**Standards Identified for SPE 476**

**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 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.

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

**(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.
2. The candidate accesses school and/or district-based resources to evaluate the leaner’s content knowledge in the learner’s primary language.
3. **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.

**(b)** The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

**(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.

**(g)** The candidate effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

**(h)** The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

**(q)** The candidate possesses knowledge of Alabama’s assessment requirements and processes.

**(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.

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.

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.

**(l)** The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

**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 - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.
2. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
3. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.