**Standards Identified for SPE 477**

**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.

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.

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

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.

**(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.

**(c)** The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

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.

**(a)** The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

**(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.

**(d)** The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

**(e)** The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

**(f)** The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

**(h)** The candidate creates opportunities for students to learn, practice, and master academic language in their content.

**(p)** The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.

**(q)** The candidate appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.

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.

**(a)** The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

**(b)** The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

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

**(d)** The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

**(m)** The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

**(o)** The candidate understands creative thinking processes and how to engage learners in producing original work.

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.

**(a)** The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

**(b)** The candidate plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

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

**(d)** The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

**(j)** The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

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.

**(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.

**(f)** The candidate engages all learners in developing higher order questioning skills and metacognitive processes.

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

**(o)** The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**(r)** The candidate is committed to exploring how the use of new and emerging technologies can support and promote 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 - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.
2. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
3. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
4. **Learning Catalyst - Designer.** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
5. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
6. **Learning Catalyst - Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
7. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
8. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
9. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.