

Standard #1: Learner Development

Standard 1a: The candidate 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.

Standard 1b: The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Standard 1c: The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard 1d: The candidate 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.

Standard 1e: The candidate 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.

Standard 1f: The candidate identifies readiness for learning, and understands how development in any one area may affect performance in others.

Standard 1g: The candidate 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.

Standard 1i: The candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

Standard 1j: The candidate takes responsibility for promoting learners' growth and development.

Standard 1k: The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

Standard 2a: The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

Standard 2b: The candidate 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.

Standard 2c: The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

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

Standard 2e: The candidate 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.

Standard 2f: The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

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Standard 2g: The candidate 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.

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

Standard 2i: The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

Standard 2j: The candidate 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.

Standard 2k: The candidate 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.

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

Standard 2m: The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard 2n: The candidate makes learners feel valued and helps them learn to value each other.

Standard 2o: The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

Standard 3a: The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

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

Standard 3c: The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

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

Standard 3e: The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

Standard 3f: The candidate 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.

Standard 3g: The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

Standard 3h: The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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Standard 3i: The candidate 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.

Standard 3j: The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.

Standard 3k: The candidate 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.

Standard 3l: The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

Standard 3m: The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3n: The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

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

Standard 3p: The candidate 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.

Standard 3q: The candidate seeks to foster respectful communication among all members of the learning community.

Standard 3r: The candidate is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

Standard 4a: The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

Standard 4b: The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

Standard 4c: The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.

Standard 4d: The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

Standard 4e: The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

Standard 4f: The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

Standard 4g: The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

Standard 4h: The candidate creates opportunities for students to learn, practice, and master academic language in their content.

Standard 4i: The candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

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Standard 4j: The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

Standard 4k: The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

Standard 4l: The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.

Standard 4m: The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.

Standard 4n: The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4o: The candidate 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.

Standard 4p: The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

Standard 4q: The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Standard 4r: The candidate is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

Standard 5a: The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

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

Standard 5c: The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

Standard 5d: The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem-solving in local and global contexts.

Standard 5e: The candidate 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.

Standard 5f: The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

Standard 5g: The candidate 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.

Standard 5h: The candidate develops and implements supports for learner literacy development across content areas.

Standard 5i: The candidate 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.

Standard 5j: The candidate 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.

Standard 5k: The candidate 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.

Standard 5l: The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

Standard 5m: The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

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

Standard 5o: The candidate understands creative thinking processes and how to engage learners in producing original work.

Standard 5p: The candidate knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard 5q: The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

Standard 5r: The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.

Standard 5s: The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

Standard 6a: The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

Standard 6b: The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Standard 6c: The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

Standard 6d: The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

Standard 6e: The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

Standard 6f: The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

Standard 6g: The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

Standard 6h: The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

Standard 6i: The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6j: The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.

Standard 6k: The candidate 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.

Standard 6l: The candidate 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.

Standard 6m: The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

Standard 6n: The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

Standard 6o: The candidate knows when and how to evaluate and report learner progress against standards.

Standard 6p: The candidate 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.

Standard 6q: The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

Standard 6r: The candidate takes responsibility for aligning instruction and assessment with learning goals.

Standard 6s: The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.

Standard 6t: The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.

Standard 6u: The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Standard 6v: The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

Standard 7a: The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners

Standard 7b: The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

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Standard 7c: The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

Standard 7d: The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

Standard 7e: The candidate 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.

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

Standard 7g: The candidate understands content and content standards and how these are organized in the curriculum.

Standard 7h: The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

Standard 7i: The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

Standard 7j: The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

Standard 7k: The candidate 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.

Standard 7l: The candidate knows when and how to adjust plans based on assessment information and learner responses.

Standard 7m: The candidate 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).

Standard 7n: The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

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

Standard 7p: The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

Standard 7q: The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

Standard 8a: The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

Standard 8b: The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

Standard 8c: The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

Standard 8d: The candidate 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.
Standard 8e: The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
Standard 8f: The candidate engages all learners in developing higher order questioning skills and metacognitive processes.
Standard 8g: The candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
Standard 8h: The candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
Standard 8i: The candidate 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).
Standard 8j: The candidate 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.
Standard 8k: The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
Standard 8l: The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
Standard 8m: The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
Standard 8n: The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.
Standard 8o: The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
Standard 8p: The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
Standard 8q: The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
Standard 8r: The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.
Standard 8s: The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
Standard #9: Professional Learning and Ethical Practice
Standard 9a: The candidate 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
Standard 9b: The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
Standard 9c: Independently and in collaboration with colleagues, the candidate 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.

Standard 9d: The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

Standard 9e: The candidate 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.

Standard 9f: The candidate 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.

Standard 9g: The candidate 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.

Standard 9h: The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

Standard 9i: The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Standard 9j: The candidate understands laws related to learners' rights and candidate 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).

Standard 9k: The candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.

Standard 9l: The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

Standard 9m: The candidate 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.

Standard 9n: The candidate 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.

Standard 9o: The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

Standard 10a: The candidate 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.

Standard 10b: The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

Standard 10c: The candidate 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.

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Standard 10d: The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

Standard 10e: Working with school colleagues, the candidate builds ongoing connections with community resources to enhance student learning and well being.

Standard 10f: The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

Standard 10g: The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

Standard 10h: The candidate uses and generates meaningful research on education issues and policies.

Standard 10i: The candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

Standard 10j: The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

Standard 10k: The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10l: The candidate 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.

Standard 10m: The candidate 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.

Standard 10n: The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Standard 10o: The candidate knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10p: The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Standard 10q: The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively

Standard 10r: The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

Standard 10s: The candidate takes responsibility for contributing to and advancing the profession.

Standard 10t: The candidate embraces the challenge of continuous improvement and change.