**Standards Identified for BER 450**

**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.

**(f)** The candidate identifies readiness for learning and understands how development in any one area may affect performance in other areas.

**(i)** The candidate is committed to using learners’ strengths as a basis for growth and their misconceptions as opportunities for learning.

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.

**(b)** The candidate makes appropriate and (timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

**(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.

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.

**(c)** The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

**(e)** The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

**(m)** The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

1. **Content Knowledge:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**(d)** The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

**(g)** The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

**(i)** The candidate accesses school and/or district-based resources to evaluate the leaner’s content knowledge in the learner’s primary language.

**(o)** The candidate has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.

**(r)** The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

1. **Application of Content:** The candidate 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.

**(k)** The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

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.

**(b)** The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

**(c)** The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

**(d)** The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

**(e)** The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

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

**(g)** The candidate effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

**(h)** The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

**(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.

**(q)** The candidate possesses knowledge of Alabama’s assessment requirements and processes.

**(r)** The candidate is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

**(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.

**(d)** The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

**(g)** The candidate integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.

**(h)** The candidate communicates with students, parents, and the public about Alabama’s assessment system and major Alabama educational improvement initiatives.

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

**(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.

**(b)** The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

**(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.

**(f)** The candidate engages all learners in developing higher order questioning skills and metacognitive processes.

**(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).

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.

**(a)** The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

**(h)** The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

**(j)** The candidate understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

**(l)** The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

**(o)** The candidate understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

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.

**(a)** The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

**(n)** The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

**(o)** The candidate knows how to contribute to a common culture that supports high expectations for student learning.