**Standards Identified for MAP 342**

**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.

**(j)** The candidate takes responsibility for promoting learners’ growth and 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.

**(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. **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.

**(b)** The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

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

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.

**(e)** The candidate develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

**(f)** The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

**(g)** The candidate facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

**(l)** The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

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.

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.

**(a)** The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

**(d)** The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

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.

**(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.

**(o)** The candidate knows how to contribute to a common culture that supports high expectations for 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 - Learner.** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
3. Pursue professional interests by creating and actively participating in local and global learning networks.
4. Stay current with research that supports improve student learning outcomes, including findings from the learning sciences.
5. **Empowered Professional - Leader**. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
6. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
7. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
8. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.