**Standards Identified for SPE 491**

**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.

**(b)** The candidate creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her 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.

**(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.

**(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.

**(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.

**(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.

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.

**(c)** The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.

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

**(e)** The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

**(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.

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

**(h)** The candidate creates opportunities for students to learn, practice, and master academic language in their content.

**(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.

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

**(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.

**(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.

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.

**(t)** The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.

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.

**(a)** The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

**(b)** The candidate plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

**(c)** The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

**(j)** The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

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.

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

**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 - Leader**. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
3. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

**5) Learning Catalyst - Designer.** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

c) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

1. **Learning Catalyst - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.
2. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.