**Standards Identified for MAP 332**

**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.

**(f)** The candidate identifies readiness for learning and understands how development in any one area may affect performance in other areas.

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.

**(h)** The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

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.

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

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.

**(r)** The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

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.

**(c)** The candidate facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

**(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.

**(s)** The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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.

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.

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

**(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.

**(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.

**(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.

**(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.

**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. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
3. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
4. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
5. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
6. **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.
7. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
8. **Learning Catalyst - Designer.** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
9. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
10. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
11. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
12. **Learning Catalyst - Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
13. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
14. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
15. **Learning Catalyst - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.
16. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.