**Standards Identified for SPE 300**

**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.

**(d)** The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

**(e)** The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

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

**(h)** The candidate respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

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

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

**(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.

**(d)** The candidate brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

**(f)** The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

**(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.

**(j)** The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

**(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.

**(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.

**(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.

**(f)** The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

**(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.

**(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.

**(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.

**(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.

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

**(r)** The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.

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

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.

**(l)** The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

**(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.

**(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.

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.

**(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.

**(i)** The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

**(j)** The candidate understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

**(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.

**(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.