

Model Core Teaching Standards: A Resource for State Dialogue

DRAFT FOR PUBLIC COMMENT

This document is available on the web for printing at <http://www.ccsso.org/intasc>.

Bound copies of this document may be obtained from:

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Phone: 202-336-7016
Fax: 202-408-1938
E-mail: pubs@ccsso.org

Suggested Citation:

Council of Chief State School Officers. (2010, July). Interstate Teacher Assessment and Support Consortium (InTASC) *Model Core Teaching Standards: A Resource for State Dialogue (Draft for Public Comment)*. Washington, DC: Author.

Copyright © 2010 by the Council of Chief State School Officers, Washington, DC.

July 2010

Dear Colleague:

With this document, the Council of Chief State School Officers (CCSSO) offers for public dialogue and comment a set of model core teaching standards that outline what teachers should know and be able to do to help all students reach the goal of being college and career ready in today's world.

These standards are an update of the 1992 Interstate New Teacher Assessment and Support Consortium (INTASC) model standards for licensing new teachers. Like the earlier standards, they were drafted by representatives of the teaching profession, including practicing teachers, teacher educators, and state education agency staff. The standards are designed to be compatible with the range of national teacher and leader standards currently in use as well as the recently released Common Core State Standards for students in math and English language arts. Our goal is to continue building a coherent systemic approach to preparing, licensing and supporting highly effective teachers who can deliver on our promise to provide a first rate education to every child.

Please note that unlike the original 1992 INTASC standards that were designed for "beginning" teachers, these are intended as professional practice standards, setting one standard for performance that will look different at different developmental stages of the teacher's career. Hence, to reflect this change in emphasis, InTASC has removed "new" from its name and now is called the Interstate Teacher Assessment and Support Consortium (InTASC).

This document begins a national conversation that we hope will be robust and productive. For the next several months, this draft along with a companion policy discussion document will be widely circulated to members of the education profession and the public. Both documents will be reviewed extensively by individuals and state focus groups representing various educational stakeholders. CCSSO will engage in deep conversations with our partners, especially the teacher unions, to explore how we can together leverage our expertise and resources to use these standards to improve the quality of teaching in this country.

We encourage you to add your voice to this important dialogue. **Send us your comments on these standards by visiting our website at www.ccsso.org/intasc no later than October 15, 2010.** At the close of the comment period, feedback from the online survey and focus groups, as well as from conversations with partners, will be reviewed by InTASC and the standards revised and released in final form.

It is our sincere hope that members of the public and the profession alike will critically examine what an effective teacher must know and be able to do today; will thoughtfully consider how teacher policy should change to support the vision articulated by these standards; and will creatively explore how K-12 schools and teacher preparation programs can be restructured to advance this vision.

We thank you in advance for taking the time to review our work. It is only with public consensus and a shared vision of teaching and learning that we can hope to succeed and provide our children with the quality education they need to be successful in today's world.

Sincerely,



Kathleen Paliokas

Director, InTASC

Acknowledgements

InTASC would like to express its sincere appreciation to the National Education Association, the Educational Testing Service, and Evaluation Systems group of Pearson for providing the funding for this project.

We would also like to offer a special thanks to all the InTASC Core Standards Update Committee members who enthusiastically volunteered their time and energy to the challenging task of describing what effective teaching across all content areas and grade levels looks like today. InTASC depends upon the support and input from practicing teachers, teacher educators, and other education professionals such as those on our committee to effectively pursue our mission of providing resources to guide state education policy.

Finally, InTASC would like to acknowledge and thank the many national education organizations who worked with us by nominating committee members and helping us spread the word about these standards. These organizations include:

- American Association of Colleges for Teacher Education (AACTE)
- American Association of School Administrators (AASA)
- American Federation of Teachers (AFT)
- Association of Teacher Educators (ATE)
- Council for Exceptional Children (CEC)
- National Association of Elementary School Principals (NAESP)
- National Association for Gifted Children (NAGC)
- National Association of Secondary School Principals (NASSP)
- National Association of State Boards of Education (NASBE)
- National Association of State Directors of Special Education (NASDSE)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- National Board for Professional Teaching Standards (NBPTS)
- National Commission on Teaching and America's Future (NCTAF)
- National Council for Accreditation of Teacher Education (NCATE)
- National Education Association (NEA)
- National School Boards Association (NSBA)
- National Teacher of the Year Program
- Teach for America (TFA)
- Teacher Education Accreditation Council (TEAC)



Table of Contents

Introduction	4
How to Comment	8
Summary of Standards	9
The Learner and Learning	
Standard #1: Learner Development	11
Standard #2: Learning Differences	12
Standard #3: Learning Environments	13
Content Knowledge	
Standard #4: Content Knowledge	14
Standard #5: Innovative Applications of Content	15
Instructional Practice	
Standard #6: Assessment	16
Standard #7: Planning for Instruction	17
Standard #8: Instructional Strategies	18
Professional Responsibility	
Standard #9: Reflection and Continuous Growth	19
Standard #10: Collaboration	20
Reference Chart of Key Cross-Cutting Themes	21
InTASC Model Core Standards Update Committee	22
Works Cited in this Document	23

Introduction

“Do not confine your children to your own learning, for they were born in another time.”

Chinese Proverb

New times require new approaches to education. Today’s context presents a complex combination of factors impacting learning. Global economic realities have created an imperative to build systems in which young people graduate high school with an array of skills that prepares them for college, work, and life. The persistence of disparities in student experiences and outcomes, combined with high dropout rates create an urgency to act. Finally, a strong focus on accountability and how to measure teacher and system effectiveness continue to drive the education reform discourse nationally.

All of this calls for education systems that embody new approaches to teaching and learning; that address inequities in school structures, financing, and climates so that all students have access to rich curriculum and learning opportunities; and that generate quality information and data that professionals can use to improve all students’ learning. We need change that cannot be achieved with just a tweaking of current systems. Teachers are central to bringing about that change and they can play a key role in building strong curriculum, pedagogy, assessments, and the relationships necessary to support learners and advocate for their development.

The following “Model Core Teaching Standards” are an initial effort to articulate, through the lens of the teacher, what effective teaching and learning would look like in that new system. The drafting committee began with a focus on the learner—who our students are today, what assets and needs they bring to the learning experience, what engages them, and how we address the expectation that every learner will learn to high levels. It is clear that today’s students are more diverse—racially, linguistically, with special needs. Yet, their differences are strengths. They want to be challenged and included in decision-making. And they want their learning experiences to be relevant and connected to real world problems. What can this mean for reversing achievement gaps and building resilient, creative graduates?

To better understand the learner, the committee also focused on the learning context—recognizing that technology opens up whole new possibilities for learning. Through desktop computers, laptops, handheld devices, and a variety of emerging new technologies, young and old alike now have instantaneous access to both an unlimited amount of information and to their peers, colleagues, and experts all over the world. They can learn informally anytime, anywhere, alone and together. Teachers no longer have a monopoly on pacing, timing, resources, or even the content of the curriculum. What does this mean for the student/teacher relationship and instructional practice?

The committee recognized, as well, that instructional practice needs to be grounded in research evidence, including new research on how students learn. Building on that research, systems can be developed to support instructional practice that focuses on personalizing learning so that each student can engage in unique and diverse ways of learning; that incorporates and exploits new technologies to maximize and individualize learning; that models how young people learn today by allowing them to take charge of their own learning and do it in creative ways; that includes ongoing, embedded professional development for teachers around ever-evolving content knowledge, skills, and pedagogical strategies; and that includes a team culture of transparent practice and collaborative problem solving to improve the learning of all students.

Background of this Document

This document is an update to INTASC’s *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, which were released in 1992. The goal of those standards was to articulate a common core of teaching knowledge and skills that all new teachers should have and that would be compatible with the standards for accomplished teaching set by National Board for Professional Teaching Standards. This “common core” outlined the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share.

The standards were cutting edge at the time in that they were performance-based, focused on describing outcomes versus inputs, and learner-centered. They proved successful in terms of achieving the goal of creating

a shared definition of effective teaching: the 1992 standards currently serve as the basis for licensing standards in 38 states, they have been adopted by the National Council for Accreditation of Teacher Education (NCATE) for teacher preparation accreditation, they have been cited in numerous textbooks used for preparing teacher candidates, and they have been widely used to develop professional development materials.

The updated standards in front of you, entitled *Model Core Teaching Standards: A Resource for State Dialogue (Draft for Public Comment) (2010)*, differ from the original standards in several respects:

- The language of the standards as well as their content (knowledge and skills) have been updated to reflect the current teaching and learning context. These changes are discussed in greater detail in the next section below.
- Unlike the original standards that were designed for “beginning” teachers, these are intended as professional practice standards, setting one standard for performance that will look different at different developmental stages of the teacher’s career. What distinguishes the beginning from the accomplished teacher is the degree of sophistication in the application of the knowledge and skills. Hence, to reflect this change in emphasis, InTASC has removed “new” from its name and now is called the Interstate Teacher Assessment and Support Consortium (InTASC).
- The document still has 10 standards but they have been reordered and two have significantly changed. The original Principle #6 (communication) was eliminated as a stand-alone standard and its indicators were woven instead throughout the document. A new Standard #5 (Innovative Applications of Content) has been added that addresses cross-disciplinary skills and interdisciplinary themes. In addition, the standards have been grouped into four categories (The Learner and Learning, Content Knowledge, Instructional Practice, Professional Responsibility) for easier recall and to emphasize a renewed focus on the learner.
- The committee maintained the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher’s practice. But the committee reframed the relationships among the three, putting performance first—as the aspect that can be observed and assessed in teaching practice. They renamed the others. “Essential knowledge” signals the role of declarative and procedural knowledge as necessary for effective practice and “critical dispositions” indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice.

Key Themes in the Updated Standards

After spending time understanding today’s learner and learning context, the committee came to consensus on key ideas that would drive its work. First, we agreed the standards must embrace the responsibility to ensure that every learner learns. From that principle flows a number of others, for example, the need to customize learning for individual learners, the need for transparency of practice, the need to create a culture of collaboration where teachers and school leaders share both responsibility and accountability as a team, and the need for ongoing, embedded professional learning. These ideas both represent a new paradigm for education and call for a whole new infrastructure of support.

Another key theme related to the above ideas was the need for teachers to have greater knowledge and skill around the use of assessment data to improve instruction and support learner success. Working with the varied levels of assessment, from once a year state testing, to district benchmark tests several times a year, to the ongoing formative and summative assessments at the classroom level, teachers need to be prepared to make data-informed decisions. Again, much of this work occurs within a collaborative team and involves ongoing learning and reflection.

Technology was much in the minds of the committee as we thought about learners and what they bring to learning. As digital natives, young people are used to accessing information instantly and communicating across boundaries. Educators need to find ways to build on and harness the power of what tech-savvy learners bring to the classroom, as well as to ensure equitable access to technology. We attempted not to date the indicators by using terms that would quickly become antiquated. And we sought to treat technology not as an end in itself, but as a tool for learning and communication.

Recognizing the power of technology to make learners both more independent and more collaborative, the committee also sought from the very beginning to embed in the updated standards the need to give learners a more active role in determining what they learn, how they learn it, and how they can demonstrate their learning. This learner-centered approach to teaching has been both strengthened and integrated across the standards.

Another key area of emphasis involved recognizing the explosion of diversity of learners today and the need for knowledge and skills in addressing cultural and linguistic diversity as well as a range of individual differences. These differences include students who have learning disabilities and students who perform above grade level and should have opportunities to accelerate. There is a particular emphasis across the standards on recognizing the assets as well as the need of students for whom English is a new language.

Finally, a key challenge that the committee faced was how to address the issue of what has been commonly referred to as “21st century content and skills.” The group decided that instead of using this term, which has already become outdated, they instead would describe what teachers should know and be able to do in today’s learning context. After much discussion, the committee agreed on two ways to address this. First, key cross-disciplinary skills (e.g., communication, collaboration, critical thinking, the use of technology) would be woven throughout the standards because of their importance for today’s learners. Second, these cross-disciplinary skills would be included in a new standard called Innovative Applications of Content, stressing the importance of teachers building literacy and thinking skills across the curriculum, as well as helping learners address multiple perspectives in exploring ideas and solving problems. This new standard also would address the idea of interdisciplinary themes (e.g., financial literacy, global awareness) and the teacher’s ability to address content that draws upon multiple disciplines.

Resources and Research Behind the Standards

The committee drew upon a range of sources in revising the standards. Key research literature included the overview of cognitive science in Bransford, Brown, and Cocking’s (2000) report for the National Research Council, *How People Learn*, as well as key studies of the impact of types of teaching approaches, e.g. Newman, Bryk and Nagaoka’s (2001) work on high quality intellectual tasks and student learning; Pianta and colleagues’ (2009) studies of supports for learning; and Elmore’s (2008) work on the instructional core. Also represented were studies related to the impact of assessment on learning (e.g., Black & Wiliam, 1998; Shepard, 2000, 2005), development in a cultural context (e.g., Bowman & Scott, 1994), and learning as linked to school community (e.g., Schaps, Battistich, & Solomon, 2004).

Important insights were drawn from examining the work of states who had already updated their standards, including West Virginia’s Professional Teaching Standards (2008), the North Carolina Professional Teaching Standards (2007), and California Standards for the Teaching Profession (2009). The group also reviewed the American Association of School Librarians’ Standards for the 21st Century Learner (2007), and the standards for teachers developed by the International Society for Technology in Education (2008).

Additional key resources included books and documents related to 21st century learning, including Wagner’s (2008) *The Global Achievement Gap*, The Partnership for 21st Century Skills’ Framework for 21st Century Learning, and Resnick’s (2010) discussion of setting the goals of having all students learning the skills described as “21st century.”

In addition to the above, the committee members themselves—teachers, teacher educators, researchers, state policy leaders—were selected to assure expertise across a range of topics important to the update process. Their expertise was another key resource in the development of the revised standards.

On the issue of research, the original INTASC standards, while arguably grounded in knowledge of research and best practice that members of the writing group brought to the table, did not provide a delineation of an empirical research base. While the 1992 standards have been criticized for relying on normative conceptions, those familiar with the research literature have argued that any setting forth of principles to guide teacher education and teaching practice combines both empirical and normative elements. In fact, work on the revision of the INTASC standards began with the assumption that both empirical grounding and normative statements would be appropriate in the development of the new document. Empirical grounding was seen as supporting the efficacy of certain areas of teacher knowledge and specific teaching practices incorporated in the standards. Normative statements were seen as capturing the wisdom of practice in areas

for which empirical studies are lacking or as projecting approaches that could respond to need areas not yet substantially addressed in the literature.

When the standards update work began, InTASC commissioned a review of the literature to capture the current evidence base. Periodic research updates were given to the committee as the standards work was under way and additional focus areas were added to the review as the committee identified the key ideas grounding its work. The literature review will be completed in summer 2010 and the results posted on our website for comment.

How to Use this Document

The purpose of this document is to serve as a resource for states, districts, professional organizations, teacher education programs, and others as they develop policies and programs to prepare, license, support, evaluate, and reward today's teachers. As noted above, a systemic approach and supportive infrastructure is essential to successful implementation of these standards. In addition to this standards document, we also have released for comment a complementary policy discussion document that outlines key considerations, recommendations, and cautions for using the standards to inform policy. This paper builds off of CCSSO's Education Workforce white paper, which outlines the chiefs' strategic goals in building an educator development and support system of which these standards are the first step.

In updating the InTASC model standards, efforts were made to ensure they align with other national and state standards documents that were recently revised or released. Specifically, this document has been reviewed to ensure compatibility with the recently-released Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching Standards (NBPTS) accomplished teaching core principles, the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, the National Staff Development Council (NSDC) professional development standards, and the Interstate School Leader Licensure Consortium (ISLLC) 2008 educational leadership policy standards and CCSSO's companion document of performance expectations and indicators for education leaders.

Consistency among all these documents ensures a coherent continuum of expectations for teachers from beginning through accomplished practice, as well as the conditions necessary to support professional growth along this continuum. It also increases the probability of building aligned systems of teacher development and support that begin with recruitment and preparation and run through induction, ongoing professional development, accomplished teaching, and other leadership roles. For a discussion of the implications of these updated standards for teacher policy and practice across the career continuum, the companion policy document.

Please keep in mind...

The reader of these standards should keep in mind that while each standard emphasizes a discrete aspect of teaching, teaching and learning are dynamic, integrated and reciprocal processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning.

Also, keep in mind that indicators are examples of how a teacher might demonstrate each standard. In a performance assessment of teaching covering several days, one would not expect the teacher to demonstrate every indicator—and there may be other indicators that would provide excellent evidence for the standard that the committee did not set forth here. Thus, the indicators are not intended to be a checklist, but rather helpful ways to picture what the standard means.

The next step of the work is to take these standards, which articulate a large vision of effective teaching, and translate them into performance standards and rubrics that can be used to assess performance at key points along the developmental continuum of a teacher's career. Some of that work has already begun. We look forward to working with states and a variety of partners to begin the process of developing consensus around this common core of teaching and eventually moving these standards into practice.

How to Comment

The release of these draft model core teaching standards signals the public comment period that will run until October 15, 2010. We urge you to send us comments on these standards by visiting our website at www.ccsso.org/intasc and completing the public comment survey.

During the public comment period, we will be having in-depth conversations with our partners around the content and use of the standards. We also will be conducting focus groups with a wide range of stakeholders to be certain we garner feedback. If you are interested in conducting a focus group of your own around the draft core teaching standards, you may indicate so on the website and we will provide you with the protocols and forms for submitting findings.

At the close of the comment period, feedback from the online survey and focus groups, as well as from conversations with partners, will be reviewed by InTASC and the standards revised and released in final form.

**How to comment on the draft
Model Core Teaching Standards:**
Go to www.ccsso.org/intasc and click
on the link to the public survey.

Summary of Updated InTASC Core Teaching Standards

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

The Learner and Learning

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

Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Content

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

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice today requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and align assessments to those objectives. They understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is

integrated into the instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on personalizing learning for each student by using a variety of appropriate and targeted instructional strategies to address unique and diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow students to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.

Standard #7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

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 access and appropriately apply information.

Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. This kind of professional learning results in discovery and implementation of better practice for all. As professionals, teachers also contribute to practices that improve teaching and learning consistent with their school's mission and in collaboration with colleagues, school leaders, parents, guardians and other adults significant to students. They demonstrate leadership by modeling ethical behavior and by contributing to positive changes in policy and practice around activities that connect school, families and the larger community.

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Standard #1: Learner Development

The teacher understands how children learn 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

- (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.
- (b) The teacher creates developmentally appropriate instruction that takes into account individual students' strengths, interests and needs and that allow each student to advance and accelerate his/her learning.
- (c) The teacher collaborates with families, colleagues and other professionals to promote student growth and development.

ESSENTIAL KNOWLEDGE

- (d) The teacher understands how learning occurs-- how students construct knowledge, acquire skills, and develop disciplined thinking processes --and knows how to use instructional strategies that promote student learning.
- (e) The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that take these factors into account.
- (f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- (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

- (h) The teacher respects students' differing strengths and needs and is committed to using this information to further each student's development.
- (i) The teacher is committed to using students' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- (j) The teacher takes responsibility for promoting students' growth and development.
- (k) The teacher values the input and contributions of families, colleagues and other professionals in understanding each student's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

PERFORMANCES

- (a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
- (b) The teacher uses teaching strategies that are sensitive to the multiple experiences and diversity of learners and that allow for different ways of demonstrating learning.
- (c) The teacher makes appropriate provisions (e.g., variations in time, task demands, communication, assessment, and response modes) for individual students who have particular learning differences or needs.
- (d) The teacher creates learning environments in which individual differences are respected and valued.
- (e) The teacher connects instruction to each student's prior knowledge and experiences.
- (f) The teacher brings multiple perspectives to the discussion of content, including attention to students' personal, family, and community experiences and cultural norms.
- (g) 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.
- (h) The teacher accesses appropriate services and resources to meet specific learning differences or needs.

ESSENTIAL KNOWLEDGE

- (i) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each student's strengths to promote growth.
- (j) The teacher understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.
- (k) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- (l) The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- (m) The teacher knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

- (n) The teacher believes that all children can learn at high levels and persists in helping all children reach their full potential.
- (o) The teacher respects students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- (p) The teacher makes students feel valued and helps them learn to value each other.
- (q) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

PERFORMANCES

- (a) The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.
- (b) The teacher collaborates with students to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility that create a positive learning climate of openness, mutual respect, support, and inquiry.
- (c) The teacher organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage students in learning.
- (d) The teacher uses a variety of methods to engage students in evaluating the learning environment and collaborates with students to make appropriate adjustments.
- (e) The teacher communicates in ways that demonstrate respect for and responsiveness to the cultural backgrounds students bring to the learning community (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

ESSENTIAL KNOWLEDGE

- (f) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self direction and ownership of learning.
- (g) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (h) The teacher knows how to work with students to collaboratively set and monitor elements of the learning environment including norms, expectations, routines and organizational structures to assure access for all students.
- (i) The teacher understands how student diversity (e.g., culture, gender, exceptionalities) can affect communication and knows how to communicate effectively in differing environments.
- (j) The teacher understands how students use interactive technologies such as social networking and media and knows how to use them to extend the possibilities for student learning locally and globally.

CRITICAL DISPOSITIONS

- (k) The teacher is committed to working with students to establish positive and supportive learning environments.
- (l) The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (m) The teacher is committed to supporting students as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (n) The teacher appreciates the cultural dimensions of communication and seeks to foster respectful communication and multiple perspectives among all members of the learning community.
- (o) The teacher is a thoughtful and responsive listener and observer.

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.

PERFORMANCES

- (a) The teacher effectively uses multiple representations and explanations of concepts that capture key ideas in the discipline and links them to each student's prior understandings.
- (b) The teacher engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, and analyze ideas from diverse perspectives.
- (c) The teacher engages students in applying methods of inquiry and standards of evidence used in the discipline.
- (d) The teacher stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.
- (e) The teacher recognizes when student misconceptions interfere with learning and creates experiences to build conceptual understanding.
- (f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness and accuracy for representing particular concepts in the discipline as well as for accessibility and relevance.
- (g) The teacher helps students to understand and use academic language meaningfully.

ESSENTIAL KNOWLEDGE

- (h) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- (i) The teacher understands how each student's prior conceptual understandings and their misconceptions can influence their learning of the discipline.
- (j) The teacher knows and uses the academic language of his/her discipline and knows how to make it accessible to learners.
- (k) The teacher knows how to integrate culturally relevant content to build on students' background knowledge.
- (l) The teacher has a working knowledge of student content standards in the discipline(s) they teach.

CRITICAL DISPOSITIONS

- (m) 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.
- (n) The teacher appreciates multiple perspectives within the discipline and facilitates students' critical analysis of these perspectives.
- (o) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

Standard #5: Innovative Applications of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

- (a) The teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- (b) The teacher engages students in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (c) The teacher develops and implements relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.
- (d) The teacher engages students in the kind of questioning and challenging of conventional assumptions and approaches that is critical to fostering innovation, solving global challenges, and assuring a healthy democracy.
- (e) The teacher develops students' 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.
- (f) The teacher consciously builds student capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- (g) The teacher engages students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (h) The teacher facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.
- (i) The teacher develops and implements supports for student literacy development across content areas.

ESSENTIAL KNOWLEDGE

- (j) 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.
- (k) 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.
- (l) 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.
- (m) The teacher understands how to use digital and social media tools for efficiently and effectively achieving specific learning goals.
- (n) The teacher understands critical thinking processes and knows how to help students develop high level questioning skills to promote their independent learning.
- (o) The teacher understands communication modalities and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (p) The teacher knows how to engage students in collaborative learning experiences so that they learn the skills necessary to work effectively in project teams.
- (q) The teacher understands creative thinking processes and how to engage students in producing original work.
- (r) The teacher knows how to seek information about social and cultural diversity and how to teach students how to access this information and evaluate its accuracy.

CRITICAL DISPOSITIONS

- (s) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (t) The teacher values knowledge outside his/her own discipline and how such knowledge enhances student learning.
- (u) The teacher values and models collaboration as an essential learning strategy.
- (v) The teacher values open and flexible learning environments that encourage student exploration, discovery, expression, and collaboration.
- (w) The teacher respects diverse social and cultural perspectives and values them as a source for learning.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.

PERFORMANCES

- (a) The teacher designs formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge and skills.
- (b) The teacher works independently and collaboratively to examine test and other performance data to understand students' progress and to guide planning.
- (c) The teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (d) The teacher models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.
- (e) The teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.
- (f) The teacher prepares all students for the demands of particular assessment formats and appropriately modifies assessments or testing conditions for English language learners, students with disabilities, and students who are above grade level.
- (g) The teacher continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.

ESSENTIAL KNOWLEDGE

- (h) 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.
- (i) The teacher knows how to analyze and interpret various kinds of student data to guide planning and instruction and to provide meaningful feedback to each learner.
- (j) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (k) The teacher understands how examining one's own thinking deepens learning, and knows how to engage students in this metacognitive process.
- (l) The teacher understands how to prepare students for assessments and how to modify assessments and testing conditions for students with exceptionalities and English language learner needs.

CRITICAL DISPOSITIONS

- (m) The teacher is committed to engaging students actively in assessment processes and in reviewing their own progress and learning.
- (n) The teacher takes professional responsibility for aligning learning goals with instruction and assessment.
- (o) The teacher is committed to providing timely and effective descriptive feedback to students on their progress.
- (p) The teacher is committed to using multiple types of assessment processes to support and document learning.
- (q) The teacher is committed to modifying assessments and testing conditions for English language learners and students with exceptional learning needs.
- (r) The teacher is committed to the ethical use of various assessments and assessment data to identify student strengths and needs to promote student growth.

Standard #7: Planning for Instruction

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

PERFORMANCES

- (a) As an individual and as a member of a learning community, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- (b) The teacher plans how to achieve student learning goals, choosing appropriate strategies, resources and materials to differentiate instruction for individuals and groups of students; developing appropriate sequencing of learning experiences; and allowing multiple ways to demonstrate knowledge and skill.
- (c) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's needs and enhance learning.

ESSENTIAL KNOWLEDGE

- (d) The teacher understands content and content standards and how these are organized in the curriculum.
- (e) The teacher understands how cross-disciplinary skills engage students purposefully in applying content knowledge.
- (f) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- (g) The teacher understands the strengths and needs of individual students and how to plan instruction that is responsive to these strengths and needs.
- (h) 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.
- (i) The teacher knows when and how to adjust plans based on student responses and other contingencies.
- (j) The teacher knows when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

CRITICAL DISPOSITIONS

- (k) The teacher respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.
- (l) The teacher values curriculum planning as a collegial activity that takes into consideration the input of students, colleagues, families, and the larger community.
- (m) The teacher takes professional responsibility to use long and short-term planning as a means of assuring student learning.
- (n) The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

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 access and appropriately apply information.

PERFORMANCES

- (a) The teacher carefully evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students (e.g., prior knowledge, interests and developmental differences in how students learn).
- (b) The teacher continuously monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs.
- (c) The teacher collaborates with students to implement active learning experiences that draw upon family and community resources.
- (d) The teacher varies his or 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 students.
- (e) The teacher provides multiple models and representations of concepts and skills with opportunities for students to demonstrate their knowledge with a variety of products and performances.
- (f) The teacher engages all students in developing higher order questioning skills and metacognitive processes.
- (g) The teacher engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (h) The teacher models effective communication strategies in conveying ideas and information in a variety of forms and contexts.
- (i) The teacher listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.
- (j) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other media.
- (k) The teacher asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

ESSENTIAL KNOWLEDGE

- (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.
- (m) The teacher understands the principles, techniques, advantages and limitations of a range of developmentally, culturally, and linguistically appropriate instructional strategies, and knows how to target these to learning goals.
- (n) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.
- (o) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- (p) The teacher knows how to use of a wide variety of resources, including human and technological, to engage students in learning.
- (q) The teacher understands how content and skill development can be supported by multiple media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.

CRITICAL DISPOSITIONS

- (r) The teacher values the development of students' critical thinking, independent problem solving, research, and performance capabilities.
- (s) The teacher values collaboration with learners, colleagues, families, and the larger community in the design and implementation of learning experiences that are linked to instructional goals.
- (t) The teacher is committed to deepening awareness and understanding of diverse learners when planning and adjusting instruction.
- (u) The teacher values the variety of ways people communicate and encourages students to develop and use multiple forms of communication.
- (v) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- (w) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard #9: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

PERFORMANCES

(a) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.

(b) The teacher draws upon professional, community and technological resources, within and outside the school, as supports for reflection and problem-solving.

(c) The teacher reflects on his/her personal biases and seeks out resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant and responsive learning experiences.

(d) The teacher advocates, models and teaches safe, legal, and ethical use of information and technology including respect for intellectual property, and the appropriate documentation of sources, and the appropriate management of ethical boundaries with students.

(e) The teacher thoughtfully advocates for providing all students with rich, deep and engaging curriculum and learning experiences.

(f) The teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

ESSENTIAL KNOWLEDGE

(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to reflect on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

(h) The teacher knows how to analyze his/her practice based on research and student data and how to adapt and differentiate instruction based on thoughtful reflection.

(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.

(j) The teacher understands laws related to students' rights and teacher responsibilities (e.g., for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

(k) The teacher understands the ethical expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

CRITICAL DISPOSITIONS

(l) The teacher takes ethical responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(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 students and their families.

(n) The teacher sees him/herself as a learner, continuously seeking opportunities for professional growth.

Standard #10: Collaboration

The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

PERFORMANCES

- (a) The teacher prepares for and participates actively as a team member in decision-making processes that affect the school and larger educational community.
- (b) 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.
- (c) The teacher participates actively as part of an instructional team, giving and receiving feedback on practice, examining student work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- (d) The teacher engages in professional learning to enhance his/her knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.
- (e) The teacher actively integrates technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.

ESSENTIAL KNOWLEDGE

- (f) 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.
- (g) 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.
- (h) 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.
- (i) The teacher knows how to participate in and contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

- (j) The teacher takes responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- (k) The teacher respects families' norms and expectations and seeks to work collaboratively with students and families in setting and meeting challenging goals.
- (l) The teacher takes responsibility to grow and develop with colleagues through interactions that enhance practice and support student learning.
- (m) The teacher takes responsibility for contributing to and advancing the profession.

Reference Chart of Key Cross-Cutting Themes in Updated InTASC Standards

This chart shows where in the text of the standards certain key themes are referenced, demonstrating how they have been integrated across the document. In some instances, the key theme is not explicit but can be inferred.

Theme	Knowledge	Disposition	Performance
*Collaboration	3(g), 3(h), 3(i), 5(p), 10(f), 10(h)	1(k), 3(k), 3(l), 3(nm), 5(u), 5(v), 6(m), 7(l), 8(s), 9(l), 10(k), 10(l)	1(c), 3(a), 3(b), 3(d), 5(f), 6(b), 7(a), 8(b), 8(c), 9(a-c), 9(e), 10(a), 10(b), 10(c), 10(d)
*Communication	3(i), 3(j), 5(o), 6(j), 8(o)	3(o), 3(n), 6(o), 8(u)	3(b), 3(e), 5(e), 5(f), 6(c), 8(h), 8(i), 8(j), 10(e)
*Creativity/Innovation	5(k), 5(q), 8(l), 8(o)	3(m), 5(v)	5(d), 5(g), 5(h), 6(g), 8(k), 9(f)
*Critical thinking, problem solving	4(h), 5(j), 5(n), 6(k), 8(l), 8(n)	4(n), 5(s), 8(r)	4(b), 4(c), 5(a), 5(b), 5(d), 5(g), 5(h), 6(d), 8(f), 8(g), 8(k), 9(b)
Cultural competence	1(g), 2(i), 2(l), 2(m), 3(i), 4(k), 5(r), 7(f), 8(m)	3(n), 4(m), 5(v), 5(w), 7(f), 8(t), 9(m)	2(f), 3(e), 5(h), 9(c)
English language learners	1(g), 2(i), 2(k), 2(l), 6(l), 8(m)	2(q), 6(q)	2(f), 2(g), 6(f)
Families/Communities	2(l), 2(m), 10(g), 10(g)	1(k), 2(o), 7(l), 8(s), 9(m), 10(k)	1(c), 2(f), 8(c), 9(b), 10(a), 10(e)
Individual differences	1(d-g), 2(i), 2(j), 2(l), 2(m), 3(i), 4(i), 4(k), 6(h), 6(i), 6(l), 7(f-j), 8(m), 8(n), 9(h), 9(i), 9(j)	1(h), 1(i), 1(k), 2(n), 2(o), 2(p), 6(o), 6(r), 7(k), 7(n), 8(t), 8(w), 9(m)	1(a), 1(b), 2(a-f), 2(h), 3(c), 3(e), 4(a), 4(d), 6(c), 6(e), 6(f), 6(g), 7(b), 7(c), 8(a), 8(b), 8(d), 8(e), 9(e), 10(c)
Interdisciplinary themes	5(k)	5(s), 5(t)	5(a), 5(b), 5(e)
*Multiple perspectives	5(j), 5(k), 5(o), 9(i), 10(g)	3(n), 4(n), 5(t), 5(w)	2(f), 4(b), 5(a), 5(b), 5(e), 5(h)
Professional learning	6(h-l), 7(h), 7(i), 8(m), 8(p), 8(q), 9(g-k)	4(m), 4(n), 4(o), 5(s), 5(t), 6(p), 6(r), 8(t), 9(m), 9(n), 10(l), 10(m)	6(a), 6(b), 6(e), 6(g), 9(a-f), 10(c), 10(d)
Student-directed learning	3(f), 3(h), 5(n), 6(k)	3(k), 3(l), 3(m), 6(m), 10(k)	3(a), 3(b), 3(d), 5(d), 5(g), 6(d), 8(b), 8(c)
Teacher responsibility	9(j), 9(k), 10(i)	1(j), 4(m), 6(n), 6(r), 7(m), 9(l-n), 10(j), 10(l), 10(m)	3(b), 9(d), 9(e), 10(a-e)
*Technology	3(j), 5(l), 5(m), 7(h), 8(p), 8(q), 10(h)	8(u), 8(v)	5(c), 5(f), 6(g), 8(g), 9(b), 9(d), 10(e)
Use of data to support learning	5(l), 5(r), 6(h-j), 6(l), 8(n), 9(g), 9(h)	6(m-r), 7(n), 8(w), 9(l)	5(c), 5(f), 5(g), 5(h), 6(a-g), 7(c), 8(b), 8(d), 8(i), 9(a), 9(d), 9(g), 10(b), 10(c)

*Cross-disciplinary skills

InTASC Model Core Teaching Standards Update Committee

Mary Diez, Co-Chair
Dean, School of Education, Alverno College

Peter McWalters, Co-Chair
Commissioner, Rhode Island Department of Education (retired)

Kathleen Paliokas, Director
InTASC, Council of Chief State School Officers

David Paradise, Senior Associate
InTASC, Council of Chief State School Officers

-
- Richard Allan, Vice President, Evaluation Systems group of Pearson
 - Katherine Bassett, Director of Educator Relations, Educational Testing Service (State Teacher of the Year)
 - Victoria Chamberlain, Executive Director, Oregon Teacher Standards and Practices Commission
 - Pamela Coleman, Director of Teacher Education and Licensure, Kansas State Department of Education
 - Lynne Cook, Professor of Special Education and Director of the EdD in Educational Leadership at California State University, Dominguez Hills
 - Manuel Cox, Lead Teacher, Engineering Academy for Student Excellence (EASE), American High School (NBCT)
 - Nadene Davidson, Interim Head, Department of Teaching, University of Northern Iowa (NBCT)
 - Sydnee Dickson, Director, Teaching and Learning, Utah State Office of Education
 - Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support, West Virginia Department of Education
 - Maria Hyler, Assistant Professor, University of Maryland, College Park (NBCT)
 - Susan Johnsen, Professor in the Department of Educational Psychology and Director of the PhD Program, School of Education, Baylor University
 - Carlene Kirkpatrick, Instructional Coach, DeKalb County School System (NBCT)
 - Jean Miller, Consultant, Council of Chief State School Officers
 - Antoinette Mitchell, Interim Dean, School of Education, Trinity Washington University
 - Gwen Wallace Nagel, Director, Iowa Learning Online, Iowa Department of Education
 - Richelle Patterson, Senior Policy Analyst, Teacher Quality Department, National Education Association
 - Irving Richardson, Coordinator for Public Education and School Support NEA-NH (State Teacher of the Year)
 - Maria del Carmen Salazar, Assistant Professor, Curriculum and Instruction Morgridge College of Education, University of Denver
 - Theodore Small, 5th grade teacher, Clark County School District, Nevada
 - Afi Y. Wiggins, PhD Student, Research Statistics and Evaluation, Curry School of Education, University of Virginia

NBCT – National Board Certified Teacher

Works Cited in the Document

- Black, P. & William, D. (1998). Inside the black box: Raising standard through classroom assessment. *Phi Delta Kappan*, 41(8), 4–17.
- Bowman, B. T. & Stott, F. M. (1994). Understanding development in a cultural context: The challenge for teachers. In B. L. Mallory and R. S. New (Eds.), *Diversity and developmentally appropriate practice: Challenges for early childhood education*. New York: Teachers College Press.
- Bransford, J., Brown, A., & Cocking, R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.
- City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge, MA: Harvard Education Press.
- Elmore, R. F. (2008). *Improving the Instructional Core*. Unpublished manuscript.
- Newmann, F. M., Bryk, A. S., & Nagaoka, J. K. (2001). *Authentic intellectual work and standardized tests: Conflict or coexistence?* Chicago: Consortium on Chicago School Reform.
- Partnership for 21st Century Skills (2009). Framework for 21st Century Learning. Retrieved June 28, 2010, from http://www.p21.org/documents/p21_framework.pdf.
- Pianta, R. C. & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher*, 38(2), 109-119.
- Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. J. (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal*, 45(2), 365–397.
- Pianta, R. C., La Paro, K. M., Payne, C., Cox, M. J., & Bradley, R. (2002). The relation of kindergarten classroom environment to teacher, family, and school characteristics and child outcomes. *Elementary School Journal*, 102(3), 225–38.
- Resnick, L. B. (2010). Nested learning systems for the thinking curriculum. *Educational Researcher*, 39(3), 183–197.
- Schaps, E.; Battistich, V. & Solomon, D. (2004). Community in school as key to student growth: Findings from the Child Development Project. In J. Zins, R. Weissberg, M. Wang, & H. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 189–205). New York: Teachers College Press.
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29, (7), 4–14.
- Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, 63(3), 66–70.
- Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what we can do about it*. New York: Basic Books.

