Motion	The New York State physics teacher understands concepts, reasoning strategies, and model development in the domain of forces and motion. The teacher applies multiple representations to describe and analyze motion in one and two dimensions. The teacher understands the vector nature of force and applies Newton's laws of motion to analyze forces and predict the motion of objects. The teacher makes connections between concepts of force, impulse, and momentum and applies the conservation of momentum in one and two dimensions. The teacher applies kinematic relationships and Newton's laws to systems of particles and analyzes the rotational motion of rigid bodies. The teacher demonstrates knowledge of oscillating systems and the characteristics of simple harmonic motion. The teacher analyzes interactions involving forces, as well as the principles of fluid mechanics. The teacher also demonstrates knowledge of the limitations of Newton's laws. The teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to forces and motion. In addition, the teacher applies knowledge of the safe and proper use of equipment and materials in school science investigations.
CAEP R1.2 InTASC 4	0002 Conservation of Energy and Energy Transfer	The New York State physics teacher understand concepts, reasoning strategies, and model development in the domain of conservation of energy and energy transfer. The teacher applies the concepts of force and displacement to analyze situations involving work and energy. The teacher applies knowledge of kinetic and potential energy and analyzes the potential energy for a variety of forces. The teacher applies knowledge of the conservation of energy and analyzes phenomena using the first and second laws of thermodynamics. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to the conservation of energy and energy transfer.
CAEP R1.2	0003 Electricity and Magnetism	The New York State physics teacher understands concepts, reasoning strategies, and model development in the domain of electricity and magnetism. The teacher applies knowledge of electric and magnetic

InTASC 4		interactions and fields to analyze electromagnetic phenomena. The teacher has a deep conceptual understanding of the concept of an electric circuit and applies this knowledge to analyze a variety of circuits and devices. The teacher makes connections between concepts of energy, work, and power and electric and magnetic phenomena. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to electricity and magnetism.
CAEP R1.2 InTASC 4	0004 Mechanical Wave Properties	The New York State physics teacher understands concepts, reasoning strategies, and model development in the domain of mechanical wave properties. The teacher demonstrates knowledge of how waves transmit energy and momentum through a medium. The teacher analyzes a variety of wave properties and their applications. The teacher understands concepts associated with sound, harmonics, and resonance. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to mechanical wave properties.
CAEP R1.2 InTASC 4	0005 Optics and Electromagnetic Waves	The New York State physics teacher understands concepts, reasoning strategies, and model development in the domain of optics and electromagnetic waves. The teacher applies the ray approximation to analyze characteristics of shadows, lenses, and mirrors. The teacher demonstrates knowledge of the source of electromagnetic radiation and interprets the electromagnetic spectrum in terms of frequency and wavelength. The teacher understands wave properties of interference, diffraction, and polarization and their applications to optics. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to optics and electromagnetic waves.
CAEP R1.2 InTASC 4	0006 Modern Physics	The New York State Physics teacher understands concepts, reasoning strategies, and model development in the domain of modern physics. The teacher understands current models of the atom, the structure of matter, the dual nature of light, and the history of the development of these concepts. The teacher demonstrates knowledge of nuclear processes and the conservation of mass-energy. The teacher demonstrates knowledge of basic principles of quantum mechanics, special relativity, and the Standard Model. In addition, the teacher understands how to plan and safely carry out scientific investigations, understands the process of engineering design in refining a solution to a problem, interprets scientific information, and evaluates specific claims made about scientific phenomena related to modern physics.
CAEP R1.2 InTASC 4	0007 Pedagogical Content Knowledge	The New York State physics teacher effectively applies pedagogical content knowledge to design culturally relevant instruction to guide all students in achieving a specific learning goal using an effective three-dimensional approach (i.e., disciplinary core idea, crosscutting concept, science or engineering practice). The teacher also applies knowledge of current education research on how students learn science in order to develop safe and effective performance tasks that will guide all students, including diverse learners, in achieving a specific learning goal. The teacher appropriately assesses student knowledge and understanding and identifies potential and apparent student strengths and needs.

SOCIAL STUDIES STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 United States History	The New York State Social Studies teacher applies the concepts of time; continuity; change; global connections; and science, technology, and society to analyze major ideas, eras, themes, developments, and turning points in the history of the United States and New York State. The teacher uses a variety of analytical and evaluative skills to recognize, interpret, and illustrate how events are related chronologically to one another in time; identify causes and effects of historical events and developments using examples from different time periods; evaluate relationships among multiple causes and effects; examine the dynamics of historical continuity and change over periods of time; relate patterns of continuity and change to larger historical processes and themes; contrast models of historical periodization that historians use to categorize events; analyze multiple perspectives on a given historical experience; analyze similarities and differences among historical developments over time and in different geographic and cultural contexts; analyze the relationship between geography, government, economics, and history as a context for events and movements; and assess significant intellectual, scientific, and technological innovations that have shaped the American people
CAEP R1.2 InTASC 4	0002 Global History	The New York State Social Studies teacher applies the concepts of time; continuity; change; global connections; and science, technology, and society to analyze major ideas, eras, themes, developments, and turning points in global history from the beginnings of human society to the present. The teacher uses a variety of analytical and evaluative skills to recognize, interpret, and illustrate how events are related chronologically to one another in time; identify causes and effects of historical events and developments using examples from different time periods; evaluate relationships among multiple causes and effects; examine the dynamics of historical continuity and change over periods of time; relate patterns of continuity and change to larger historical processes and themes; contrast models of historical periodization that historians use to categorize events; analyze multiple perspectives on a given historical experience; analyze similarities and differences among historical developments over time and in different geographic and cultural contexts; analyze the relationship between geography, government, economics, and history as a context for events and movements; and assess significant intellectual, scientific, and technological innovations that have shaped global history.
CAEP R1.2 InTASC 4	0003 Geography	The New York State Social Studies teacher applies the concepts of people, places, environments, culture, and global connections to analyze the world in terms of space, places and regions, physical settings, human systems, and environment and society. The teacher is skilled at asking and answering geographic questions; applying theories of geography; acquiring and organizing geographic information; and using maps, globes, graphic representations, and geospatial technologies to analyze relationships between people, places, regions, and environments. The teacher also uses a variety of analytical and evaluative skills to understand the uses of geography to interpret the past and make inferences about the future; evaluate relationships between the environment and human activities; recognize how place and region influence the social,

		cultural, political, and economic characteristics of societies and civilizations; and analyze changing interconnections among people, places, and regions.
CAEP R1.2 InTASC 4	0004 Economics	The New York State Social Studies teacher uses a variety of analytical and evaluative skills to demonstrate understanding of economic concepts, data, structures, and activities. The teacher applies the concepts of production, distribution, consumption, and global connections to analyze economic behavior and institutions in a context of scarcity and interdependence. The teacher employs marginal analysis and other economic principles and theoretical perspectives to examine the influence of incentives and competition on production and distribution in specific markets; analyze the operation of the United States and global economies; and describe the impact of government policies on the national and global economy. The teacher also uses economic indicators to assess the current and future state of the economy and demonstrates command of the skills needed to make informed and wellreasoned economic decisions related to the management of personal finances in daily life.
CAEP R1.2 InTASC 4	0005 Civics, Citizenship, and Government	The New York State Social Studies teacher uses a variety of analytical and evaluative skills to demonstrate understanding of political science concepts, governmental structures, policymaking processes, and individual and collective civic engagement. The teacher analyzes the purposes of government and civic life, the structure and operation of political systems, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. The teacher uses political science concepts and theoretical perspectives to investigate historical and contemporary political issues; interprets fundamental ideas contained in the foundational texts of United States government; analyzes the structure and operation of different levels of government in the United States; understands the operation of the United States electoral and political system; and evaluates factors that have expanded or limited the role of the individual in political life in the United States. The teacher also recognizes the ideals and principles of citizenship and sovereignty. The teacher demonstrates knowledge necessary for effective civic and political participation.
CAEP R1.2 InTASC 4	0006 Social Studies Literacy	The New York State Social Studies teacher reads and interprets social studies texts and graphic representations of social studies information; evaluates evidence from diverse sources in terms of content, bias, format, and audience; identifies central ideas or themes of texts and analyzes their relationship and development; and recognizes key supporting details and ideas. The teacher also interprets social studies and academic vocabulary; recognizes the structure of texts; evaluates and deconstructs arguments, giving attention to the role of purpose and point of view in their development; assesses the specific claims in a text, including the validity of the reasoning and relevance and sufficiency of evidence; makes inferences and draws conclusions from evidence; and compares two or more texts addressing similar themes or topics. In addition, the teacher defines and frames factual, interpretive, and evaluative questions; generates testable hypotheses; applies procedures for gathering and using information from traditional sources and new technologies; and recognizes the characteristics and uses of various social studies reference materials and resources.
CAEP R1.2	0007 Pedagogical Content Knowledge	The New York State Social Studies teacher effectively applies pedagogical content knowledge to design instruction to help students achieve a specific learning goal. The teacher assesses and analyzes student

InTASC 4		artifacts and identifies potential and apparent student difficulties. The teacher also applies knowledge of how students learn to develop effective performance tasks that will help students achieve a specific learning goal.
----------	--	---

STUDENTS WITH DISABILITIES STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2, 1.3, R1.4 InTASC 4,6,9,10	0001 Foundations of Special Education	The New York State educator of students with disabilities is grounded in the historical and theoretical foundations of the field of special education and committed to ongoing learning through reflective practice and professional development. The teacher applies knowledge of federal and state laws, regulations, policies, and ethical guidelines related to special education. In addition, the teacher understands the varied roles of the special education teacher in New York public schools and applies knowledge of how to communicate and collaborate with administrators, other teachers, related services providers, students with disabilities, and parents/guardians to help students achieve desired learning outcomes.
CAEP R1.2, 1.3, R1.4 InTASC 4,6,9,10	0002 Knowledge of Students with Disabilities	The New York State educator of students with disabilities understands how students develop and learn and how various factors can affect development and learning in students with disabilities. Teachers understand the characteristics of various types of disabilities and how these characteristics can affect development and learning across domains.
CAEP R1.2, R1.3 InTASC 4,5,6	0003 Assessment and Individual Program Planning	The New York State educator of students with disabilities understands how assessments are used for a variety of purposes, including determining eligibility for special education services, developing annual goals, monitoring progress, and informing instruction. Teachers understand procedures for selecting and administering assessments and for interpreting the results of such assessments. Teachers also understand how to collaborate with others in the development, implementation, and monitoring of individualized education programs (IEPs).
CAEP R1.1, R1.2 InTASC 3,5	0004 Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions	The New York State educator of students with disabilities understands how to plan and manage a safe and productive learning environment in which all students can succeed. Teachers collaborate with others, including general education teachers, to create inclusive learning environments that are responsive to students' individual needs across domains. Teachers apply knowledge of effective classroom management strategies, including strategies for providing classroom, small-group, and individualized systems of positive behavioral interventions and supports for students with disabilities.
CAEP R1.2, R1.3 InTASC 4,5,6	0005 Instructional Planning and Delivery to Promote Students' Success in the General Curriculum	The New York State educator of students with disabilities understands how to provide research- or evidence-based, specially designed instruction to address individual needs and to enable students with disabilities to access, participate in, and progress in the general curriculum. Teachers understand the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. At the same time, teachers understand how to differentiate instruction for all students and provide scaffolded supports to

		students with disabilities. Teachers understand the essential components of explicit instruction and apply their expert knowledge of research- or evidence-based instructional strategies across the curriculum to collaborate with general education teachers and deliver instruction that addresses students' identified strengths and needs.
CAEP R1.2, R1.3 InTASC 4,5,6	0006 Strategies for Teaching Communication Skills, Social Skills, and Functional Living Skills	The New York State educator of students with disabilities understands how to apply research-based instructional strategies to address students' individual needs in the areas of communication skills, social skills, and functional living skills. Teachers use instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. Teachers are familiar with alternative and augmentative communication (AAC) options for students with disabilities. Teachers understand how to foster students' social skills, and they design instructional programs and opportunities for students to practice using such skills in authentic contexts. In addition, teachers plan and implement instructional programs related to career education and functional living skills to foster students' independence and to prepare them for adult living, learning, and working. Teachers also collaborate with others to promote successful transitions for students with disabilities from early childhood to adulthood.
CAEP R1.2, R1.3 InTASC 4,5,6	0007 Analysis, Synthesis, and Application	The New York State educator of students with disabilities draws upon comprehensive knowledge of students with disabilities, assessments used in special education, and research- or evidence-based instruction and interventions to analyze and synthesize information from student profiles and data from formal and informal assessments of academic and/or functional performance to determine students' strengths and needs and provide specially designed instruction and/or interventions to address those identified needs.

THEATER STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Creating, Performing, and Producing Theater	The New York State Theater teacher understands that theater is a highly collaborative art form that requires the creative work of many individuals, including artistic, production, and administrative personnel. The teacher understands that the playwright creates human actions and situations and captures them in a written form that is delivered by dramatic characters (actors). The teacher understands that actors bring the characters to life; the director oversees and guides the entire creative process of making a production; and the producer oversees the entire production, including assembling creative and design teams and managing the business side of the production. The teacher understands the many techniques, skills, tools, and processes used for each of the roles described, including ways that the playwright generates ideas, methods that actors use to articulate characters' motivations, and techniques that directors use to create a unified production.
CAEP R1.2	0002 Theater Tools, Media, and Techniques	The New York State Theater teacher understands that theater is a highly collaborative art form that requires the creative work of many individuals, including lighting designers, sound designers, set designers and

InTASC 4		constructors, costume designers, and makeup designers. The teacher understands that the technical environment helps create the physical, sensory, and emotional world of the play. The teacher demonstrates knowledge of the techniques, methods, and materials used in technical creative components of the play and understands how the components interact with each other and contribute to the unification of the production.
CAEP R1.2 InTASC 4	0003 Theater and Culture	The New York State Theater teacher understands the history of theater in cultures throughout the world, from ancient times to the present. The teacher understands how theater relates to culture and reflects the diversity of the world. The teacher understands that knowledge of theater history expands knowledge of human history and appreciation of the ways in which people throughout history have told their stories on stage. The teacher understands the characteristics of specific dramatic forms. The teacher also understands the many theater and theater-related career options. The teacher understands opportunities for lifelong participation in theater and the role of theater in the community.
CAEP R1.2 InTASC 4	0004 Responding to and Analyzing Theater	The New York State Theater teacher understands the importance of theater criticism and the artistic choices made in theater. The teacher understands that theater can be used to enhance understanding of other arts disciplines and academic disciplines.
CAEP R1.2 InTASC 4	0005 Pedagogical Content Knowledge	The New York State Theater teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of theater education in order to plan authentic learning experiences that promote students' application of theater concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.

VISUAL ARTS STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP R1.2 InTASC 4	0001 Artistic Processes	The New York State Visual Arts teacher understands how artists generate, conceptualize, and develop artistic ideas and work. The teacher demonstrates knowledge of tools, materials, techniques, and technologies that inform methods and processes used to facilitate the creation of works in a wide variety of art media. The teacher also understands why materials and processes are selected to achieve meaning and visual effect in artworks. The teacher understands the importance of safety procedures associated with the visual arts, as well as the effective use and care of materials and tools used in art making
CAEP R1.2 InTASC 4	0002 Visual Literacy	The New York State Visual Arts teacher understands the range of attributes and terminology that are used to describe works of art and design and understands how artworks are visually organized. The teacher understands how form and structure, such as the elements of art and principles of design and/or

		contemporary approaches to visual organization, are used to communicate ideas and expressive qualities in artworks. The teacher is skilled in identifying various approaches to visual organization in artworks, and in analyzing how they are being used and for what artistic purpose.
CAEP R1.2 InTASC 4	0003 Historical and Cultural Context	The New York State Visual Arts teacher understands that the history of art created from prehistoric times to the present offers an important lens into the traditions and social practices of cultures throughout the world. The teacher understands characteristics of works of visual art created throughout the world from prehistoric times to the present; understands the cultural and historical contexts in which the artworks were created; and understands how the art of various cultures throughout the world has influenced, and been influenced by, other cultures. The teacher also understands the varying purposes and functions of visual arts.
CAEP R1.2 InTASC 4	0004 Art Criticism, Integration, and Community Engagement	The New York State Visual Arts teacher understands the importance of art criticism and aesthetics. The teacher understands the language and stages of criticism and is able to describe, analyze, interpret, contextually situate, and evaluate works of visual art and uses this understanding of art criticism to connect works of art to enduring themes and concepts. The teacher understands that art can be used to enhance understanding of other arts disciplines and academic disciplines. The teacher is aware of the many types of visual arts careers and understands the preparation, skills, and materials needed to pursue visual arts careers. The teacher understands the importance of visual arts to communities and understands opportunities for participation in visual arts in the community.
CAEP R1.2 InTASC 4	0005 Pedagogical Content Knowledge	The New York State Visual Arts teacher effectively applies pedagogical content knowledge to design instruction that helps students achieve a specific learning goal. The teacher applies concepts and principles associated with the practice of visual arts education in order to plan authentic learning experiences that promote students' application of visual arts concepts and skills. The teacher applies knowledge of how students learn in order to develop effective instructional strategies. The teacher understands methods of effective assessment of student learning and how to apply assessment results in order to inform future instructional strategies and methods.