**Standards Identified for MAP 444**

**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.

**(i)** The candidate is committed to using learners’ strengths as a basis for growth and their misconceptions as opportunities for learning.

**(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.

**(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.

**(b)** The candidate makes appropriate and (timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

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

**(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.

**(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.

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.

**(g)** The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

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.

**(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.

**(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.

**(o)** The candidate knows when and how to evaluate and report learner progress against standards.

**(r)** The candidate is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

**(u)** The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.

**(v)** The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

**(w)** The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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.

**(n)** The candidate knows when and how to adjust plans based on assessment information and learner responses.

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.

**(b)** The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

**(c)** The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**(g)** The candidate engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

**(h)** The candidate uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

**(i)** The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

**(s)** The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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.

**(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.

**(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.

**(h)** The candidate uses and generates meaningful research on education issues and policies.

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

**(j)** The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

**(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.

**(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.

**(m)** The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

**(n)** The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

**(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.

**(s)** The candidate takes responsibility for contributing to and advancing the profession.

**(t)** The candidate embraces the challenge of continuous improvement and change.

**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. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
8. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
9. **Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
10. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
11. Model and promote management of personal data and digital identity and protect student data privacy.