**Standards Identified for MAP 311**

**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.

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

**(g)** The candidate 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.

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.

**(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.

**(i)** The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

**(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.

**(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.

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.

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

**(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.

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.

**(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.

**(r)** The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.

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.

**(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.

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

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

**(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.

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

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.

**(k)** The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

**(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.

**(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.

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

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.

**(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.

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

**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 - Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
2. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
3. **Learning Catalyst - Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
4. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
5. **Learning Catalyst - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.
6. 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.
7. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.