**Standards Identified for BEF 362**

**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.

**(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.

**(h)** The candidate respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

**(k)** The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s 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.

**(d)** The candidate brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

**(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.

**(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.

**(k)** The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

**(m)** The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

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

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.

**(l)** The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

**(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. **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.

**(p)** The candidate respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

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.

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

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.

**(e)** The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

**(i)** The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

**(m)** The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

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.

**(l)** The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

**(o)** The candidate knows how to contribute to a common culture that supports high expectations for student learning.