



The US Virgin Islands Teacher Effectiveness Standards

with the

InTASC Learning Progressions

(Based on the **InTASC Model Core Teaching Standards (2011)** created by the Interstate Teacher Assessment and Support Consortium)

February, 2014

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed a set of model core teaching standards that outline what teachers should know and be able to do to ensure that every student reaches the goal of being ready to enter college or the workforce in today's world. The *InTASC Model Core Teaching Standards (2011)* outline the common principles and foundations of teaching practice across all subject areas and grade levels that are necessary to improve student achievement¹.

The Virgin Islands Teacher and Leader Effectiveness Task Force, whose mission is to design a system of feedback and support that increases teacher and leader effectiveness resulting in improved student outcomes, reviewed the *InTASC Model Core Teacher Standards* and recommends they be adopted with modifications to reflect the culture and needs of the Virgin Islands.

The Standards, with modifications, describe a vision of teacher effectiveness for the Virgin Islands that will support teacher growth while ensuring effective teaching for all students. **Teacher effectiveness** is defined by the Task Force as the combination of characteristics, competencies and behaviors of teachers that enable students to reach desired outcomes. An **effective teacher** demonstrates characteristics, competencies and behaviors of teachers that enable students to reach desired outcomes.

Each Standard includes details of the skills, knowledge and beliefs that describe the complexity and sophistication of teaching practice. The **Performances** are what can be observed and assessed in teaching practice, whereas the **Essential Knowledge** describes the role of declarative and procedural knowledge as necessary for effective practice. The **Critical Dispositions** represent the habits of professional action and moral commitments that underlie the performances.

The Standards include the **InTASC Learning Progressions** which describe effective teaching with more specificity than the Standards. The Learning Progressions provide guidance about how the practice could be improved and outline possible professional learning experiences to bring about growth and improvement. They provide a continuum of practice and suggestions on how a teacher can make the shift from one level to the next.

The complete *InTASC Model Core Teaching Standards* can be accessed at [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

¹ Council of Chief State School Officers. (2011), April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teacher Standards: A Resource for State Dialogue. Washington, DC: Author.

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.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher 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(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

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

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learner 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.

PERFORMANCES

2(a) The teacher 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.

2(b) Based on ongoing data collection, the teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

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

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

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

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

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

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and, when appropriate, seeks to integrate them into his/her instructional practice to engage students in learning.

InTASC Learning Progression for Standard #1 and #2
Learner Development & Learner 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; 8p; 9d)</p> <p>The teacher identifies individual learner development and calibrates learning experiences, using appropriate balance of support and challenge, to motivate 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 the learners' abilities in order to individualize instruction and take responsibility for the optimal development of each and every learner. (1b)</p>

Shift to increase ability to:

Use interactions with learners, families, and communities to better understand variations in development that can guide work with learners

Use a deep understanding of the ways in which one area of development can affect other areas, in order to personalize learning

Develop through professional learning that will, for example:

EXPAND KNOWLEDGE OF LEARNERS

- ❖ Elicit learner feedback through informal and formal means
- ❖ Consult with colleagues and specialists about particular learner needs
- ❖ Draw on family and community resources through interviews, surveys, home visits, etc.
- ❖ Engage in child study processes to understand an individual child
- ❖ Access online resources such as structured courses on child development, blogs, and podcasts

STRENGTHEN ANALYSIS AND REFLECTION ON PRACTICE

- ❖ Examine practice to see how well it addresses individual learner needs
- ❖ Share practice with others (e.g., invite peers to observe in class, share video of self) and use feedback to better meet learner needs
- ❖ Work with a coach to better understand current practice and make adjustments

BUILD COLLABORATIVE SKILLS TO SUPPORT LEARNERS' COMPLEX DEVELOPMENT

- ❖ Work in professional learning teams to extend knowledge of learner development and probe implications, for example, of linguistic development or cognitive development
- ❖ Work with professional colleagues to design and implement experiences that are responsive to learners' complex developmental needs

BUILD SKILL IN PERSONALIZING AND CUSTOMIZING LEARNING

- ❖ Engage learners in generating ideas for multiple ways to achieve a particular outcome or set of outcomes
- ❖ Engage in a cycle of coaching focused on improving design and practice of personalized learning
- ❖ Examine practice in customizing learning with a critical friend(s)
- ❖ Work collaboratively with professional colleagues to use data to inform the design of individualized instruction

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 approaches to 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; 8r)</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; 8r)</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; 2i; 2o)</p> <p>The teacher makes strategic use of learners' primary language to support transfer of language skills and content knowledge. (1g; 2i; 2j; 2m; 2o)</p> <p>The teacher designs learning experiences that facilitates 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; 2a; 2l; 4f; 8p; 8t; 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. (8p; 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 learner 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 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 learning. (1g; 2e; 2i; 2j; 2n; 2o)</p> <p>The teacher integrates diverse languages, dialects, and cultures into instructional practice to build learner's prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. (1g; 2c; 2e; 2j; 2k; 2n; 2o; 8r)</p> <p>The teacher promotes an understanding of inter- and intra-group diversity and facilitates 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 enables learners to meet and exceed high standards. (2f; 2l; 8p; 9d)</p>

Shift to increase ability to:

<p>Deepen knowledge of and apply approaches to adapting instruction to meet specific needs of individuals and groups of learners</p>	<p>Anticipate and minimize challenges to learning and increase supports to achieve higher order learning</p>
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Develop through professional learning that will, for example:

<p>EXPAND KNOWLEDGE OF LEARNERS and its implications for adjusting instruction</p> <ul style="list-style-type: none"> ❖ Participate in a structured course of study on second language development and/or cultural competence ❖ Interact with parents and local communities to identify resources that can be used to increase relevance and learner engagement ❖ Engage in child study to understand the learner's experience inside and outside of school ❖ Consult with colleagues and specialists to deepen understanding 	<p>BUILD SKILL IN PROBLEM SOLVING to assure the achievement of learner outcomes</p> <ul style="list-style-type: none"> ❖ Work collaboratively to identify and effectively use resources that can support particular learner needs ❖ Draw on learner input to structure modes of participation that increase learner interaction, engagement, and autonomy ❖ Work with a coach to support the intentional scaffolding of higher order learning across groups of students with particular needs <p>BUILD SKILL IN PERSONALIZING AND CUSTOMIZING</p>
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of exceptional learner needs and options for adapting instruction

STRENGTHEN ANALYSIS AND REFLECTION ON PRACTICE

- ❖ Examine multiple sources of data to assess the impact of current practice on meeting diverse learners' needs and make adjustments in practice
- ❖ Share practice related to particular groups of learners with colleagues and use feedback to better meet specific learner needs
- ❖ Work with a coach or other colleague to better understand how to adjust practice to meet particular learner needs

LEARNING

- ❖ Engage learners in generating ideas for multiple ways to achieve a particular outcome or set of outcomes
- ❖ Engage in a cycle of coaching focused on improving design and practice of personalized learning
- ❖ Examine practice in customizing learning with a critical friend(s)
- ❖ Work collaboratively with professional colleagues to use data to inform the design of individualized instruction

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.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher 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.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

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

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

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer professionals in understanding and supporting each learner's development.

**InTASC Learning Progression for Standard #3
Learning Environment**

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 in 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 cultural background 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 includes 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 responsibilities 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>

Shift to increase ability to:

<p>Facilitate learner contributions to developing a safe, respectful, and engaging learning environment</p>	<p>Collaborate with learners, colleagues, and families to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility for learning</p>
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Develop through professional learning that will, for example:

<p>BUILD SKILLS IN FACILITATING LEARNER INTERACTION</p> <ul style="list-style-type: none"> ❖ Use structured input (e.g., workshops, in-person or on-line courses, webinars) to learn and practice conflict resolution, restorative discipline, culturally responsive classroom management, etc. ❖ Observe colleagues who demonstrate effective elements of respectful classroom environments followed by debriefing ❖ Work with colleagues to examine and improve practice that supports full learner engagement <p>STRENGTHEN ANALYSIS AND REFLECTION ON THE IMPACT OF THE CLASSROOM ENVIRONMENT on student engagement and learning</p> <ul style="list-style-type: none"> ❖ Engage in action research individually or collaboratively to examine the impact of the learning environment on individual responsibility for behavior and quality work ❖ Share practice with colleagues to give and receive feedback on strategies to support learner engagement in discussions 	<p>BUILD SKILLS AT DEVELOPING LEARNER AUTONOMY AND INTERDEPENDENCE</p> <ul style="list-style-type: none"> ❖ Participate in observations of colleagues who exemplify skills in supporting learners' autonomy and interdependence followed by debriefing and coaching ❖ Engage students in learning to use self-assessment strategies to promote individual and group responsibility <p>BUILD SKILLS IN COLLABORATING with learners, colleagues, and families to assess the rigor of learning environments</p> <ul style="list-style-type: none"> ❖ Use focus groups to get feedback from learners and families on the quality of the learning environment ❖ Engage in action research on ways to communicate with learners and families related to meaningful and challenging learning goals
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2. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.

1	2	3
<p>The teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., times, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8p)</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. (3a; 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. (3d; 3i; 3p)</p> <p>The teacher provides options and resources to engage learners with subject matter and to develop skills in both collaborative and self-directed learning. (3d; 3i; 3j; 8p; 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 learner's 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 intervention, both suggesting resources and guiding independent identification of resources. (3p; 3m; 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>

Shift to increase ability to:

Develop learners' self-directed learning skills

Expand learner participation in independent learning and higher order thinking

Develop through professional learning that will, for example:

BUILD SKILLS IN ENGAGING LEARNERS TO BECOME MORE SELF-DIRECTED

- ❖ Assess resources (books, articles, websites) for gaining knowledge about how to help learners become more self-directed
- ❖ Observe classroom strategies (live or video) for facilitating learner choice and seek coaching to guide own practice of strategies
- ❖ Share practice on learner self-assessment and goal-setting and seek feedback from critical friend(s)
- ❖ Conduct action research on ways to build learners' abilities to use multiple forms of data in ongoing decision-making

DEVELOP EXPERTISE IN APPLYING TECHNOLOGY TO SUPPORT LEARNING

- ❖ Use interactive technologies to expand learner options for mastering content/skills
- ❖ Develop technology options for learners to manage data and direct their own learning
- ❖ Use technology to scaffold content understanding and skill development

BUILD SKILLS IN COLLABORATING WITH LEARNERS AND COLLEAGUES TO ENGAGE IN RIGOROUS, INDEPENDENT, AND INTERDEPENDENT LEARNING

- ❖ Identify and implement interactive technologies to expand learners' experiences
- ❖ Guide learners' independent exploration of local and global resource related to learning goals

STRENGTHEN ANALYSIS AND REFLECTION ON TEACHING FOR HIGHER ORDER THINKING

- ❖ Use data to track learner development of skills related to decision-making and problem-solving
- ❖ Identify and conduct action research on strategies that support higher order thinking

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.

PERFORMANCES

- 4(a) The teacher 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.
- 4(b) The teacher 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.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) 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.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills

InTASC Learning 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, concise and appropriate for learners. (4h; 4i; 4j; 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 needs for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r; 9d).</p>	<p><i>And...</i> 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. (4i; 4o; 4r)</p> <p>By analyzing group discourse and learner work, the teacher discovers additional learner misconceptions and uses 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> The teacher collaborates with others to expand his/her 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>

Shift to increase ability to:

Make content more comprehensible for learners using a broad repertoire of representations of content that promote accurate understanding of content and learners' higher order thinking

Stay current in content knowledge and expand expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs

Develop through professional learning that will, for example:

DEEPEN KNOWLEDGE IN CONTENT AREA

- ❖ Access and process content resources from multiple sources (e.g., books, journals, internet) to build meaningful representations and/or address learner misconceptions
- ❖ Work with teams within and across grade levels to compare representations of content and evaluate their effectiveness for learners
- ❖ Join colleagues in a subject area book study
- ❖ Subscribe to podcasts relevant to content area(s)

STRENGTHEN ANALYSIS AND REFLECTION ON CURRENT CONTENT KNOWLEDGE AND LEARNER NEEDS

- ❖ Identify own content-related strengths and weaknesses and create and implement a professional development plan to enhance content expertise
- ❖ Share content-related practice with a critical friend(s) and use coaching to improve content representation for learner understanding

EXPAND PROFESSIONAL CONNECTIONS IN CONTENT AREA

- ❖ Routinely read journals in the content area
- ❖ Interact with colleagues at conferences sponsored by a professional association to learn and apply new developments in content and content pedagogy

EXPAND KNOWLEDGE OF RESOURCES to support teaching and learning in the content area

- ❖ Integrate new resources into instruction from varied sources (e.g., community members and organizations, other teachers, businesses, learners) that illustrate new developments in the field or applications of content
- ❖ Use descriptive data to analyze and reflect on the effectiveness of resources for building learner mastery of content area concepts

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>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 varied interests, prior knowledge, and skill levels. (4s; 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>

Shift to increase ability to:

Adapt curriculum and instructional strategies to connect with learner backgrounds, experiences, and interests, and to support learner inquiry

Expand and refine purposeful and deliberate adaptation of materials and strategies to meet varied learner needs and promote independent learner inquiry

Develop through professional learning that will, for example:

STRENGTHEN ANALYSIS AND REFLECTION ON USE OF MATERIALS AND RESOURCES

- ❖ Consult with specialists or experienced colleagues to adapt materials and resources for specific learner needs and make further adaptations
- ❖ Use feedback and reflection on learner performance to evaluate effectiveness of materials and strategies

STRENGTHEN ANALYSIS AND REFLECTION ON CURRENT CONTENT KNOWLEDGE AND LEARNER NEEDS

- ❖ Access and process frameworks for building learners' academic language (e.g., journals, books, internet)
- ❖ Analyze language structures for varied functions (e.g., explaining, analyzing) to make vocabulary and language structures comprehensible to learners

EXPAND SKILL IN CREATING AND ADAPTING LEARNING EXPERIENCES

- ❖ Work with colleagues to develop lessons and curriculum units that develop learners' abilities to independently engage in and evaluate their work based on rigorous expectations
- ❖ Co-plan and co-teach with a specialist or experienced teacher to learn a new approach to developing rigorous and relevant learning experiences
- ❖ Try out and use feedback (from colleagues and students) on the use of strategies to scaffold learners' independent use of content area knowledge and processes

BUILD ACTION RESEARCH SKILLS TO IMPROVE PRACTICE THAT LEADS TO LEARNER AUTONOMY

- ❖ Identify resources and strategies tailored for struggling learners
- ❖ Implement strategies and seek feedback from a critical friend(s) on their use with learners
- ❖ Evaluate impact of strategies on student learning and identify possible improvements through examining learner work and eliciting learner feedback

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.

PERFORMANCES

5(a) The teacher 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).

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

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

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

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

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

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

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

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

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

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

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

InTASC Learning 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><i>And...</i></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 real world problem or issue. (5j; 5q)</p>	<p><i>And...</i></p> <p>The teacher engages learners un identifying real world problems, issues, or themes they can explore through projects, using their acquired and expanding knowledge and skill in the content areas. (5s; 5j; 5q)</p> <p>The teacher facilitates learners' connections with the local and global resources to aid the exploration of their chosen focus. (5l; 9d)</p>

Shift to increase ability to:

Understand and share multiple disciplinary perspectives to help learners develop more complex understandings of concepts and their application to real world contexts

Guide learners to develop the strategies for personal inquiry and in accessing and using a wide range of resources

Develop through professional learning that will, for example:

DEEPEN KNOWLEGDE AND SKILL IN INTERDISCIPLINARY LEARNING AND REAL-WORLD APPLICATION

- ❖ Access and process media/multi-media resources that demonstrate varied, complex, and applied approaches to learning (e.g., problem-based, inquiry-based, project-based)
- ❖ Observe classrooms or videos of classrooms that model these approaches and debrief practice with colleagues

STRENGTHEN ANALYSIS AND REFLECTION ON THE DESIGN OF INTERDISCIPLINARY LEARNING EXPERIENCES

- ❖ Plan or adapt an interdisciplinary unit, recruit a critical friend or mentor to provide feedback on implementation of that unit, and document what worked and what could be improved
- ❖ Collaborate with a colleague in a different discipline to design a problem-based instructional unit, analyze the contributions and limitations of different disciplines for that unit, and assess learning across the unit

EXPAND KNOWLEDGE AND SKILL IN ENGAGING LEARNERS WITH REAL WORLD PROBLEMS

- ❖ Access and process resources for improving skills in guiding learners to engage in problem selection, data collection and management, and presentation skills required for real-world problem solving
- ❖ Interact with educators across the globe to build networks of support for own growth in interdisciplinary learning contexts

BUILD ACTION RESEARCH SKILLS ON EFFECTIVE INTERDISCIPLINARY TEACHING AND LEARNING

- ❖ Identify strategies for engaging learners in interdisciplinary inquiry
- ❖ Implement interdisciplinary strategies and seek feedback from a critical friend(s) on their effectiveness with learners
- ❖ Evaluate impact of strategies on student learning and identify possible improvements through examining student work and eliciting student feedback

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 context 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 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><i>And...</i></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; 8s)</p> <p>The teachers support learners in tailoring communications for different audiences and purposes, consistent with appropriate disciplinary conventions and standards of evidence and argument. (5e; 5h; 5n; 8h; 8s)</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><i>And...</i></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; 5n; 5s; 8h; 8s)</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; 8s)</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 interdependence in identifying and accessing local and global people and resources to help them address questions or issues. (5c; 5l; 5s)</p>

Shift to increase ability to:

<p>Build Learner awareness of their developing higher order skills and application of those skills in real-world contexts</p>	<p>Foster learner confidence and application of higher order skills in independent and collaborative real-world contexts</p>
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Develop through professional learning that will, for example:

<p>BUILD KNOWLEDGE AND SKILL IN GUIDING LEARNERS TO UNDERSTAND AND APPLY HIGHER ORDER THINKING SKILLS</p> <ul style="list-style-type: none"> ❖ Access and use varied resources (courses, workshops, webinars, internet, podcasts, etc.) to support the design and implementation of learning experiences that build critical thinking skills (e.g., Socratic seminar techniques) ❖ Observe and debrief with teachers who are successful in supporting learner development of collaborative learning skills (e.g., active listening, talking); implement specific observed strategies and seek feedback on their effectiveness <p>STRENGTHEN ANALYSIS AND REFLECTION ON ONE'S ABILITY TO USE METACOGNITIVE STRATEGIES</p> <ul style="list-style-type: none"> ❖ Keep a journal documenting the use of metacognitive strategies, analyze those strategies with a critical friend, and refine practice ❖ Survey or hold discussions with learners about their increasing awareness of the need to adapt one's communication for real-world audiences ❖ Video or audio record lessons aimed at building learner metacognitive strategies and make adjustments based on an analysis of what happened 	<p>EXPAND KNOWLEDGE AND SKILL IN PROMOTING LEARNER INDEPENDENCE</p> <ul style="list-style-type: none"> ❖ Form interdisciplinary study groups with colleagues to share resources and debrief practice and to build common strategies to strengthen learner presentation skills and self-assessment skills ❖ Engage in collaborative research on ways to support learner creativity through independent and collaborative inquiry projects (e.g., arts-based learning, integration of technology) <p>BUILD PROFESSIONAL AND COMMUNITY CONNECTIONS TO INCREASE OPTIONS FOR REAL-WORLD APPLICATION</p> <ul style="list-style-type: none"> ❖ Engage in shadowing programs sponsored by local businesses or communities to gain first-hand knowledge of real-world applications of content ❖ Use technology to research the potential real-world applications of content in and across disciplines
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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.

PERFORMANCES

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

InTASC Learning 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; 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; 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; 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>

Shift to increase ability to:

Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth

Align assessment techniques to information needed to maximize individual student learning and improve school curriculum and instruction

Develop through professional learning that will, for example:

DEEPEN KNOWLEDGE AND SKILL IN USING ASSESSMENT EFFECTIVELY

- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) on matching learning objectives to types of assessments
- ❖ Use protocols to develop strength in using, adapting, or designing assessments to support student learning
Use coaching and feedback to improve assessment practice (e.g., vary types of assessments, refine use of data from assessment)

STRENGTHEN ANALYSIS AND REFLECTION ON THE USE OF ASSESSMENT TO SUPPORT STUDENT LEARNING

- ❖ Use grade-level team meetings to share questions and strategies and identify goals for improvement in assessment practice
- ❖ Work with colleagues to examine student assessment data to guide development of needed supports for individuals and groups of learners

EXPAND KNOWLEDGE AND SKILL TO ASSESS HIGHER ORDER SKILLS

- ❖ Learn and use techniques to develop complex performance tasks (e.g., Understanding by Design's GRASPS)
- ❖ Share complex assessments with a critical friend(s) and use feedback to strengthen the design

BUILD SKILLS IN COLLABORATIVE ANALYSIS OF DATA

- ❖ Through work with school or district-level data teams, build skills in identifying target areas of student learning for improvement
- ❖ Access varied resources to develop skill in identifying, organizing, and representing data in ways that are accessible to multiple audiences

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 in 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 regular 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 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 learner 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>

Shift to increase ability to:

Develop strategies to guide learners in identifying performance criteria and monitoring their own progress

Support learners in use of self and peer assessment and feedback to analyze progress and set goals

Develop through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL TO ENGAGE LEARNERS IN THEIR OWN GROWTH

- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) in developing criteria to guide learners' work as well as to provide feedback to learners
- ❖ Gather (through interaction, internet research, etc.) and use strategies to display data in forms that can guide teacher and learners in monitoring progress (e.g., running records, progress charts)

STRENGTHEN ANALYSIS AND REFLECTION ON PRACTICE TO ENGAGE LEARNERS IN MONITORING PROGRESS

- ❖ Interview learners on their experience of using data to set goals and make adjustments based on insights
- ❖ Share practice and solicit feedback from a critical friend(s) on use of data to engage students in goal-setting

EXPAND KNOWLEDGE AND SKILL WITH ENGAGING LEARNERS IN SELF AND PEER ASSESSMENT

- ❖ Access video exemplars of strategies to develop peer assessment and adapt those strategies to own practice
- ❖ Implement protocols for learner self-assessment and document learner feedback to adapt practice

BUILD COLLABORATION SKILLS ON WAYS TO IMPROVE ASSESSMENT PRACTICE

- ❖ Develop a study group with colleagues to identify resources to support improvement of learner self and peer assessment
- ❖ Facilitate a faculty resource fair on strategies to help students analyze data and set goals

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; 6p; 6u)</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; 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>

Shift to increase ability to:

Appropriately prepare, adapt, and/or modify assessment practice

Provide multiple supports and experiences for individual learners to develop and demonstrate their learning

Develop through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL IN EXAMINING AND MEETING LEARNER NEEDS IN ASSESSMENT CONTEXTS

- ❖ Participate in conversations and decision-making with colleagues and specialists who provide input, guidance, and assistance related to the needs of a particular set of learners to prepare for assessment
- ❖ Seek support from specialists regarding modification of classroom assessment for particular groups of learners
- ❖ Participate in training for modification/adaptation of formal or external assessment

STRENGTHEN ANALYSIS AND REFLECTION ON PRACTICE TO SUPPORT LEARNERS IN ASSESSMENT CONTEXTS

- ❖ Implement strategies to prepare learners with special needs for the demands of assessments and use data to track improvements in learner performance
- ❖ Share modifications of assessments for language learners with a critical friend(s) and use feedback to adjust assessment practice

EXPAND BUILD NETWORKS OF PROFESSIONAL COLLEAGUES to support ethical assessment practice

- ❖ Participate in professional organizations with others who are concerned with issues of equitable assessment practice
- ❖ Access professional literature related to specific assessment needs of particular groups of learners
- ❖ Establish a listserv to link educators with specialized resources about modification or adaptation of assessment

PROMOTE COLLABORATIVE ACTION RESEARCH

- ❖ Work with colleagues and specialists to apply action research practices to issues in improving assessment to better support learner growth
- ❖ Develop a wiki for the sharing of research questions, processes, and findings related to ethical practice of assessment

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.

PERFORMANCES

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

7(b) The teacher 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.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill

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

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

InTASC Learning 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 experiences to support their progress. (7j; 7l; 7p)</p> <p>The teacher integrates technology resources into instructional plans. (7k; 7m; 8q; 8t)</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; 8q; 8t)</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. (7vc; 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). (8q; 8t)</p>

Shift to increase ability to:

Support individual learners to develop deep content understanding and critical learning skills

Expand the role/responsibility of learners to collaborate in planning for their learning

Develop through professional learning that will, for example:

STRENGTHEN ANALYSIS AND REFLECTION ON EXPERIENCE WITH LEARNERS, CURRICULUM, AND INSTRUCTION

- ❖ Systematically analyze student work samples in relationship to curriculum goals in order to adjust planning to meet student needs
- ❖ Keep annotated notes on lesson plans to guide real-time adjustments and future planning
- ❖ Work with a mentor and/or invite a colleague to provide feedback on instructional plans

EXPAND KNOWLEDGE AND SKILL IN CREATING CHALLENGING LEARNING EXPERIENCES

- ❖ Join a study group on the Common Core and/or other college and career ready standards and use the knowledge to adapt instructional plans
- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) in the discipline area(s) to build skill in creating challenging learning experiences through the use of technology.
- ❖ Use grade-level or subject area team meetings to seek feedback on appropriate levels of challenge and support for learners

EXPAND SKILL IN HIGH-LEVEL DATA ANALYSIS

- ❖ Work with colleagues to examine multiple sources of data over time, looking for patterns that can inform long range planning and the development of learner supports
- ❖ Observe how colleagues use varied formats (e.g., charts, scatterplots, graphs) to engage learners in analyzing their own data and seek coaching to apply similar techniques
- ❖ In grade-level or subject-area teams, use summative data to adjust plans based on curriculum gaps, as well as individual learner needs

BUILD COLLABORATIVE SKILLS TO IMPROVE USE OF DATA IN PLANNING

- ❖ Develop a study group with colleagues to identify resources and processes for high-level data analysis by teachers and learners
- ❖ Contribute to school or district level committees to inform planning at varied levels through examining and interpreting data

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; 7t)</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 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>

Shift to increase ability to:

Analyze data and make inferences that assist in differentiating learning and adjusting planning

Uses summative and formative data to identify patterns that need to be addressed in planning

Develop through professional learning that will, for example:

BUILD SKILL IN ANALYSIS OF DATA TO GUIDE PLANNING

- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop approaches and processes for organizing and interpreting data
- ❖ Participate with colleagues in data study to identify implications for instructional planning
- ❖ Collaborate with grade-level or subject-area team to share and seek feedback on plans designed to meet specific learner needs
- ❖ Use protocols developed for the collaborative analysis of data

STRENGTHEN ANALYSIS AND REFLECTION ON USE OF DATA IN PLANNING

- ❖ Work with a mentor or coach to get feedback on ways to use real time classroom data to make adjustments in instruction
- ❖ Use annotated lesson plan notes to learn how to make ongoing adjustments in response to learner needs

EXPAND SKILL IN HIGH-LEVEL DATA ANALYSIS

- ❖ Work with colleagues to examine multiple sources of data over time, looking for patterns that can inform long range planning and the development of learner supports
- ❖ Observe how colleagues use varied formats (e.g., charts, scatterplots, graphs) to engage learners in analyzing their own data and seek coaching to apply similar techniques
- ❖ In grade-level or subject-area teams, use summative data to adjust plans based on curriculum gaps, as well as individual learner needs

BUILD COLLABORATIVE SKILLS TO IMPROVE USE OF DATA IN PLANNING

- ❖ Develop a study group with colleagues to identify resources and processes for high-level data analysis by teachers and learners
- ❖ Contribute to school or district level committees to inform planning at varied levels through examining and interpreting data

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 his/her 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>

Shift to increase ability to:

Use a range of inputs and resources in planning

Personalize learning through engagement of learners and learners' communities

Develop through professional learning that will, for example:

BUILD KNOWLEDGE OF RESOURCES FOR PLANNING

- ❖ Solicit feedback from colleagues, coaches, and mentors on using data to identify targeted resources for planning
- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) to find varied resources and strategies to meet specific learning needs

BUILD COLLABORATION SKILLS WITH FAMILIES AS PARTNERS IN PLANNING

- ❖ Use or create opportunities to connect with families (e.g., home visits, community events, classroom celebrations) in support of increasing relevancy in planning
- ❖ Interview community members or identify a community mentor who can help make connections to community resources for planning

EXPAND KNOWLEDGE AND SKILL OF RESOURCES FOR PLANNING

- ❖ Seek coaching to develop deeper understanding and use of cultural and community resources that can be integrated in planning
- ❖ Work with a mentor or colleague(s) to develop and apply for grant(s) to support increased collaboration with parents and community members in planning relevant and rigorous curriculum and co-curricular activities

BUILD PROFESSIONAL COMMUNITY TO SHARE RESOURCES

- ❖ Use technology to share, analyze, and reflect on resources that can support learners in attaining high goals
- ❖ Build a virtual community (e.g., website, wiki) to support the sharing of resources with professional colleagues

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.

PERFORMANCES

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher 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.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- 8(j) The teacher recognizes when it is acceptable to use dialect or local expressions while modeling appropriate use of standard English in instructional interactions.
- 8(k) The teacher uses acceptable terminology for academic purposes, modeling when to use standard English, while valuing students' interpretations of a particular concept.

ESSENTIAL KNOWLEDGE

- 8(l) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(m) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(n) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(o) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- 8(p) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(q) The teacher 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.
- 8(r) The teacher understands the dialect and local expressions used in the Virgin Islands and when it is appropriate to use them in academic settings.
- 8(s) The teacher knows standard English and how to use acceptable terminology in academic settings.

CRITICAL DISPOSITIONS

- 8(t) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(u) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(v) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(x) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
- 8(y) The teacher values the culture of the Virgin Islands, including the dialect or local expressions and recognizes the importance of modeling and expecting appropriate use of standard English for students in academic settings.

InTASC Learning Progression for Standard #8
Instructional Strategies (adapted for the Virgin Islands)

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 strategies. (7k)</p> <p>The teacher makes the learning objective(s) explicit and understandable to the learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8o)</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; 8n; 8r)</p> <p>The teacher integrates primary language resources into instruction. (8m; 8o; 8r)</p> <p>The teacher seeks assistance in identifying general patterns of need in order to support language learners. (8m; 8o)</p> <p>The teacher models appropriate standard language and supports students learning and utilizing appropriate standard language in academic settings. (8j; 8k)</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; 8l; 8u)</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. (7i)</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. (8m; 8o; 8r)</p> <p>The teacher engages students in recognizing the importance of both local dialect and expressions and standard English, and supports students in appropriate decision-making to determine when to use each. (8j; 8k)</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, results 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, and seeking resources 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; 8l; 8t)</p> <p>The teacher engages students in opportunities to use appropriate standard English and terminology, and local dialect and expressions to help them be successful in using each in the appropriate settings. (8j; 8k)</p>

Shift to increase ability to:

Expand teaching roles (e.g., instructor, facilitator, coach, audience) and employ them to tailor instruction and challenge all learners

Use instruction to meet each learner's needs and empower learners as partners in designing and implementing higher order learning

Develop through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL IN USE OF INSTRUCTIONAL STRATEGIES

- ❖ Observe a colleague who uses varied roles in teaching and debrief ways to match roles with instructional purpose
- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) on second language acquisition and classroom supports for second language learners, including primary language supports
- ❖ Seek coaching to improve ability to support learner development of academic language

EXPAND KNOWLEDGE AND SKILL IN CREATING CHALLENGING LEARNING EXPERIENCES

- ❖ Join a study group on the Common Core and/or other college and career ready standards and use the knowledge to adapt instructional plans
- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) in the discipline area(s) to build skill in creating challenging learning experiences through the use of technology.
- ❖ Use grade-level or subject area team meetings to seek feedback on appropriate levels of challenge and support for learners

EXPAND KNOWLEDGE AND SKILL IN USE OF INSTRUCTIONAL STRATEGIES

- ❖ Seek critique and suggestions for improvement in meeting each learner's needs from colleagues/coaches
- ❖ Work with colleagues and specialists to develop strategies that help learners take greater responsibility for self-advocacy
- ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) to refine strategies for engaging learners in the design and implementation of higher order learning

BUILD PROFESSIONAL COMMUNITY to advocate for the effective use of instructional strategies to support learners

- ❖ Develop a study group with colleagues to identify new resources and research to support high level learning for all learners
- ❖ Form an advocacy group to support the local school or district in building capacity to use instructional practices that make learning accessible for all learners

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 success and to organize the information in a way that would be clear to and authentic audience. (8g; 8l;8p;8q; 8t)</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; 8s)</p> <p>The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group setting. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8s)</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 objectives(s). (8l; 8o; 8t)</p> <p>The teacher develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application. She engages learners in demonstrating multiple ways to explain a concept or perform a process related to an instructional objectives(s). (8f; 8o; 8s)</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. (8i; 8o; 8s)</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. (8o; 8q; 8u)</p> <p>The teacher collaborates with learners to create learning opportunities in which learners generate questions and design approaches for addressing them. (8f; 8u)</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>

Shift to increase ability to:

Use strategies to build deeper understanding and meaningful application of content and skills

Engage learners in both higher order skills and self-directed learning opportunities that address authentic problems or issues

Develop through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL TO TAKE LEARNERS DEEPER INTO CONTENT UNDERSTANDING AND APPLICATION

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop higher order instructional strategies
- ❖ Observe teachers who use effective questioning in the content area and debrief with them
- ❖ Seek mentoring in use of group processes and cooperative learning to engage learners in higher order thinking

STRENGTHEN ANALYSIS AND REFLECTION ON USE OF STRATEGIES TO SUPPORT HIGHER ORDER LEARNING

- ❖ Use action research to examine how learners are using technology to access, interpret, and apply content knowledge
- ❖ Maintain a log of questions used in teaching to self-assess the variety, relevance, and rigor of questioning strategies

EXPAND KNOWLEDGE AND SKILLS TO ENGAGE LEARNERS IN COLLABORATIVE INQUIRY

- ❖ Observe colleagues who are effective in building content area literacy skills and debrief
- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to learn approaches to develop learner autonomy in applying learning to real world contexts
- ❖ Use technology to connect and collaborate with educators in other communities and countries on authentic problems and issues
- ❖ Use reflective analysis strategies to build higher order thinking and self-direction

BUILD COLLABORATIVE SKILLS TO IMPROVE USE OF DATA IN PLANNING

- ❖ Develop a study group with colleagues to identify resources and processes for high-level data analysis by teachers and learners
- ❖ Contribute to school or district level committees to inform planning at varied levels through examining and interpreting data

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.

PERFORMANCES

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

- 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

- 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**InTASC Learning 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; 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, technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)</p>	<p><i>And...</i> 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 his/her understanding of learner development and diverse needs in order to increase the level of personalization of practice. (9a, 9b; 9k; 9n; 10t)</p>	<p><i>And...</i> The teacher collaborates with colleagues to collectively reflect upon, analyze, and improves 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/community in designing and implementing professional learning experiences that address needs to improve practice. (9b; 9n; 10f; 10i; 10t)</p>

Shift to increase ability to:

Assume ownership and responsibility for ongoing professional learning connected to learner needs

Collaborate with colleagues to design and implement professional learning for self and others

Develop through professional learning that will, for example:

BUILD ON HOW TO DEVELOP A PROFESSIONAL GROWTH PLAN

- ❖ Work with a coach/mentor to determine needs, set goals, and identify individually focused learning experiences to improve practice and student learning
- ❖ Share plan with key colleagues for feedback
- ❖ Examine own teacher evaluation data and identify strengths and areas for growth

STRENGTHEN ANALYSIS AND REFLECTION ON LEARNER NEEDS

- ❖ Keep journal on how teaching impacts student learning and identify potential areas of growth for self and learners
- ❖ Consult with grade level or content area team for professional learning options that can support learners

EXPAND SKILLS IN FACILITATING ADULT LEARNING

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop facilitation/coaching skills for working with adult learners
- ❖ Seek feedback from mentor(s) to refine skill in working with adult learners

BUILD SKILL IN DESIGNING PROFESSIONAL LEARNING EXPERIENCES TO IMPROVE PRACTICE

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to augment skill in developing targeted professional learning experiences for adult learners
- ❖ Use grade-level or subject area team meetings to seek feedback on planning appropriate collaborative professional learning experiences

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 goal for improved practice. (7p; 9c; 9g; 9l)</p> <p>The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of his/her actions on learners, colleagues and community members. (9s; 9g; 9m; 9n)</p> <p>The teacher gathers, synthesizes and analyzes a variety of data from sources inside and outside of school to adapt instructional practices and other professional behaviors to better meet learners' needs. (8i; 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 set goals for improvements. (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>

Shift to increase ability to:

Collaborate to analyze multiple sources of evidence and to evaluate the impact of instructional choices

Guide, mentor, and coach others in synthesizing data, evaluating impact of practice, and setting goals for improvement

Develop through professional learning that will, for example:

BUILD SKILL IN WORKING WITH DATA

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) on using data analysis for planning
- ❖ Use protocols to guide reflective analysis and evaluation of practice
- ❖ Work with colleagues to brainstorm ways to communicate and display data in a manner that is accessible and engaging for learners and parent

STRENGTHEN ANALYSIS AND REFLECTION ON GROWING SKILL IN ANALYSIS OF EVIDENCE

- ❖ Keep a journal of learner growth using varied forms of data
- ❖ Seek coaching to identify questions to guide reflection on data

ENHANCE SKILL IN WORKING WITH DATA ANALYSIS

- ❖ Pursue graduate work in quantitative and qualitative data analysis
- ❖ Work collaboratively with more experienced colleagues and get feedback and coaching on the use of data to guide coaching/mentoring

ENHANCE SKILL IN FACILITATING ADULT LEARNING

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop facilitation/coaching skills for adult learners
- ❖ Engage a colleague as a mentor/coach and Seek feedback on coaching practices and on the effectiveness of coaching to improve practice

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 teacher's responsibilities. (9j; 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 the individual learners and how well they are being addressed, seeing 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; 19o)</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. (8q; 8t; 9f; 9o)</p> <p>The teacher uses a deepening understanding of cultural, ethnic, gender and learner differences to reflect on the needs of the 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. (8t; 9t; 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 culture, 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>

Shift to increase ability to:

Support others in applying ethical and professional practice to better meet learner needs

Service as advocate, guide, and coach in addressing ethical issues

Develop through professional learning that will, for example:

BUILD SKILL IN RECOGNIZING AND ADDRESSING ETHICAL ISSUES

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop ability to articulate and apply ethical principles in professional practice
- ❖ Organize collegial book discussion group to explore issues of equity and ethics in education
- ❖ Study professional codes of ethics and professional standards and share findings with colleagues

STRENGTHEN ANALYSIS AND REFLECTION ON ETHICAL DILEMMAS

- ❖ Engage colleagues, mentors, and specialists in identifying ethical issues related to technology in teaching and learning and address potential challenges
- ❖ Organize a book club about possible approaches to address cultural, ethnic, gender, and learning differences that promote equity

ENHANCE SKILL IN DIALOGUE

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and debate about ethical issues
- ❖ Form book study group with colleagues focused on issues of dialogue and community building
- ❖ Seek coaching on the development of dialogic skills related to ethical and equitable practice

CREATE LEARNING COMMUNITIES AROUND ETHICAL ISSUES

- ❖ Organize a group with colleagues to identify and evaluate ethical issues at school or district level
- ❖ Share resources (books, videos, websites) with colleagues and engage in discussion of ethical issues and potential steps to address the issues

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.

PERFORMANCES

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

- 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

InTASC Learning 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>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; 10l; 10n; 10p; 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; 10l; 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. (9l; 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. (9l; 10m; 10n; 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; 10k; 10s)</p> <p>The teacher advocates for continuous evaluation and improvement of the school-wide vision, mission and goals to ensure alignment with the learner needs. (10b; 10c; 10k; 10l; 10p; 10s)</p> <p>The teacher supports colleagues in developing increasingly effective communication and collaboration with diverse families and community members. (8r; 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 the learners and their families, and to strengthen the community/school culture for learning. (10d; 10e; 10k; 10l; 10m; 10o; 10p; 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; 10k; 10m; 10n; 10q)</p>

Shift to increase ability to:

Deepen collaborative engagement with colleagues, learners, and learners families

Engage in advocacy in varied collaborative contexts

Develop through professional learning that will, for example:

BUILD SKILL IN WORKING COLLABORATIVELY with learners, colleagues, and communities

- ❖ Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking
- ❖ Form a study group to read and reflect on processes that can improve collaboration
- ❖ Use technology to build collaborative skills locally and globally

STRENGTHEN ANALYSIS AND REFLECTION ON STRENGTHS AND WEAKNESSES IN COLLABORATIVE WORK

- ❖ Seek feedback from learners on use of strategies to support their collaboration with local and global peers
- ❖ Keep a reflective journal on insights gained from interaction with colleagues and community members

BUILDS PROFESSIONAL AND COMMUNITY CONNECTIONS in support of learner growth

- ❖ Shadow a community member/colleague who demonstrates advocacy for learners
- ❖ Participate in a professional organization workshop to build specific leadership skills (e.g., evaluation and problem-solving)
- ❖ Seek mentoring in ways to support colleagues in working with diverse families

BUILD SKILL IN IDENTIFYING HOW INNOVATION IN ONE AREA CAN IMPACT OTHER AREAS

- ❖ Read current literature on organizational development and leadership and explore how to apply these strategies to schools and districts
- ❖ Form a technology think tank with colleagues to explore uses of new technologies for instructional purposes

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 observations 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. (8r; 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>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. (8r; 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; 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. (10a; 10k; 10p; 10s)</p>

Shift to increase ability to:

Assume varied leadership roles

Coach and encourage others, generate research that can influence policy, and advocate through leadership roles

Develop through professional learning that will, for example:

BUILD LEADERSHIP SKILLS

- ❖ Use structured processes (e.g., workshops, in-person or online courses, webinars, social media) to develop skills related to team work, mentoring, and group facilitation
- ❖ Join colleagues in a book study related to how to build inclusive structures at the school level

STRENGTHEN ANALYSIS AND REFLECTION ON LEADERSHIP SKILLS

- ❖ Video record self in group situation, analyze interaction, and set goals for improvement
- ❖ Seek feedback from critical friend(s) on application of leadership skills

BUILDS SKILLS TO CONDUCT AND DISEMMINATE RESEARCH

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to learn and practice research and presentation skills
- ❖ Join an online discussion group that explores best practices for how to address various school-level issues

STRENGTHEN ANALYSIS AND REFLECTION ON VARIED LEADERSHIP ROLES

- ❖ Shadow a leader in the profession and debrief the experience
- ❖ Explore entry pathways to taking leadership roles in schools, districts, or professional organizations
- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to explore theory and strategies around how to support adult learning