


Standards of Effective Practice
Transition to 2023 SEP's

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
5	1A. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.	3D. - use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;	EDU 2300	EDU 3200
6	1B. The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.		EDU 2300	
7	1C. The teacher understands how students construct knowledge and acquire skills.	3A. - understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning; 4K. - identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;	EDU 1210	EDU 2640

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
8	1D. The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.	3F. - link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; 11J. - identify and use community resources to foster student learning;	EDU 2300	Math 1050 EDU 3122
9	1E. The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.	3C. - understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others; 5B. - understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;		EDU 1210, EDU 3210
10	1F. The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.	4E. - understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values; 4H. - understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;	EDU 2300	EDU 1020

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
11	1G. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.	3A.- understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning; 5F. - design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;	EDU 1210	
12	1H. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	4H. - understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;		EDU 2300 EDU 3210
13	1I. The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.	4C. - know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;		EDU 1020 ANSH 2010
14	1J. The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	4B. - know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;	EDUC 1210	EDU 3200 EDU 4102
15	1K. The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations.		See dyslexia	

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
16	1L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.	3B. - understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions; 3C. - understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;	EDU 1020	EDU 2640
17	1M. The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.	3B. - understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;		EDU 2640
18	1N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.	11E. - understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;	EDU 1210	HLTH 2100 EDU 3205
19	Standard 2. Learning Environments.			

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
	2A. The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.	4Q. - develop a learning community in which individual differences are respected; 6C. - know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations; 6E. - understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom; 6H. - establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole; 6L. - design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities; 6O. - maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals; 6P. - develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;		EDU 2300 EDU 4100 EDU 4101
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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
21	2B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.	5G. - use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; 6A. - understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work; 6F. - know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated; 6K. - use different motivational strategies that are likely to encourage continuous development of individual learner abilities;	EDU 1210	EDU 4101 EDU 2640 EDU 1020 EDU 3120 EDU 4100 EDU 3210
22	2C. The teacher understands the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implements these approaches in order to improve student outcomes and reduce exclusionary practices.	6E. - understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;	EDU 1020	EDU 4100

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
23	2D. The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.	6C. - know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;		EDU 4100
24	2E. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.	4D - understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;		EDU 1020 EDU 3210
25	2F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	7B. - understand how cultural and gender differences can affect communication in the classroom; 7E. - understand the power of language for fostering self-expression, identity development, and learning; 7H. - use effective communication strategies in conveying ideas and information and in asking questions;		EDU 3100 EDU 3125 EDU 3205 EDU 3101 EDU 3102 HLTH 2100
26	Standard 3. Assessment.			

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
27	3A. The teacher understands the varying types and multiple purposes of assessment.	9B. - understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work; 9C. - understand the purpose of and differences between assessment and evaluation;		EDU 3122 EDU 3200 EDU 3101 EDU 4102
28	3B. The teacher understands how to design, adapt, and select appropriate assessments to address specific learning goals and individual differences.	9E. - select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes; 9G. - use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;		EDU 4102 EDU 3200
29	3C. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.	9D. - understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;		EDU 3100 EDU 3200
30	3D. The teacher understands the positive impact of effective descriptive feedback for learners, engages students in understanding and identifying quality work, and uses a variety of strategies for communicating this feedback.	5H. - monitor and adjust strategies in response to learner feedback; 9M. - responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and		EDU 4101 EDU 3200

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
31	3E. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.	9I. - implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;		HLTH 2100 EDU 4102
32	3F. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development, including cognitive, linguistic, social, emotional, and physical, and scaffolds the next level of development.	3E. - assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains; 9A. - be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501; 9H. - use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies; 9J. - evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;		EDU 3200 EDU 1210 EDU 3122 EDU 3200 EDU 4102

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
33	3G. The teacher, independently and in collaboration with colleagues, uses a variety of data, including data disaggregated by student race, ethnicity, and home language, to evaluate the outcomes of teaching and learning and to adapt planning and practice.	9K. - monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals; 9N. - use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		EDU 3122 EDU 4102 EDU 3122 EDU 3215
34	3H. The teacher uses assessment strategies and devices that are nondiscriminatory, and takes into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.	4M. - accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes; 9G. - use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;		EDU 3200 EDU 4101
35	Standard 4. Planning for Instruction			
36	4A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.	7A. - understand communication theory, language development, and the role of language in learning;		EDU 3100 EDU 3101
37	4B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.		EDU 3101	

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
38	4C. The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.	5A. - understand Minnesota's graduation standards and how to implement them; 8A. - understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals; 8D. - create short-range and long-range plans that are linked to student needs and performance;		EDU 4101 EDU 3122 EDU 4101 EDU 2640
39	4D. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.	4O. - use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences; 8B. - plan instruction using contextual considerations that bridge curriculum and student experiences; 8F. - implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;		EDU 3210 EDU 4101
40	4E. The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners.			

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
41	4F. The teacher demonstrates the ability to feature, highlight, and use resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum by offering a wide range of curriculum materials.			
42	4G. The teacher creates opportunities for students to learn, practice, and use language of the content area.			
43	4H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.			

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
44	4I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.	5L. - develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources. 8H. - plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.	EDU 3215	EDU 4101 EDU 3200
45	Standard 5. Instructional Strategies.			
46	5A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	4P. - bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;		EDU 3120
47	5B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.	5C. - understand principles and techniques, along with advantages and limitations, associated with various instructional strategies; 6M. - engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;	EDU 1020	EDU 4102

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
48	5C. The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.	6D. - know how to help people work productively and cooperatively with each other in complex social settings; 6I. - establish peer relationships to promote learning;		EDU 4100
49	5D. The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills.			
50	5E. The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	5J. - develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;	EDU 3101	EDU 4101

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
51	5F. The teacher asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.	5D. - nurture the development of student critical thinking, independent problem solving, and performance capabilities; 5G. - use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources; 6M. - engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning; 7J. - know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and		EDU 4101 EDU 4100

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
52	5G. The teacher engages all students in developing higher-order questioning skills and metacognitive processes.	7J. - know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;		EDU 4100
53	5H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to nurture critical thinking about culture and race and knows how to include multiple perspectives and missing narratives from the dominant culture by offering a range of curriculum materials.			
54	5I. The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.	4M. - accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes; 5I. - vary the instructional process to address the content and purposes of instruction and the needs of students;		EDU 3200 EDU 4101

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
55	5J. The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	4R. - identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. 5K. - use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; 7K. - use a variety of media and educational technology to enrich learning opportunities		EDU 3215 EDU 3121 EDU 3101 EDU 3200
56	5K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.			
57	Standard 6. Professional Responsibilities			
58	6A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.	10K. - understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part	EDU 1020	EDU 3215 EDU 4120

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
59	6B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.	4N. - identify when and how to access appropriate services or resources to meet exceptional learning needs; 9L. - establish and maintain student records of work and performance; 11C. - understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect; 11F. - understand data practices; 11L. - understand mandatory reporting laws and rules; and	EDU 1020	EDU 3200 EDU 4101 EDU 4102 EDU 4120 Math 1050 HLTH 2100
60	6C. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.	10A. - understand the historical and philosophical foundations of education;	EDU 1020	EDU 1020 EDU 4120
61	6D. The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.	4D - understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;	EDU 2300	EDU 1020 EDU 3210

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
62	6E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.	10C. - understand the influences of the teacher's behavior on student growth and learning	EDU 2300	EDU 4120 EDU 4100
63	6F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.		EDU 2300	
64	6G. The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to make adaptations and adjustments toward more equitable outcomes.	10B. - understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment; 10E. - understand the role of reflection and self-assessment on continual learning;	EDU?	EDU 4120
65	6H. The teacher demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.	10D. - know major areas of research on teaching and of resources available for professional development;	EDU 3215	EDU 4120 EDU 1020
66	6I. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.	11M. - understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.	EDU 3215	EDU 4120 EDU 3215

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
67	6J. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	10G. - understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues; 10I. - use professional literature, colleagues, and other resources to support development as both a student and a teacher; 10M. - understand the role of continuous development in technology knowledge and skills representative of technology applications for education. 11G. - collaborate with other professionals to improve the overall learning environment for students;	EDU 1020	EDU 4120 EDU 4120
68	Standard 7. Collaboration and Leadership.			
69	7A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.	9M. - responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; 11I. - consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments; 11K. - establish productive relationships with parents and guardians in support of student learning and well-being;	EDU 1020	EDU 3200 EDU 4102 HLTH 2100 EDU 4120

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
70	7B. The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.	11B. - understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;	EDU 1210	EDU 2300 EDU 3210
71	7C. The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.	10J. - collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback; 11I. - consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;		EDU 4120 HLT 2100
72	7D. The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.			
73	7E. The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.		EDU 1020	

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74	7F. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.	11A. - understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;	EDU 1020	EDU 4120 EDU 3210
75	Standard 8. Racial consciousness and reflection.			
76	8A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.		EDU 2300/ 2301	
77	8B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.		EDU 2300/2301	
78	8C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.		EDU 2300	
79	8D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.		EDU 2300	
80	8E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.	4F. - understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;	EDU 2300	EDU 1020 EDU 3210 EDU 3101

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4	Standard 1. Student Learning	Standards of Effective Practice 2014	Recommended course	Current course
81	8F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.	4G. - understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;	EDU 2300	EDU 1020 EDU 3120
82	8G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.	7B. - understand how cultural and gender differences can affect communication in the classroom;	EDU 2300	EDU 2640 EDU 3200