**Standards Identified for BEP 360**

**InTASC/ACTS Standards and Components**

The Interstate New Teachers Assessment and Support Consortium (InTASC) was established to provide support to new teachers and raise the levels of learning in U.S. classrooms. Each of the ten (10) standards requires teachers to possess and use essential knowledge required to meet the standard. The InTASC standards have been aligned into the Alabama Cores Teaching Standards (ACTS), which are unique to education in the state of Alabama.

1. **Learner Development:** The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**(a)** The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

**(d)** The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

**(e)** The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

**(h)** The candidate respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

**(k)** The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

1. **Learning Differences:** The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**(d)** The candidate brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

**(g)** The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

**(j)** The candidate understands that learners 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.

**(k)** The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

**(l)** The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

1. **Learning Environments:** The candidate 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.

**(i)** The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

**(j)** The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.

**(k)** The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

**(n)** The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**(o)** The candidate values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

**(p)** The candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

**(q)** The candidate seeks to foster respectful communication among all members of the learning community.

1. **Assessment:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making.

**(a)** The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

**(f)** The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

**(i)** The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

**(j)** The candidate understands the differences between formative and summative application of assessment and knows how and when to use each.

**(k)** The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

**(l)** The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

**(m)** The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

**(n)** The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

**(o)** The candidate knows when and how to evaluate and report learner progress against standards.

**(p)** The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

**(s)** The candidate takes responsibility for aligning instruction and assessment with learning goals.

**(t)** The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.

**(u)** The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.

**(v)** The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

**(w)** The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

1. **Planning for Instruction:** The candidate 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.

**(l)** The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

**(m)** The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

**(n)** The candidate knows when and how to adjust plans based on assessment information and learner responses.

**(o)** The candidate knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

**(p)** The candidate respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

**(q)** The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

**(r)** The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

**(s)** The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

1. **Instructional Strategies:** The candidate 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.

**(a)** The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

**(e)** The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

**(i)** The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

**(j)** The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

**(k)** The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

**(l)** The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

**(m)** The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

**(n)** The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.

**(p)** The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

**(q)** The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

**(s)** The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

1. **Professional Learning and Ethical Practice:** The candidate 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.

**(c)** The candidate, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

**(e)** The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

**(f)** The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

**(g)** The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

**(i)** The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

**(m)** The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

1. **Leadership and Collaboration:** The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**(m)** The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

**(q)** The candidate respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.