

The Shared Values and Beliefs for Professional Educators at FHSU

"Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills and dispositions to design, lead, model, and teach collaboratively in diverse settings."

Technological, Pedagogical, and Content Knowledge	
Elements	Descriptors
<i>TPACK 1 – Candidates integrate current and emerging digital tools to collect, analyze, and present information.</i>	<ul style="list-style-type: none"> ● Utilizes a variety of materials and media resources and continually adapts to changes to technology
<i>TPACK 2 – Candidates demonstrate proficiency in oral and written communication skills.</i>	<ul style="list-style-type: none"> ● Communicates clearly and effectively in speaking, writing, and other media in various settings ● Uses effective questioning skills and effectively facilitates discussion
<i>TPACK 3 – Candidates select, design, administer, and interpret a variety of appropriate assessments.</i>	<ul style="list-style-type: none"> ● Uses appropriate assessments to evaluate stated objectives ● Uses a variety of assessment tools ● Adapts resources/tools to meet student needs ● Maintains records accurately to monitor student achievement
<i>TPACK 4 – Candidates incorporate theories and research to design and implement effective learning environments for all students.</i>	<ul style="list-style-type: none"> ● Provides clear and appropriate behavioral expectations ● Helps students work productively and cooperatively with each other ● Includes both verbal and nonverbal communication ● Establishes and maintains positive and safe classroom/school/district environment ● Uses a variety of motivational strategies to achieve learning ● Encourages student ownership of classroom/school/district activities to foster learning ● Uses a variety of specific strategies to support the diverse tapestry of the United States and the world ● Uses research processes to improve practice
Technological Knowledge	
<i>TK 1 – Candidates model and teach safe, legal, and ethical use of digital information and technology.</i>	<ul style="list-style-type: none"> ● Technology is appropriately and effectively used within a classroom/school/district setting
Technological Content Knowledge	
<i>TCK 1 – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.</i>	<ul style="list-style-type: none"> ● Utilizes specific technologies that are best suited for addressing subject matter learning ● Prepares students/teachers in highly individual and flexible ways
Content Knowledge	
<i>CK 1 – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.</i>	<ul style="list-style-type: none"> ● Demonstrates knowledge of content/standards ● Has clear, appropriately written objectives for instruction ● Instruction provides for assessment which is linked to objectives

	<ul style="list-style-type: none"> • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lessons • Shows creativity in lesson design/facilitation • Includes Anticipatory Set, Procedures, and Closure in lesson plan design
<i>CK 2 – Candidates design/facilitate and implement interdisciplinary units of study.</i>	<ul style="list-style-type: none"> • Integrates instruction across multiple content areas • Integrates instruction within the content area • Aligns instruction to professional/state standards
Pedagogical Content Knowledge	
<i>PCK 1 – Candidates make/facilitate curricular decisions based on data.</i>	<ul style="list-style-type: none"> • Uses formal and informal assessment strategies to evaluate student learning • Provides feedback to students/teachers • Maintains accurate records • Uses a variety of resources in evaluating curriculum • Reflects on experiences in the classroom/school/district and revises practices accordingly •
<i>PCK 2 – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.</i>	<ul style="list-style-type: none"> • Supports Response to Intervention to identify and provide appropriate intervention for all students • Demonstrates an understanding of the importance of interdisciplinary collaboration to enhance the learning of all students and teachers
<i>PCK 3 – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.</i>	<ul style="list-style-type: none"> • Creates and implements instruction that accommodates different learning styles, needs, and abilities
<i>PCK 4 – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.</i>	<ul style="list-style-type: none"> • Evaluates student learning and bases future instruction on assessed data • Uses a variety of assessment tools that address individual learning needs
Pedagogical Knowledge	
<i>PK 1 – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.</i>	<ul style="list-style-type: none"> • Models the value of differences and respect for others • Works collaboratively with school personnel, communities, and families • Is ethical and professional in practice • Maintains confidentiality • Establishes productive relationships with families in support of student learning and well-being • Dresses professionally and has proper hygiene
<i>PK 2 – Candidates engage in and reflect on professional learning opportunities.</i>	<ul style="list-style-type: none"> • Reflects on constructive feedback • Engages in professional learning through involvement in educational organizations • Reflects on experiences in the classroom/school/district and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other

	<p>resources to support own growth as a professional</p> <ul style="list-style-type: none"> • Understands the roles and responsibilities of educators and the purpose and contribution of education organizations •
<i>Technological Pedagogical Knowledge</i>	
<i>TPK 1 – Candidates communicate and collaborate using digital tools.</i>	<ul style="list-style-type: none"> • Uses technology to communicate and collaborate with stakeholders

