**Standards Identified for KIN 497**

**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.

**(c)** The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and 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.

**(a)** The candidate designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

**(c)** The candidate designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

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.

**(a)** The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

**(b)** The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

**(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.

**(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.

**(r)** The candidate is a thoughtful and responsive listener and observer.

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.

**(a)** The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

**(b)** The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

**(f)** The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

**(j)** The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.

**(k)** The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

**(l)** The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.

**(m)** The candidate knows how to integrate culturally relevant content to build on learners’ background knowledge.

**(n)** The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.

**(p)** The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.

**(q)** The candidate appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

**(s)** The candidate is committed to work toward each learner’s mastery of disciplinary content and skills.

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.

**(a)** The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

**(b)** The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

**(c)** The candidate facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

**(d)** The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

**(e)** The candidate develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

**(f)** The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

**(g)** The candidate facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

**(h)** The candidate develops and implements supports for learner literacy development across content areas.

**(i)** The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

**(j)** The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

**(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.

**(m)** The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

**(n)** The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

**(o)** The candidate understands creative thinking processes and how to engage learners in producing original work.

**(p)** The candidate knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

**(q)** The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

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.

**(e)** The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

**(f)** The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

**(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.

**(i)** The candidate understands content and content standards and how these are organized in the curriculum.

**(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.

**(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.

**(c)** The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**(d)** The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

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

**(g)** The candidate engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

**(h)** The candidate uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

**(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).

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

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

**(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.

**(b)** The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

**(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.

**(d)** The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

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

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.

**(b)** The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

**(c)** The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

**(d)** The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

**(e)** The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

**(f)** The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

**(g)** The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

**(h)** The candidate uses and generates meaningful research on education issues and policies.

**(i)** The candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

**(j)** The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

**(k)** The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**(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.

**(p)** The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

**(r)** The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

**(s)** The candidate takes responsibility for contributing to and advancing the profession.

**(t)** The candidate embraces the challenge of continuous improvement and change.

**ISTE Standards and Components**

The International Society for Technology in Education (ISTE) Standards for Educators are the road map to helping students become empowered learners. The standards are designed to help deepen the educational practice of the educator, promote collaboration with peers, challenge educators to rethink traditional approaches and prepare students to drive their own learning. (Adapted from <https://www.iste.org/standards/for-educators>)

1. **Learning Catalyst - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.
2. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
3. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.