



**Educator
Preparation Program
Standards & Assessments
Handbook**

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LiveText

LiveText Information for Tusculum University Students

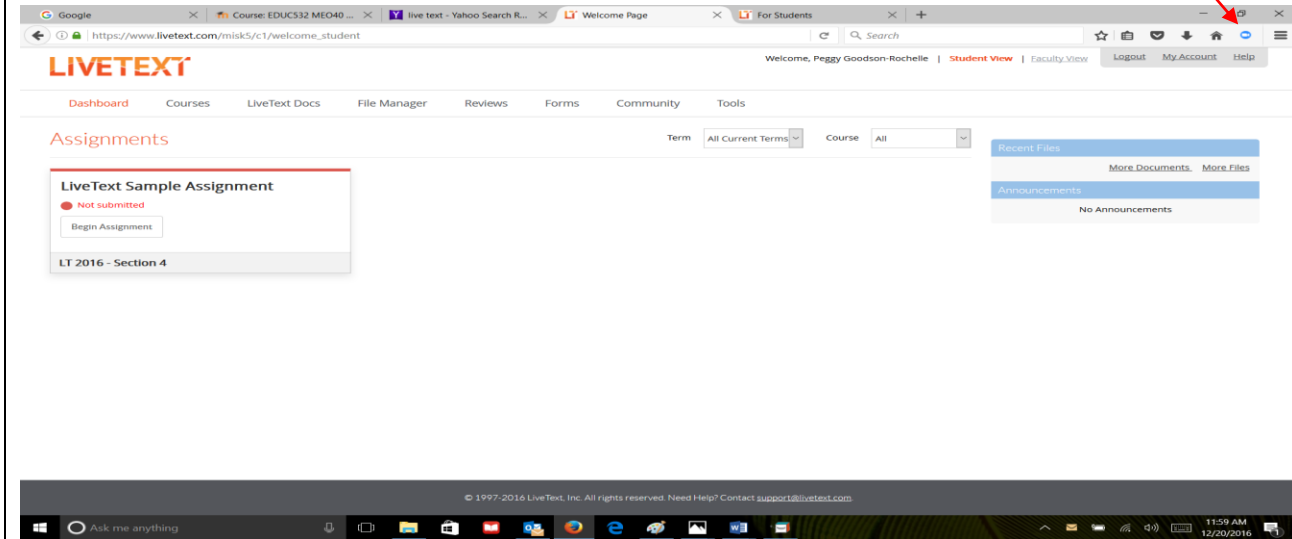
LiveText: All candidates in this course are required to have a *LiveText* account. If you do not already have a *LiveText* account, Amanda Delbridge at adelbridge@tusculum.edu will send your account information via your official Tusculum email the second week of the semester. The College of Education is handling all *LiveText* accounts internally, so you will not need to purchase it yourself. Your *LiveText* account is valid for 7 years and will be used for most of the courses in your program for submission for Critical Tasks and Key Assessments. After receiving a membership code, you will need to register the account. The register button is the third purple button in the center of the screen.

1. Under Register Membership, click the Register button
2. Choose your Role in STEP 1 by selecting Student.
3. Enter Key Code in STEP 2. You will need to enter your unique key code that you receive via email at your official Tusculum email address.
4. Enter Your Personal Information in STEP 3 and Create your *LiveText* Account in STEP 4. Complete the registration process by completing and verifying the required information and acceptance of the Terms of Service.
5. Click the **Register My Membership Account** button.
6. After successfully completing the registration process, *LiveText* will display the Congratulations page. This page will display your username and the option to click to reveal your password.

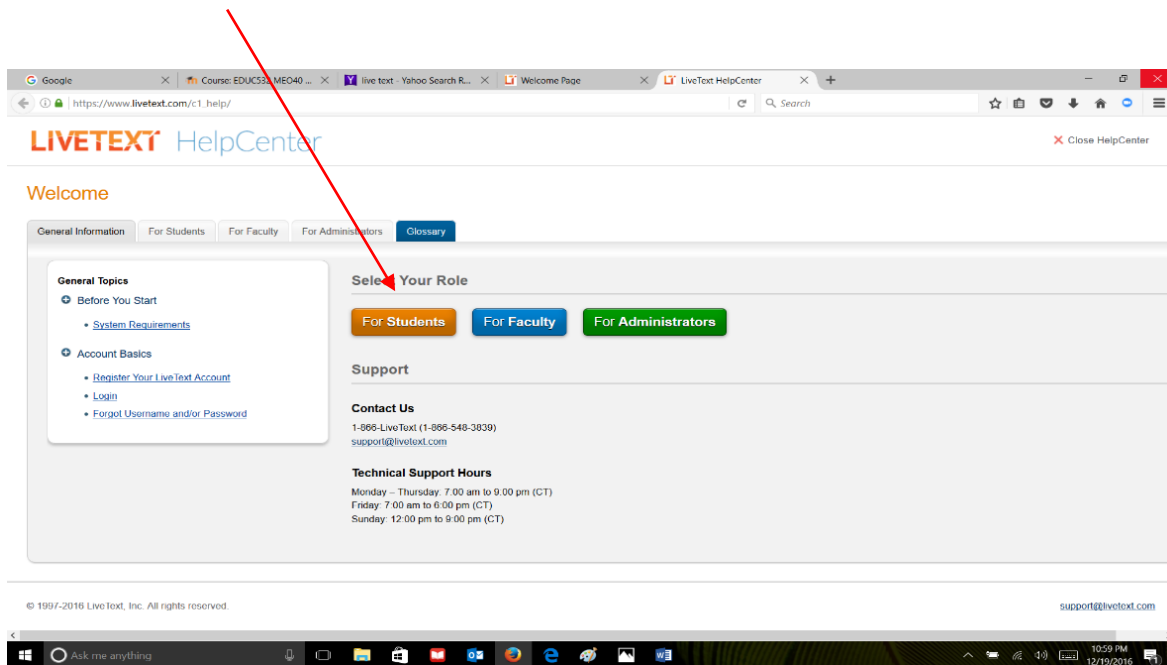
Note: When entering your name, use your official name on record at your institution. You do not need to enter information in the School PIN field unless your institution requires or has provided you with a School PIN.

It is recommended that you use Mozilla Firefox as your browser. Explorer is not recommended.

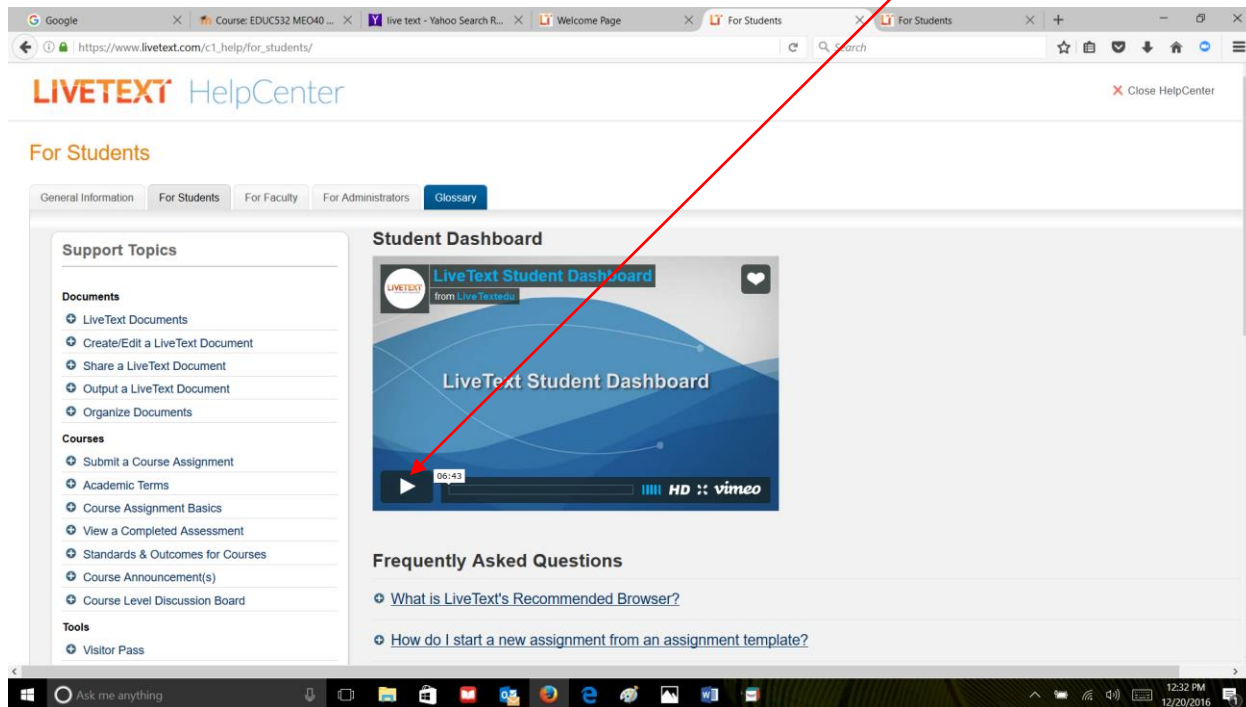
Getting Started: Log into *LiveText*. After logging in you will see your Dash Board. Below is a sample screen shot. Click the Help tab located in the right corner of the page.



Click the brown For Students button



Click the *LiveText Student Dashboard Video* for a 7-minute video with instructions.



After watching the video, notice the **Frequently Asked Questions** section and the training resources (pdf documents) at the bottom of the page.

Please do not hesitate to contact your *LiveText* Support center at (1-800-311-5656) or use the link below.
support@watermarkinsights.com

Technical Support Hours

Monday – Thursday: 8:00 am to 9:00 pm (Eastern)

Friday: 8:00 am to 7:00 pm (Eastern)

Saturday: (email only)

Sunday: 5 pm to 10:00 pm (Eastern)

LiveText Frequently Asked Questions

1. Why are we doing this? What is the purpose?

LiveText enables Tusculum University to gather data for assessing programs and for accreditation. The artifacts or submissions in *LiveText* are evidence of assignment alignment to standards and evidence of candidate performance for all education programs—undergraduate and master level.

2. What is a Critical Task assignment?

Critical Tasks are high stakes. Candidates must score an average of 3 on assignment in order to pass the course. The language used in our syllabi looks like this:

The _____ is a **CRITICAL TASK** for this course and must be uploaded to *LiveText*. *LiveText* is a web-based electronic portfolio required of all students in College of Education (COE) programs. *LiveText* enables students to build media-rich online portfolios that showcase learning and can be shared with others; it also provides a way to submit assignments to instructors for feedback and assessment. The COE uses these assessments to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is in your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). **You must earn an average score of 3 or better on the Critical Task to receive a passing grade in this course. If you score less than 3, you will be given feedback to guide your remediation of the work. Remediated work must be completed by _____ (insert date to provide enough time to re-score the work) and must raise the average score to a minimum of 3 to receive a passing grade in this course.**

3. What is a Key Assignment?

Key Assessments are more formative in nature. Responses are scored, but candidates are not required to have a minimum score in order to pass the course. The language used in our syllabi looks like this:

The _____ is a **KEY ASSIGNMENT** for this course and must be uploaded to *LiveText*. *LiveText* is a web-based electronic portfolio required of all students in College of Education (COE) programs. *LiveText* enables students to build media-rich online portfolios that showcase learning and can be shared with others; it also provides a way to submit assignments to instructors for feedback and assessment. The COE uses these assessments to evaluate your progress toward meeting program and applicable state and/or national standards and to inform program improvement. Once your assignment is in your portfolio, it will be assessed by your instructor using a 4-point rubric (4=Exemplary, 3=Proficient, 2=Developing Proficiency, 1=Not Proficient). **You must submit this completed assignment to *LiveText* to receive a passing grade in this course.**

4. How will these assignments be assessed or graded?

First, separate these two ideas. *LiveText* scoring or assessment is to evaluate your progress toward meeting program and applicable state/national standards and to inform program improvement. If it is a Critical Task, candidates **must score** an average of 3 on the *LiveText* rubric to pass to course. If a Key Assignment, candidates **must submit the completed** assignment for scoring using the *LiveText* rubric to receive a passing grade for the course. The College of Education Performance Level Indicators (COEPLIs) were adopted by the College of Education to assist faculty in scoring assignments in *LiveText*. A copy of these are attached. The lead professor/instructor for the course will determine how or if the assignment will be used for course grades. This information is shared with our adjunct faculty. Some professors/ instructors will use a course rubric or scoring guide. These course rubrics may have a different scale or additional/fewer indicators. Some may have point scale or convert the *LiveText* score to a percentage score. Most professors/instructors will use the assignments as part of the total course grade. However, course grading is at the discretion of your professors/Instructors.

Teacher Education Student Learning Outcomes

Teacher Education Student Learning Outcomes – Full Version

		TU Student Learning Outcomes	Description
1		Content Knowledge and Application	Candidates demonstrate content knowledge including central concepts, principles, skills, tools of inquiry, and structures of the disciplines they teach. Candidates connect concepts to engage learners in critical thinking, creativity, and collaborative problem solving.
2	a	Instruction: Assessment	Candidates use formal and informal assessments that are aligned with state content standards, have clear measurement criteria, and measure student performance in multiple ways; the results are used to monitor learner progress and provide feedback to guide the teacher's and learner's decision making.
	b	Instruction: Planning & Instructional Strategies	Candidates plan instruction based on knowledge of subject matter, curriculum, pedagogy, learners, and the community. Candidates use a variety of instructional strategies and technologies to support mastery of the learning objective; develop learners' analytical, practical, creative, and research-based thinking skills; and elicit evidence of those skills in students' work.
	c	Instruction: Learners, the Learning Environment, and Diversity	Candidates apply knowledge of how learners grow and develop to design and implement developmentally appropriate and challenging learning experiences. Candidates apply understanding of individual differences and diverse cultures to create an inclusive and organized learning environment that supports individual and collaborative learning and maximizes student engagement.
3		Professionalism, Ethical Practice, and Leadership	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others. Candidates seek opportunities for leadership, collaboration, and service among learners, families, peers, and the school community.

Teacher Education Student Learning Outcomes – Abbreviated Version

		TU Student Learning Outcomes	Description
1		Content Knowledge and Application	Candidates demonstrate content knowledge and integrate concepts to engage learners.
2	a	Instruction: Assessment	Candidates measure student performance in multiple ways, then use results to monitor learner progress and provide feedback.
	b	Instruction: Planning & Instructional Strategies	Candidates plan instruction using a variety of instructional strategies and technologies to support students' mastery of the learning objective.
	c	Instruction: Learners, the Learning Environment, and Diversity	Candidates integrate knowledge of learner development, individual differences, and diversity to design learning experiences and create learning environments.
3		Professionalism, Ethical Practice, and Leadership	Candidates reflect on how their choices impact others and seek opportunities for leadership and service.

The College of Education Performance Level Indicators (COEPLIs)

COEPLIs	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing Proficiency	Level 1: Not Proficient
Standards	Meets all and exceeds many applicable standards	Meets all applicable standards	Meets most applicable standards	Does not meet most applicable standards
Knowledge and Skills	Expertly demonstrates the knowledge and skills embodied in the assignment	Demonstrates the knowledge and skills embodied in the assignment	Fails to demonstrate some of the knowledge and skills embodied in the assignment	Fails to demonstrate the knowledge and skills embodied in the assignment
Competency and Understanding	Skillful evidence of competency and understanding	Consistent evidence of competency and understanding	Inconsistent evidence of competency and understanding	Little evidence of competency or understanding
Support Required	Required minimal support, coaching, or scaffolding	Required some support, coaching, or scaffolding	Required considerable support, coaching, or scaffolding	Required extensive support, coaching, or scaffolding
Attention to Feedback	Work reflects careful attention to instructor feedback and coaching	Work reflects attention to instructor feedback and coaching	Work reflects inconsistent attention to instructor feedback and coaching	Work does not reflect attention to instructor feedback and coaching
Expectations	Goes beyond what was taught or expected	Reflects what was taught or expected	Partially reflects what was taught or expected	Does not reflect what was taught or expected
Completion	Work is complete – all required elements exceed expectations	Work is complete – all required elements meet expectations	Work is not complete – some elements do not meet expectations	Work is incomplete – many elements do not meet expectations
Claims and Citation	All claims are substantiated and work is very well cited	Most claims are substantiated and work is well cited	Many claims are not substantiated and/or work is poorly cited	Most claims are not substantiated and/or borrowed ideas are not cited
Level of Detail	Level of detail is ideal for the task	Level of detail is appropriate for the task	Level of detail is insufficient for the task	Level of detail is unsatisfactory for the task
Accuracy, Focus and Consistency	Work is accurate, focused, and consistent	Work is generally accurate, focused, and consistent	Work lacks accuracy, focus, or consistency	Work is largely inaccurate, unfocused, and inconsistent
Errors and Flaws	Very rare errors or minor flaws	Minimal errors or minor flaws	Significant errors or flaws	Extensive errors or major flaws

InTASC Standards at a Glance



The InTASC Model Core Teaching Standards (April 2011) At A Glance

The Learner and Learning

Standard #1: Learner Development

The teacher 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.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher 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.

Content Knowledge

Standard #4: Content Knowledge

The teacher 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.

Standard #5: Application of Content

The teacher 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.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher 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.

Standard #8: Instructional Strategies

The teacher 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.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher 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.

Standard #10: Leadership and Collaboration

The teacher 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.

InTASC

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Progression for Standards #1 & #2 Learner Development & Learning Differences

The teacher 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.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

1	2	3
<p>Drawing on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d)</p> <p>The teacher actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences. (1b)</p> <p>The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j)</p>	<p><i>And...</i></p> <p>The teacher builds mental models of variations in typical development based on experience with each learner and uses those models to adjust instruction. (1d)</p> <p>The teacher incorporates the perspectives of the child and their family/community to integrate new resources and strategies for learner development. (1j; 1k; 9d)</p> <p>The teacher seeks and uses in-school and out-of-school resources to support and accelerate each student's learning and development. (1j; 1k; 8n; 9d)</p> <p>The teacher identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development. (1f)</p>	<p><i>And...</i></p> <p>The teacher uses understanding of the interconnections among different areas of development to find entry point(s) to support learner development. (1e; 1f)</p> <p>The teacher communicates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1c; 1k)</p> <p>The teacher regularly analyzes and reflects on learners' abilities in order to individualize instruction and take responsibility for the optimal development of each and every learner. (1b)</p>

2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

1	2	3
<p>Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o)</p> <p>Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p)</p> <p>Using information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p)</p> <p>The teacher includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m)</p> <p>The teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f)</p> <p>The teacher follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g)</p>	<p><i>And...</i></p> <p>The teacher continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor learner progress, and to adjust instruction. (2g; 2h; 2l; 2m)</p> <p>The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g., task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. (2a; 2d; 2g; 2h; 2m; 2n; 3r)</p> <p>The teacher engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth (2a; 2b; 2c; 2d; 2j; 2m; 2n)</p> <p>Refining her/his understanding of language proficiency levels, the teacher develops a range of supports to assist learners in developing content understanding and language proficiency. (1g; 2e; 2h; 2j; 2o)</p> <p>The teacher makes strategic use of learners' primary language to support transfer of language skills and content knowledge. (1g; 2j; 2m; 2o)</p> <p>The teacher designs learning experiences that facilitate learners' understanding of diverse communities within and outside of their own communities. (2j)</p> <p>The teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness. (2a; 2b; 2f; 2g; 2l; 4f; 8n; 8r; 9d)</p>	<p><i>And...</i></p> <p>Across a range of differences, the teacher anticipates and enhances access to challenging learning experiences by providing appropriate guidance, instruction, and resources. (8n; 9d)</p> <p>The teacher uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. (2a; 2b; 2c; 2h; 2l; 2m; 2n)</p> <p>The teacher challenges each learner by adapting, scaffolding, enriching, and accelerating instruction to facilitate higher order thinking such as analysis, inquiry, and creative expression. (2l; 2m)</p> <p>The teacher guides learners in taking responsibility for their own learning through individualized goal-setting and progress monitoring. (2l; 2m; 2n)</p> <p>The teacher facilitates learners in taking responsibility for choosing approaches to a learning task that will be effective for them as individuals and produce quality work. (2l; 2m; 2n)</p> <p>The teacher interacts with language learners to build a common understanding of their language learning experiences and needs, and to collaborate on instructional modifications and strategies to support language learning. (1g; 2e; 2i; 2j; 2n; 2o)</p> <p>The teacher integrates diverse languages, dialects, and cultures into instructional practice to build on learners' prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. (1g; 2c; 2e; 2j; 2k; 2n; 2o; 8p)</p> <p>The teacher promotes an understanding of inter- and intra-group diversity to facilitate learners' development of cultural competence and build respect across communities. (2j; 2k; 2n; 9e)</p> <p>The teacher collaborates with learners, families, and school colleagues to expand the range of resources that address exceptional learning needs and enable learners to meet and exceed high standards. (2f; 2l; 8n; 9d)</p>

Progression for Standard #3: Learning Environments

The teacher 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.

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.

1	2	3
<p>The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n)</p> <p>The teacher articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a)</p> <p>The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f, 3r)</p> <p>The teacher is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f, 3r)</p>	<p><i>And...</i></p> <p>The teacher collaborates with learners in setting expectations for a learning climate that include openness, mutual respect, support, and inquiry and in sharing those expectations with learners' families. (3a; 3b; 3c; 3f; 3n; 3r)</p> <p>The teacher promotes positive peer relationships in support of the learning climate. (3a; 3b; 3j; 3o)</p> <p>The teacher guides the development of classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work. (3e)</p> <p>The teacher models respectful interaction, verbally and nonverbally, and is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment. (3a; 3f; 3l; 3n; 3r; 9e)</p>	<p><i>And...</i></p> <p>The teacher collaborates with learners, families, and colleagues in building a safe, positive learning climate. S/he engages learners, families, and colleagues in expressing mutual expectations for openness, respect, support, and inquiry. (3a; 3c; 3e; 3f; 3l; 3n; 3o; 3r)</p> <p>The teacher facilitates the development of school-wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work. (3a; 3e; 3j; 3n; 3o; 3r)</p> <p>The teacher promotes celebration of learning by engaging learners in showcasing their learning and interacting with community members about the quality of their work. (3a; 3n; 10d; 10m)</p>

2. The teacher manages the learning environment to engage learners actively.

1	2	3
<p>The teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n)</p> <p>The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p)</p> <p>The teacher provides opportunities for learners to use interactive technologies responsibly. (3g; 3m)</p>	<p><i>And...</i></p> <p>The teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and ownership of learning. (3d; 3i; 3p)</p> <p>The teacher provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning. (3d; 3i; 3j; 8n; 9d)</p> <p>The teacher expands the options for responsible use of interactive technologies to extend learning. (3g; 3m)</p>	<p><i>And...</i></p> <p>The teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. (3d; 3i; 9d)</p> <p>The teacher supports learners' growing ability to participate in decision-making, problem solving, exploration, and invention, both suggesting resources and guiding their independent identification of resources. (3p; 9d)</p> <p>The teacher collaborates with learners in identifying possibilities for learning locally and globally through responsible use of interactive technologies. (3g; 3m; 9d)</p>

Progression for Standard # 4: Content Knowledge

The teacher 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.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

1	2	3
<p>The teacher accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4i; 5i)</p> <p>The teacher draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r; 9d)</p>	<p><i>And...</i></p> <p>The teacher seeks out ways to expand or deepen his/her content knowledge and ways of representing it for learners, presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas. (4j; 4o; 4r)</p> <p>By analyzing group discourse and learner work, the teacher discovers additional learner misconceptions and uses the processes, vocabulary, and strategic tools of the discipline to build accurate and deep understanding. S/he seeks out or develops resources to fill gaps in learner understanding. (4e; 4k; 4r; 9d)</p>	<p><i>And...</i></p> <p>The teacher collaborates with others to expand her/his content knowledge in order to keep up with changes in the discipline. (4j; 4o)</p> <p>The teacher 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. (4f; 4n; 4p; 4r; 9d)</p>

2. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

1	2	3
<p>The teacher 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. (4a; 4j; 4n; 4r; 8e)</p> <p>The teacher engages learners in applying methods of inquiry used in the discipline. (4c)</p> <p>The teacher links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r)</p> <p>The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p>The teacher consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g)</p>	<p><i>And...</i></p> <p>The teacher provides multiple representations and explanations of key ideas, with connections to varied learner background knowledge and experiences. S/he evaluates and modifies instructional resources and curriculum materials, when needed, to be more accessible and meaningful for his/her learners. (4a; 4d; 4g; 4p; 4r; 8e; 9d)</p> <p>The teacher guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline. (4b; 4c; 4p)</p> <p>The teacher stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts. (4d; 4r)</p> <p>The teacher uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking (explanation, analysis, synthesis). (4c; 4h; 4i)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to expand his/her repertoire of representations and explanations of content, including perspectives appropriate to learners from different cultures, linguistic backgrounds, and with varied interests, prior knowledge, and skill levels. (4a; 4m; 4o; 4p; 4r)</p> <p>The teacher facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline. (4b; 4c)</p> <p>The teacher facilitates learner autonomy in examining new concepts in relationship to their growing base of content knowledge. (4b; 4c)</p> <p>The teacher engages learners in identifying diverse perspectives in discipline-specific inquiry to expand competence in the use of academic language. (4b; 4h)</p>

Progression for Standard #5: Application of Content

The teacher 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.

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.

1	2	3
<p>The teacher helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j)</p> <p>The teacher engages learners in applying content knowledge and skills in authentic contexts. (5b)</p>	<p>And...</p> <p>The teacher collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes. S/he guides learners to apply knowledge from more than one discipline to understand a complex concept or set of concepts and/or to address a real world problem or issue. (5j; 5q)</p>	<p>And...</p> <p>The teacher engages learners in identifying real world problems, issues, or themes they can explore through projects, using their acquired and expanding knowledge and skill in the content areas. (5a; 5j; 5q)</p> <p>The teacher facilitates learners' connections with local and global resources to aid the exploration of their chosen focus. (5i; 9d)</p>

2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

1	2	3
<p>The teacher engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)</p> <p>The teacher engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (5e; 5h; 5n; 8h)</p> <p>The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (5h)</p> <p>The teacher guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l)</p> <p>The teacher structures interactions among learners and with local and global peers to support and deepen learning. (5p)</p>	<p>And...</p> <p>The teacher uses problems or questions to guide learner practice in applying the critical thinking skills and other tools in the content area(s). S/he reinforces learners' awareness of how they can use these skills to solve problems or answer questions. (5b; 5d; 5m)</p> <p>The teacher guides learners in understanding and applying literacy and communication skills in the content area(s) and helps learners reflect on how these skills support their clear communication of understanding of issues and problems in the content area(s). (5e; 5h; 5n; 8h; 8q)</p> <p>The teacher supports learners in tailoring communications for different audiences and purposes, consistent with appropriate disciplinary conventions and standards of evidence and argument. (5e; 5h; 5n; 8h; 8q)</p> <p>The teacher guides learners in developing possible solutions to real world problems through invention, combinations of ideas, or other creative approaches. (5b; 5f; 5o)</p> <p>The teacher fosters learners' abilities to question and challenge assumptions embedded in source material. (5c; 5d; 5k; 5n)</p> <p>The teacher engages learners in identifying and connecting with local and global people and resources relevant to a topic or question. (5b; 5p)</p>	<p>And...</p> <p>The teacher fosters learners' abilities to independently identify issues or problems of interest in or across content area(s) and engages them in using critical thinking skills in the content area(s) to explore possible solutions, actions or answers. (5b; 5f; 5m; 5o)</p> <p>The teacher provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information and in preparing and delivering oral and/or written presentations of their work, marked by clarity, rigor, and suitability for an identified audience. (5e; 5h; 5k; 5n; 5s; 8h; 8q)</p> <p>The teacher structures options that engage learners in independently and collaboratively focusing on a real world problem or issue, carrying out the design for a solution, and communicating their work. (5a; 5e; 5n; 5o; 5s; 8q)</p> <p>The teacher engages learners in independent work to plan and carry out a research project, requiring that they make explicit their evaluation of sources and their reasoning for what they include or omit and presenting their results. (5a; 5k)</p> <p>The teacher fosters learner independence in identifying and accessing local and global people and resources to help them address questions or issues. (5c; 5l; 5s)</p>

Progression for Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.

1	2	3
<p>The teacher uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t)</p> <p>The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t)</p> <p>The teacher participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c)</p>	<p><i>And...</i></p> <p>The teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources. (6a; 6b; 6e; 6g; 6i; 6j; 6o; 6r; 6t)</p> <p>The teacher uses data to guide the design of differentiated individual learning experiences and assessments. (6g)</p> <p>The teacher collaborates with colleagues to analyze performance on formative and summative assessments across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards. (6c; 6l)</p>	<p><i>And...</i></p> <p>The teacher uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. (6a; 6c; 6o; 6t)</p> <p>The teacher works individually and with colleagues to gather additional data needed to better understand what is affecting learner progress and to advocate for necessary change. S/he works with colleagues to analyze progress against standards and expand the range of supports for learners with varied learning needs. (6c; 6g; 6l)</p> <p>The teacher collaborates with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner. (6c; 6j; 6l)</p>

2. The teacher uses assessment to engage learners in their own growth.

1	2	3
<p>The teacher engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s)</p> <p>The teacher makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i)</p>	<p><i>And...</i></p> <p>The teacher engages learners in generating criteria for quality work on a particular assignment. S/he identifies key areas in the criteria on which to give individual feedback that will reinforce each learner's strengths and identifies critical next steps for growth. S/he designs learning experiences that help learners apply the feedback and strengthen their performance. (6d; 6f; 6m; 6n; 6o; 6q; 6r; 6s)</p> <p>The teacher makes digital and/or other records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support. (6n)</p>	<p><i>And...</i></p> <p>The teacher engages learners in giving peers feedback on performance using criteria generated collaboratively. S/he builds learners' metacognitive skills, guiding them to identify how specific elements of the performance contribute to effectiveness and to propose concrete strategies for improvement for themselves and for their peers. (6d; 6f; 6m; 6n; 6q; 6r; 6s)</p> <p>The teacher engages learners in analyzing their own records and work samples with regard to their progress toward learning objectives and to set new goals. (6m; 6n)</p>

3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

1	2	3
<p>The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>The teacher engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v)</p> <p>The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u)</p> <p>The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (6k)</p>	<p><i>And...</i></p> <p>The teacher prepares learners for the content and cognitive demands of assessment formats by engaging them in identifying and applying strategies to address those demands. (6h; 6p; 6q)</p> <p>The teacher modifies classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills. (6e; 6i; 6p; 6t; 6u)</p> <p>The teacher identifies and advocates for learners potentially needing modifications or adaptations to be able to demonstrate their learning. (6p; 6t; 6u)</p>	<p><i>And...</i></p> <p>The teacher uses multiple assessment methods/modes to scaffold individual learner development toward the learning objectives and to challenge learners to demonstrate their understanding in a variety of ways. (6e; 6e; 6u)</p> <p>The teacher works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning. (6k; 6u; 9e)</p>

Progression for Standard #7: Planning for Instruction

The teacher 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.

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.

1	2	3
<p>The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g)</p> <p>The teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners. (7a; 7c; 7k)</p> <p>The teacher identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p)</p> <p>The teacher integrates technology resources into instructional plans. (7k; 7m; 8o; 8r)</p>	<p><i>And...</i></p> <p>The teacher refines learning objectives based on an understanding of student learning progressions and his/her students' development. (7c; 7l; 7q; 9l)</p> <p>The teacher plans a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs and interests of individuals and groups. (5a; 7b; 7h; 7m; 7n)</p> <p>The teacher plans how s/he will use technology to engage learners in meeting learning objectives. (7b; 7h; 7k; 8o; 8r)</p> <p>The teacher structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning. (7c)</p> <p>The teacher anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction. (4e; 7p)</p> <p>The teacher plans learning experiences that allow for learner choice as well as for varied pathways to the same goal. (7b)</p>	<p><i>And...</i></p> <p>The teacher collaborates with learners in identifying personalized learning objectives to reach long term goals. (7c; 7j; 7m; 7n)</p> <p>The teacher works with learners to identify pathways to goal achievement using a range of resources, learning experiences, and ways of demonstrating progress toward the learning goal. (7b; 7n)</p> <p>The teacher plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress. (7c; 7n; 9d)</p> <p>The teacher incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance). (8o; 8r)</p>

2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.

1	2	3
<p>The teacher plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n)</p> <p>The teacher uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q)</p> <p>The teacher identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)</p>	<p><i>And...</i></p> <p>The teacher aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning. (7f)</p> <p>The teacher uses data from formative assessments to adjust instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/acceleration for individuals and groups of learners. (7d; 7l)</p>	<p><i>And...</i></p> <p>The teacher engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans. (7f; 7l)</p> <p>The teacher uses summative assessment data over time to identify and plan for areas where learners typically will need additional supports/acceleration. (7d; 7l)</p> <p>The teacher collaborates with colleagues in using summative data to evaluate instruction and to inform grade level or content area planning at the building or district level. (7f; 7m; 7o)</p>

3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

1	2	3
<p>The teacher uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p)</p> <p>The teacher uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p)</p> <p>The teacher uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q)</p>	<p><i>And...</i></p> <p>The teacher uses learner performance data and her/his knowledge of learners to identify specific learning needs of individuals and groups. S/he collaborates with specialists, colleagues, and other learners to plan specific interventions to support or advance learning to meet those needs, thus continually expanding his/her repertoire of strategies. (7m; 7o; 7p)</p> <p>The teacher works collaboratively with families to plan ways to meet the needs of learners, incorporating and using assets in the family and community that support learner goals. (7e; 7m; 7o)</p>	<p><i>And...</i></p> <p>The teacher uses a wide repertoire of supports in planning to address individualized learner needs and interests in ongoing ways. (7n)</p> <p>The teacher engages learners as partners in planning, identifying the learning pathways that will help them pursue challenging goals. (7e; 7o)</p> <p>The teacher collaborates with a broad range of colleagues, specialists, and community members to understand and address each student's learning needs (e.g., developmental, exceptional, linguistic). S/he employs cultural resources and varied community practices and perspectives to build a web of support to meet learners' needs. (7e; 7m; 7o; 9l)</p>

Progression for Standard #8: Instructional Strategies

The teacher 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.

1. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.

1	2	3
<p>The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k)</p> <p>The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)</p> <p>As appropriate to the learning objective, the teacher prepares learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4j)</p> <p>The teacher analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8i; 8p)</p> <p>The teacher integrates primary language resources into instruction. (8k; 8m; 8p)</p> <p>The teacher seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m)</p>	<p><i>And...</i></p> <p>The teacher varies her/his role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction. (7k; 8a; 8d; 8j; 8s)</p> <p>The teacher offers learners choices about the topics and formats for major projects. S/he provides options for extensions and independent projects to challenge learners and to build their critical and creative thinking skills. (5a; 5o)</p> <p>The teacher engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction. (7j)</p> <p>The teacher scaffolds student learning of academic language in the content area(s). (9l)</p> <p>The teacher supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language. (8k; 8m; 8p)</p>	<p><i>And...</i></p> <p>The teacher serves as an advocate for learning by consciously selecting instructional roles to best meet the particular needs of learners as individuals and groups. (7k; 8d; 8j)</p> <p>The teacher engages learners in the design and implementation of higher order learning experiences that are aligned with learning objectives, result in a variety of products and performances, and build on learners' interests and family and community resources. (8c)</p> <p>The teacher scaffolds learners' ability to identify their own strengths and needs as learners and to take responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth. (8c; 8l)</p> <p>The teacher engages individual learners in recognizing how accommodations for learning modes, language proficiency, and special needs help them to be successful and/or in determining how the learner can best apply or adapt the accommodation. (8b; 8c; 8i; 8r)</p>

2. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

1	2	3
<p>The teacher helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r)</p> <p>The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q)</p> <p>The teacher models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q)</p> <p>The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q)</p>	<p><i>And...</i></p> <p>The teacher engages learners in using learning skills (e.g., critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s). (8j; 8o; 8r)</p> <p>The teacher develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application. S/he engages learners in demonstrating multiple ways to explain a concept or perform a process related to an instructional objective(s). (8f; 8m; 8q)</p> <p>The teacher models higher order questioning skills related to content areas (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills. (8f; 8i; 8m)</p> <p>The teacher engages learners in expanding their abilities to use group discussion to learn from each other and to build skills of interpretation, perspective taking, and connection-making grounded in content. (8i; 8m; 8q)</p>	<p><i>And...</i></p> <p>The teacher engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience. (8m; 8q; 8s)</p> <p>The teacher collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them. (8f; 8s)</p> <p>The teacher engages learners in connecting application of concepts from more than one content area to real world problems, community needs, and/or service learning. (5a)</p>

Progression for Standard #9: Professional Learning and Ethical Practice

The teacher 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.

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.

1	2	3
<p>The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t)</p> <p>The teacher completes professional learning processes and activities required by the state in order to meet re-certification or re-licensure requirements. (9b; 9k; 9n; 10t)</p> <p>The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)</p>	<p><i>And...</i></p> <p>Based on reflection and other sources of feedback, the teacher takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest. (9a; 9b; 9k; 9n; 10t)</p> <p>The teacher engages in professional learning experiences that broaden her/his understanding of learner development and diverse needs in order to increase the level of personalization of practice. (9b; 9l)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. (9c; 9l; 10r)</p> <p>The teacher engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice. (9b; 9n; 10f; 10i; 10t)</p>

2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.

1	2	3
<p>The teacher observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l)</p> <p>The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n)</p> <p>The teacher gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n)</p>	<p><i>And...</i></p> <p>The teacher reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement. (9c)</p> <p>The teacher collaborates with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice. (9i; 10i)</p> <p>The teacher collaborates with others to gather, synthesize and analyze data to adapt planning, instructional practices and other professional behavior to better meet individual learner needs. (9a; 9b; 9c; 9h; 9n; 10i; 10t)</p>	<p><i>And...</i></p> <p>The teacher leads other educators in gathering, synthesizing and evaluating data to help them evaluate the effects of their individual and group decisions and actions on individuals and groups of learners, colleagues and community members and set goals for improvement. (9b; 9c; 9h; 9i; 9m; 10f; 10i; 10t)</p> <p>The teacher supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner. (9b; 9c; 9h; 9m; 10f; 10i; 10t)</p>

3. The teacher practices the profession in an ethical manner.

1	2	3
<p>The teacher acts in accordance with ethical codes of conduct and professional standards. (9o)</p> <p>The teacher complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o)</p> <p>The teacher accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o)</p> <p>The teacher follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (9f)</p> <p>The teacher recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m)</p> <p>The teacher accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e)</p> <p>The teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l)</p>	<p><i>And...</i></p> <p>The teacher supports colleagues in exploring and making ethical decisions and adhering to professional standards. (9o)</p> <p>The teacher supports others in following the laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o)</p> <p>The teacher anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology. (8o; 8r; 9f; 9o)</p> <p>The teacher uses a deepening understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners. (9e; 9m)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. (9o; 10s; 10t)</p> <p>The teacher collaborates with others to evaluate how well laws and policies serve particular learners and advocates for changes in policies that would better meet learner needs. (9j; 9o; 10s; 10t)</p> <p>The teacher advocates for the safe, legal and ethical use of information and technology throughout the school community. (8r; 9f; 9o)</p> <p>The teacher assists others in exploring how personal identity can affect perceptions and assists them in reflecting upon their personal biases in order to act more fairly. (4q; 9e; 9i; 9m)</p> <p>The teacher shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities. (9e; 10i)</p> <p>The teacher uses knowledge of learners' cultural, ethnic, gender and learning differences to advocate for changes in policy and practice that better address the needs of learners. (9o)</p>

Progression for Standard #10: Leadership and Collaboration

The teacher 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.

1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

1	2	3
<p>The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r)</p> <p>The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r)</p> <p>The teacher elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q)</p> <p>The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners. (10a; 10b; 10f; 10n; 10o; 10r)</p> <p>The teacher engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals. (10a; 10c; 10i; 10n; 10o; 10p; 10r)</p> <p>The teacher works with families to develop mutual expectations for learner performance and growth and how to support it. (10d; 10g; 10m; 10n; 10o; 10q)</p> <p>Working with school colleagues, the teacher connects families with community resources that enhance student learning and family well-being. (9i; 10b; 10d; 10e; 10m; 10n; 10o; 10r)</p> <p>The teacher structures interactions between learners and their local and global peers around projects that engage them in deep learning. (5a)</p> <p>The teacher builds ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues. (9i; 10m; 10n; 10o; 10q)</p>	<p><i>And...</i></p> <p>The teacher brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness. (10a; 10f; 10i; 10k; 10s)</p> <p>The teacher advocates for continuous evaluation and improvement of the school-wide vision, mission and goals to ensure alignment with learner needs. (10b; 10c; 10k; 10l; 10p; 10s; 10t)</p> <p>The teacher supports colleagues in developing increasingly effective communication and collaboration with diverse families and community members. (8p; 10a; 10d; 10e; 10f; 10g; 10k; 10m; 10n; 10q; 10r)</p> <p>The teacher advocates in the school and community to meet the needs of learners and their families, and to strengthen the community/school culture for learning. (10d; 10e; 10k; 10l; 10m; 10o; 10p; 10q; 10t)</p> <p>The teacher works collaboratively across the learning community of learners, families, teachers, administrators, and others to support enhancement of student learning, for example by showcasing learner work physically and/or virtually for critique and celebration. (10a; 10d; 10e; 10k; 10m; 10n; 10q)</p>

2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.

1	2	3
<p>The teacher leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l)</p> <p>The teacher makes practice transparent by sharing plans and inviting observation and feedback. (10r)</p> <p>The teacher works to improve practice through action research. (10h)</p>	<p><i>And...</i></p> <p>The teacher works with other school professionals to plan and jointly facilitate ongoing learning to better meet diverse needs of learners. (8p; 10a; 10b; 10n; 10r)</p> <p>The teacher contributes to the growth of others through mentoring, feedback and/or sharing of practice. (10k; 10r)</p> <p>The teacher collaborates with colleagues to jointly conduct action research and share results with the learning community. (10a; 10k; 10n; 10r)</p> <p>The teacher contributes to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges. (8p; 10k; 10n; 10o; 10p)</p>	<p><i>And...</i></p> <p>The teacher models effective instructional strategies for colleagues, leads professional learning activities, and serves in other leadership roles. (10i; 10k; 10n; 10r; 10s)</p> <p>The teacher motivates colleagues to consider leadership roles. (10k)</p> <p>The teacher works independently and collaboratively to generate research and use it as a way to impact education issues and policies. (10a; 10h; 10k; 10n; 10r; 10s)</p> <p>The teacher advocates for learners, the school, the community, and the profession through leadership roles at the school, district, state, and/or national levels. (10e; 10k; 10p; 10s)</p>



ISTE Standards Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- Promote, support, and model creative and innovative thinking and inventiveness
- Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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