

**TCNJ School of Education: AAQEP Master Learning Outcomes Standards Crosswalk (2021-2022)**

The purpose of this chart is to facilitate the suggested relationship between programs to the Interstate Teacher Assessment and Support Consortium (**InTASC**), New Jersey Professional Standards for Teachers and School Leaders (**NJPTS**), and the Association for Advancing Quality Educator Preparation (**AAQEP**) standards. The quality and validity of the evidence is improved by the alignment of both program-created and proprietary assessments to these standards. Multiple stakeholders are involved in assuring that the alignment is accurate and appropriate. Alignment, and in some cases, has been identified and produced by the organizations that developed the standards.

The chart is used to identify alignment when creating rubrics, completing course alignment matrices, educating teacher candidates about teacher education standards, and assuring stakeholders (e.g., accrediting organizations, employers, school administrators) that the program curriculum is appropriately aligned with National, State, and program specific standards. It is also helpful when analyzing assessment results.

The chart is evidence that the School of Education is cognizant of the content of the standards and of the importance of incorporating the standards into all segments of the learning objective and outcomes of the programs. The chart is also evidence that the provider has a well-organized quality assurance system to monitor candidate progress, completion achievement, and provider operational effectiveness.

# TCNJ School of Education: AAQEP Master Learning Outcomes Standards Crosswalk (2021-2022)

AAQEP (2020)	1b: Learners, learning theory, including SEL	1c: Cultural competence	1e: Positive learning, work environment	1a: Content, pedagogical, professional knowledge	1a: Content, pedagogical, professional knowledge	1d: Assessment and data literacy	1a: Content, pedagogical, professional knowledge 1c: Cultural competence	1b: Learners, learning theory, including SEL	1f: Professional dispositions, behaviors 1d: Assessment and data literacy 1c: Cultural competence 2a: Engage local school and cultural community, caregivers, and families 2b: Culturally responsive practice with diverse learners	1f: Professional dispositions, behaviors 1c: Cultural competence 2a: Engage local school and cultural community, caregivers, and families 2e: Grow professionally 2f: Collaborate for professional learning.
NJPST (2014)	<b>1 Learner Development</b> Recognizing how patterns of learning and development vary individually: designing and implementing appropriate learning experiences	<b>2 Learning Difference</b> Providing inclusive learning environments that enable each learner to meet high Standards. Understanding individual differences in a broader context, including attention to a learner's personal, family, and community experiences and cultural norms	<b>3 Learning Environments</b> Collaboration with learners, families, and colleagues Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment	<b>4 Content Knowledge</b> Creating learning experiences to make content accessible and meaningful for Students.	<b>5 Application of Content</b> Understanding how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic global and local issues.	<b>6 Assessment</b> Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs	<b>Standard 7: Planning for Instruction</b> Planning in use of assessment data and students' prior knowledge and interest.	<b>Standard 8: Instructional Strategies</b> Collaborative planning among teachers and with learners to support design of relevant learning experiences	<b>9 Professional Learning</b> Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities	<b>10 Leadership and Collaboration</b> <b>11 Ethical Practice</b> Use of various communication strategies and technological tools to build local, and global learning communities that engage learners, families and colleagues. Collaboration with other school professionals to plan and facilitate learning.
InTASC (2013)	<b>1 Learner Development</b> understanding how learners grow, develop, recognizing that patterns of learning, development vary individually within the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, challenging learning experiences.	<b>2 Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<b>3 Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation	<b>4 Content Knowledge The</b> teacher understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and Creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	<b>5 Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<b>6 Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	<b>7 Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<b>8 Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	<b>9 Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<b>10 Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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<b>AAQEP (2020)</b>	<b>1b: Learners, learning theory, including SEL</b>	<b>1c: Cultural competence</b>	<b>1e: Positive learning, work environment</b>	<b>1a: Content, pedagogical, professional knowledge</b>	<b>1a: Content, pedagogical, professional knowledge</b>	<b>1d: Assessment and data literacy</b>	<b>1a: Content, pedagogical, professional knowledge 1c: Cultural competence</b>	<b>1b: Learners, learning theory, including SEL</b>	<b>1f: Professional dispositions, behaviors 1d: Assessment and data literacy 1c: Cultural competence 2a: Engage local school and cultural community, caregivers, and families 2e: Grow professionally 2f: Collaborate for professional learning.</b>	<b>1f: Professional dispositions, behaviors 1c: Cultural competence 2a: Engage local school and cultural community, caregivers, and families 2e: Grow professionally 2f: Collaborate for professional learning.</b>
<b>Initial Programs: Aligned with AAQEP, InTASC NJPTS and Program Standards</b>										
<b>CAEP K-6 Elementary Standards (2018) ACEI NAEYC Standards for Early Childhood</b>	K-6: 1.a  ACEI: 1  NAEYC: 1, 3, 4, 5	K-6: 1.b, 1.c  ACEI: 1, 3.2  NAEYC: 1, 3, 4, 5, 6	K-6: 3.c, 3. E  ACEI: 3.2, 3.4, 3.5  NAEYC: 4, 5	Standard 2  ACEI: 2.1-2.7  NAEYC: 1, 4, 5	K-6: 2, 2.e,  ACEI: 2.1-2.6, 3.1, 3.3  NAEYC: 3, 4, 5	K-6: 3, 3.a, 3. B  ACEI: 4  NAEYC: 3	K-6: 3, 3.c, 3.d, 3. F  ACEI: 1, 2.1-2.6, 3.13.2  NAEYC: 1, 3, 4, 5	K-6: 4, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4. G  ACEI: 3.3, 3.4, 3.5  NAEYC: 1, 4, 5, 6	K-6: 3, 3.a, 3. B, 5.c, 5. d  ACEI: 4, 1, 3.2, 3.3, 3.4, 3.5, 5, 5.1, 5.2, 5.3  NAEYC: 1, 2, 3, 4, 5, 6	K-6: 5.a, 5. B  ACEI: 1,3.3, 3.4, 3.5 5, 5.2, 5.3  NAEYC: 1, 2, 3, 4, 5, 6
<b>CEC (Special Education)</b>	Standards 1	Standards 2, 3, 6	Standards 2.2, 2.3, 4, 4.1	Standards 3	Standards 3, 5, 5.2, 5.3	Standards 4.1	Standards 2.2, 2.3, 3, 4, 4.1	Standards 2.1, 2.2, 5, 5.2, 5.3, 6.5	Standards 4.1, 6.3, 6.4, 7	Standards 5.2, 6.3, 6.4, 6.5, 7
<b>ISTE-T Technology Standards</b>	1a, 1c, 2a, 2b	2a, 2b, 2c, 4b, 4d	1d, 2d, 4b, 4c, 4d,	1a, 1b, 2b, 3a, 3c, 3d	1a, 1c, 2a, 2b, 4d	2, 2b, 2d, 5c	1c, 2b, 2c,	1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 3d,	1d, 3b, 3d, 4c, 4d, 5a, 5b, 5c, 5d	4a, 4c, 4d, 5d
<b>ITEA CTTE (2003)</b>	6k, 9d	6d, 9k, 9p, 7k	8k, 8p, 8d	1k, 1p, 2k, 2p, 3k 3p, 4k, 4p, 5k, 5p, 7p	1d, 2d, 3d, 4d, 5d, 6k	4k, 4p, 7k, 7p	1p, 2p, 3p, 4p, 5p, 6k, 6d, 6p	7k, 7d, 7p	10k, 10d, 10p	Leadership: 10k, 10d, 10p Ethics (of Technology): 2k, 2d, 2p, 3p, 4p
<b>NCSS Social Studies</b>	1.1-1.6, 1.10	1.1-1.5, 1.9, 1.10	1.1, 1.4-1.6	1.1-1.10	1.1-1.10	1.1, 1.2, 1.4, 1.5	1.1, 1.4-1.6	1.1, 1.4, 1.5, 1.6, 1.8, 1.10	1.2, 1.4, 1.5, 1.9	1.2, 1.4, 1.5, 1.9
<b>NCTE English</b>	IV.1, IV-3, IV.5	III.1, IV.4, V.2, VI.2	V.2, V.4	I.1, I.2, II.2, V.1-V.4	III.1, III.3, III.4, V.1, V.2, V.3	III.2, III.4, IV.2, V.3	III.1, III.3, III.4, V.1, V.2, V.3, V.4	III.1, III.5, III.6, IV.1, IV.4, V.4, VI.1, V1.2	III.2, III.4, IV.2, V.3, VI.1, VI.2, VII.1, VII.2	III.1, III.3, IV.1, IV.4, V.4, VI.1, VI.2, VII.1, VII.2
<b>NCTM Math</b>	1a, 2a, 2b, 2c, 2d, 2e, 2f 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e 5a, 5b, 5c 6c, 7c	1a, 2a, 2b, 2c, 2d, 2e, 2f 3a, 3b, 3c, 3d, 3e, 3f, 3g 4a, 4b, 4c, 4d, 4e, 7a, 7b, 7c	1a, 2a, 2b, 2c, 2d, 2e, 2f 3a, 3b, 3c, 3d, 3e, 3f, 3g 4a, 4b, 4c, 4d, 4e 5a, 5b, 5c, 7c	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g 4a, 4b, 4c, 4d, 4e 5a, 5b, 5c	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 7c	1a, 2a, 2b, 2c, 2d, 2e, 2f 3a, 3b, 3c, 3d, 3e, 3f, 3g 4a, 4b, 4c, 4d, 4e 5a, 5b, 5c 6c, 7c	1a, 2a, 2b, 2c, 2d, 2e, 2f 3a, 3b, 3c, 3d, 3e, 3f, 3g 4a, 4b, 4c, 4d, 4e, 6c, 7c 7a, 7b, 7c	1a, 2a, 2b, 2c, 2d, 2e, 2f 3a, 3b, 3c, 3d, 3e, 3f, 3g 4a, 4b, 4c, 4d, 4e 5a, 5b, 5c	4a, 4b 5a, 5b, 5c 6a, 6b, 6c 7c	2d-f
<b>NSTA Science 2020</b>	2b, 2c, 2e, 3b, 3c	2a, 2b, 2c, 3a, 3b	3a, 3b, 3c	1a-e, 2a, 2c, 3a, 3b, 4a, 4b, 6a	1a, 1b, 1c	2d, 5a, 5b, 5c	1c, 2a, 2d, 3a, 3b, 3c	2a, 2b, 2c, 2e 4a, 4b, 4c	4a, 4b, 4c 6a, 6b, 6c	4a, 4b, 4c Standard 6
<b>NASAD</b>	XII: C.1ab, C.3a, C.3c, C.3d	XII: C.1a, C.1c, C.3a, C.3c, C.3f	XII: C.1a, C.3a, C.3c, C.3f	XII: C.1b, C.2a-d, C.3a-g	IX, O, 3, a, 6; IX, O,3,d, 3	XII: C.1b, C.3f, C.3g, C.3h	XII: C.1a, C.3a, C.3c, C.3f	XII: C.3a, C.3c-d, C.3f-g	XII: C.1c, C.1d, C.3a-c, C.3f-h	IX: O,3, b 1-4, 3c, 1-3; 3c, 4 a-f; 3c,5a-c; IX, O, 3d, 1-6; IX, O, 3, 1-5
<b>NASM</b>	IX, O, 3d, 2,3,6	IX, O, 3d, 1, 2, 3, 6		IX, O, 3b, 1-4; 3, c,1-3; 3,c4, af; 3c, 5a-c; IX, O, 3, d, 1-6; IX, O, 3, e, 1-5	XII: C.1b, C.2a-d, C.3a, C.3c, C.3e, C.3f	IX, O, 3, d, 1			IX, O, 3, d, 1	IX, O, 3, a, 1, 7; IX, O, 3, d, 4

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<b>ILA</b> Reading Literacy	Standards 2, 5	Standards 4,	Standards 4,	Standard 1, 2, 5	Standard 1, 2, 5	Standards 3, 4,	Standards 1, 2, 5	Standards 2, 5	Standards, 3, 4, 6, 7	Standards 6, 7
<b>CEC</b> (Special Education)	Standards 1	Standards 2, 3, 6	Standards 2.2, 2.3, 4, 4.1	Standards 3	Standards 3, 5, 5.2, 5.3	Standards 4.1	Standards 2.2, 2.3, 3, 4, 4.1	Standards 2.1, 2.2, 5, 5.2, 5.3, 6.5	Standards 4.1, 6.3, 6.4, 7	Standards 5.2, 6.3, 6.4, 6.5, 7
<b>NELP</b> Education Leadership	Standards 3.4	Standards 3.3, 4.1, 4.3	Standards 1.2	Standards 4.2	Standards 4.2	Standards 1.1, 1.3, 3.1, 4.3, 4.4, 5.3, 6.2	Standards 4.2, 5.3, 6.2, 6.3	Standards 3.2, 4.3	Standards 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.3	Standards 2.1, 2.2, 2.3, 5.1, 5.2, 5.3, 6.3
<b>TESOL</b> ESL Bilingual	2a, 2d, 2e	2a, 2c, 2d, 2e	2a, 2c, 2d, 3a,	1a, 1b, 1c, 1d	1a, 1b, 1c, 1d	2c, 3c, 4a, 4b, 4c, 4d	1a, 1b, 1c, 1d, 2b, 2c, 2d, 2e	1a, 1b, 1c, 1d, 2b, 2c, 2d, 2e, 3d	5a, 5b, 5c, 5d	5a, 5b, 5c, 5d

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