**Standards Identified for MAP 302**

**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. **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.

**(f)** The candidate 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.

**(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.

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

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.

**(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.

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.

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

**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. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
2. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
3. **Learning Catalyst - Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
4. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.