**Standards Identified for MAP 322**

**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. **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.

**(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.

**(n)** The candidate makes learners feel valued and helps them learn to value each other.

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.

**(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.

**(e)** The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

**(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.

**(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.

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.

**(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.

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

**(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.

**(q)** The candidate appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

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.

**(a)** The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

**(b)** The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

**(d)** The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

**(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.

**(o)** The candidate understands creative thinking processes and how to engage learners in producing original work.

**(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. **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.

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

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

**(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).

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.

**(e)** The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

**(j)** The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

**(m)** The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

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

**(o)** The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**(r)** The candidate is committed to exploring how the use of new and emerging technologies can support and promote student 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.

**(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.

**(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.

**(h)** The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

**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. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
3. **Learning Catalyst - Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
4. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.