

**UNIVERSITY OF NEBRASKA-LINCOLN**  
**ECSE NCATE STANDARDS**

**Standard 1 - Philosophical, Historical, and Legal Foundations of Special Education**

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2 - Characteristics of Learners**

The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3 - Assessment, Diagnosis, and Evaluation**

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard 4 - Instructional Content and Practice**

The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5 - Planning and Managing the Teaching and Learning Environment**

The teacher candidate uses an understanding of individual and group motivation and classroom management techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6 – Language**

The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7 - Instructional Planning**

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8 – Assessment**

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9 - Professional and Ethical Practice**

The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10 – Collaboration**

The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.