**Standards Identified for CSE 597**

**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.

**(c)** The candidate collaborates with families, communities, colleagues, and other

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.

**(c)** The candidate designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

**(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.

**(l)** The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

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

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.

**(a)** The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

**(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.

**(d)** The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.

**(g)** The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

**(h)** The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

**(j)** The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.

**(k)** The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

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

**(m)** The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

**(n)** The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**(o)** The candidate values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

**(p)** The candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

**(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. **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.

**(m)** The candidate knows how to integrate culturally relevant content to build on learners’ background knowledge.

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.

**(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.

**(a)** The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

**(b)** The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

**(c)** The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

**(d)** The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

**(e)** The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

**(f)** The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

**(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.

**(i)** The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

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

**(k)** The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

**(l)** The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

**(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.

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.

**(e)** The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

**(f)** The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

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.

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

**(q)** The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

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.

**(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.

**(c)** The candidate, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

**(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.

**(g)** The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

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.

**(a)** The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

**(b)** The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

**(c)** The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

**(d)** The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

**(e)**  The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

**(f)** The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

**(g)** The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

**(i)** The candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

**(k)** The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

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

**(p)** The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

**(q)** The candidate respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

**(r)** The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

**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.