

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative 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

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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 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

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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 (2011)

THE LEARNER AND LEARNING

1. Learner Development: understanding of learner growth and development and ability to design developmentally appropriate instruction **[InTASC 1]**
2. Learning Differences: understanding of individual differences and diverse cultures and communities and ability to ensure constructive inclusive instructional environments **[InTASC 2]**
3. Learning Environments: understands and creates environments to support individual and collaborative learning and promotes student engagement in learning **[InTASC 3]**

CONTENT

4. Content Knowledge: understanding of central concepts, structures, and tools of inquiry in the disciplines he/she teaches and can create learning experiences that makes the discipline accessible for different learners **[InTASC 4]**
5. Application of Content: understanding of how to connect concepts and engage learners using multiple activities to address authentic local and global issues **[InTASC 5]**

INSTRUCTIONAL PRACTICE

6. Assessment: understanding and use of multiple methods of assessment to engage learners, monitor progress, and guide instructional decision-making **[InTASC 6]**
7. Planning for Instruction: plans to support student learning in meeting rigorous learning goals in and across disciplinary areas **[InTASC 7]**
8. Instructional Strategies: understands and uses varied instructional strategies that build learners' deep understanding of content and their ability to apply that knowledge meaningfully **[InTASC 8]**

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: commitment to professional development and reflection on practice, and assesses impact of choices on learners, peers, and community **[InTASC 9]**
10. Leadership and Collaboration: seeks opportunities to take on leadership roles and collaboration with learners, peers, and families to promote learning and advance the profession **[InTASC 10]**

Conceptual Framework Coding Sheet: Emerging Commitments

Emerging Commitments:

- **Equity and Diversity** – Candidates demonstrate a belief that all children can learn, and develop a repertoire of culturally responsive strategies that they implement to ensure all children learn. **[EC 1 – Equity and Diversity]**
- **Advocacy** – Candidates serve as an advocate for their learners, as well as their community. They take an advocacy role as they utilize their knowledge and experiences to influence decisions about individual student needs, curricula, community engagement and educational policy. **[EC 2 - Advocacy]**
- **Internationalization** - Candidates demonstrate the knowledge, experiences, and skills that support a commitment to internationalization of experiences for children and youth and the development of global competencies. **[EC 3 -- Internationalization]**
- **Reflection** – Candidates recognize that reflection is essential to self-understanding and serves as a foundation to improve and develop as a professional. They make informed, reflective judgments about research and practice. **[EC 4 -- Reflection]**
- **Innovation and Creativity** – Candidates are resourceful and imaginative in utilizing a variety of evolving tools and techniques to ensure learning for all. They integrate media resources and technology in the curricular experiences of students and use technology as a vehicle for active learning, collaboration, global communication and research. **[EC 5 – Innovation and Creativity]**
- **Responsible and Ethical Action** –Candidates act as responsible and ethical professionals in accord with institutional and national standards. **[EC 6 – Responsible and Ethical Action]**
- **Specialist Competence** – Candidates demonstrate a commitment to developing specialist competence – i.e., being good at what they do, and striving to acquire subject-matter competence. **[EC 7 – Specialist Competence]**

KNOWLEDGE

Professional knowledge is guided by professional standards. The initial teacher preparation programs draw extensively upon the **INTASC Standards** and both the initial and advanced programs emphasize the **Specialty Professional Association Standards¹** (e.g., CEC, NCTM, etc.). As a result, the Conceptual Framework is constantly evolving as specialty professional associations revise and update their standards.

Knowledge of Subject Matter:

Reflective educators have a thorough understanding of facts and concepts related to the subjects they teach; substantive structures – the ways in which the fundamental principles of a discipline are organized; and the canons of evidence and proof that guide inquiry in the field. They know how to apply what they have learned to support instruction that emphasizes developing high level skills and is responsive to and extends students' content understanding. **[Subject Matter]**

Knowledge of Pedagogy:

Reflective educators possess *pedagogical content knowledge*. Candidates demonstrate a firm knowledge of culturally responsive and respectful pedagogy – knowledge of the science of teaching, including principles and strategies that are subject matter or topic specific as well as those not bound by subject matter or topic. They understand that effective pedagogy supports the development of critical thinking skills and promotes active engaged learning and collaborative learning communities. They know “how to manage a classroom, how to assess understanding, and how to implement a wide repertoire of instructional strategies to reach diverse learners” (Alter & Coggshall, 2009). **[Pedagogy]**

Knowledge of Learners:

Reflective educators understand academically, culturally and linguistically diverse learners, including both knowledge of student characteristics and cognitions, as well as knowledge of the motivational and social-emotional aspects of student learning and development. This knowledge is expanded through an understanding of partnerships with parents and families. **[Learners]**

Knowledge of Curriculum:

Candidates understand how the content and outcomes for instruction are and can be organized for different purposes and how they are responsive to different learners, contexts of schools, and political realities within the state and in a global community. Their instruction is aligned with the state's curriculum standards. **[Curriculum]**

Knowledge of Educational Goals and Assessment:

Reflective educators understand educational goals and possess the ability to demonstrate evidence-based decision-making. They aggregate, disaggregate and analyze classroom data in order to demonstrate their impact on student learning, plan for further instruction, and shape the improvement of their practice. **[Educational Goals and Assessment]**

Knowledge of Social and Cultural Contexts:

Reflective educators demonstrate a thorough knowledge of social and cultural contexts and the ability to apply that knowledge to understand and address educational goals and learning in diverse communities. Candidates are globally competent, informed, and comfortable with international perspectives. **[Social and Cultural Contexts]**

Knowledge of Technology:

Candidates are exposed to the full range of emerging technological tools for education so that they can make informed choices about which technology will best meet their instructional and community-building goals. They demonstrate proficiency on the Maryland Teacher Technology Standards (MTTS) and/or the Technology Standards for School Administrators (TSSA) and learn to use technology fluently and in pedagogically appropriate ways. **[Technology]**

¹ For a listing of the different SPA Standards, see the following NCATE web site:
<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>