**Standards Identified for SPE 304**

**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.

**(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.

**(e)** The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

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

**(o)** The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in 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.

**(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.

**(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.

**(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.

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.

**(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.

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

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.

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

**(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.

**(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).

**(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.

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

**(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.

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.

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

**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 - Learner.** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
3. Stay current with research that supports improve student learning outcomes, including findings from the learning sciences.
4. **Empowered Professional - Leader**. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
5. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
6. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
7. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
8. Model and promote management of personal data and digital identity and protect student data privacy.
9. **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.
10. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.