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

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

NURTURE LEARNERS' GROWTH AND DEVELOPMENT

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

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

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

BUILD COLLABORATIVE SKILLS TO SUPPORT LEARNERS' COMPLEX DEVELOPMENT
- ❖ Work in professional learning teams to extend knowledge of learner development and probe implications, for example, of linguistic development on cognitive development
- ❖ Work with professional colleagues to design and implement experiences that are responsive to learners' complex developmental needs

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

RESPOND TO LEARNERS' COMMONALITIES AND DIFFERENCES

2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse

1	2	3
Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o)	*And…* The teacher continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor learner progress, and to adjust instruction. (2g; 2h; 2l; 2m)	*And…* Across a range of differences, the teacher anticipates and enhances access to challenging learning experiences by providing appropriate guidance, instruction, and resources. (8n; 9d)

Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o)

Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p)

Using information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p)

The teacher includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m)

The teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f)

The teacher follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g)

Column 2 (And…)

The teacher continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor learner progress, and to adjust instruction. (2g; 2h; 2l; 2m)

The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g., task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. (2a; 2d; 2g; 2h; 2m; 2n; 3r)

The teacher engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth (2a; 2b; 2c; 2d; 2j; 2m; 2n)

Refining her/his understanding of language proficiency levels, the teacher develops a range of supports to assist learners in developing content understanding and language proficiency. (1g; 2e; 2h; 2i; 2o)

The teacher makes strategic use of learners' primary language to support transfer of language skills and content knowledge. (1g; 2i; 2j; 2m; 2o)

The teacher designs learning experiences that facilitate learners' understanding of diverse communities within and outside of their own communities. (2j)

The teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness. (2a; 2b; 2f; 2g; 2l; 4f; 8n; 8r; 9d)

Column 3 (And…)

Across a range of differences, the teacher anticipates and enhances access to challenging learning experiences by providing appropriate guidance, instruction, and resources. (8n; 9d)

The teacher uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. (2a; 2b; 2c; 2h; 2l; 2m; 2n)

The teacher challenges each learner by adapting, scaffolding, enriching, and accelerating instruction to facilitate higher order thinking such as analysis, inquiry, and creative expression. (2l; 2m)

The teacher guides learners in taking responsibility for their own learning through individualized goal-setting and progress monitoring. (2l; 2m; 2n)

The teacher facilitates learners in taking responsibility for choosing approaches to a learning task that will be effective for them as individuals and produce quality work. (2l; 2m; 2n)

The teacher interacts with language learners to build a common understanding of their language learning experiences and needs, and to collaborate on instructional modifications and strategies to support language learning. (1g; 2e; 2i; 2l; 2n; 2o)

The teacher integrates diverse languages, dialects, and cultures into instructional practice to build on learners' prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. (1g; 2c; 2e; 2j; 2k; 2n; 2o; 8p)

The teacher promotes an understanding of inter- and intra-group diversity to facilitate learners' development of cultural competence and build respect across communities. (2j; 2k; 2n; 9e)

The teacher collaborates with learners, families, and school colleagues to expand the range of resources that address exceptional learning needs and enable learners to meet and exceed high standards. (2f; 2l; 8n; 9d)

Shift to increased ability to:

> **Deepen knowledge of and apply approaches to adapting instruction to meet the specific needs of individuals and groups of learners**

> **Anticipate and minimize challenges to learning and increase supports to achieve higher order learning**

Developed through professional learning that will, for example:

EXPAND KNOWLEDGE OF LEARNER DIVERSITY and its implications for adjusting instruction

- ❖ Participate in a structured course of study on second language development and/or cultural competence
- ❖ Interact with parents and local communities to identify resources that can be used to increase relevancy and learner engagement
- ❖ Engage in child study to understand the learner's experience inside and outside of school
- ❖ Consult with colleagues and specialists to deepen understanding of exceptional learner needs and options for adapting instruction

STRENGTHEN ANALYSIS AND REFLECTION ON PRACTICE

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

BUILD SKILL IN PROBLEM SOLVING to assure the achievement of learner outcomes

- ❖ Work collaboratively to identify and effectively use resources that can support particular learning needs
- ❖ Draw on learner input to structure modes of participation that increase learner interaction, engagement, and autonomy
- ❖ Work with a coach to support the intentional scaffolding of higher order learning across groups of students with particular needs

BUILD SKILL IN PERSONALIZING AND CUSTOMIZING LEARNING

- ❖ Identify particular challenges and use data to systematically address those challenges
- ❖ Work with colleagues to design and test varied supports for high-level achievement for learners with particular needs
- ❖ Share the results of individual or group inquiry to engage professional colleagues, communities, and students in examining ways to support particular groups of learners

Progression for Standard #3: Learning Environments

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

CREATE A POSITIVE LEARNING CLIMATE

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

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

Shift to increased ability to:

Facilitate learner contributions to developing a safe, respectful, and engaging learning environment

Collaborate with learners, colleagues, families to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility for learning

Developed through professional learning that will, for example:

BUILD SKILLS IN FACILITATING LEARNER INTERACTION

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice conflict resolution, restorative discipline, culturally responsive classroom management, etc.
- ❖ Observe colleagues who demonstrate effective elements of respectful classroom environments followed by debriefing
- ❖ Work with colleagues to examine and improve practice that supports full learner engagement

STRENGTHEN ANALYSIS AND REFLECTION ON THE IMPACT OF THE CLASSROOM ENVIRONMENT on student engagement and learning

- ❖ Engage in action research individually or collaboratively to examine the impact of the learning environment on individual responsibility for behavior and quality work
- ❖ Share practice with colleagues to give and receive feedback on strategies to support learner engagement in discussions
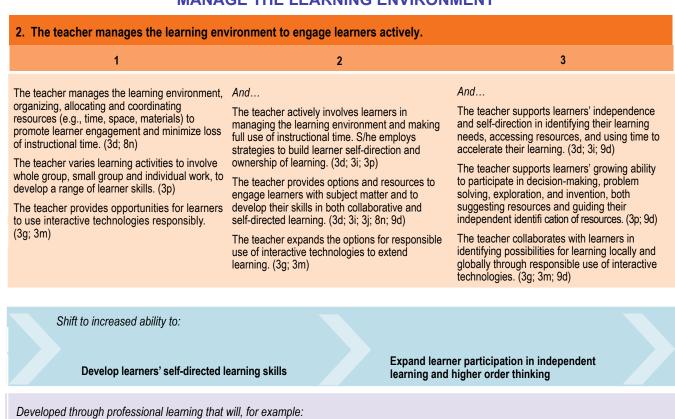
BUILD SKILLS AT DEVELOPING LEARNER AUTONOMY AND INTERDEPENDENCE

- ❖ Participate in observations of colleagues who exemplify skills in supporting learners' autonomy and interdependence followed by debriefing and coaching
- ❖ Engage students in learning to use self-assessment strategies to promote individual and group responsibility

BUILD SKILLS IN COLLABORATING with learners, colleagues, and families to assess the rigor of learning environments

- ❖ Use focus groups to get feedback from learners and families on the quality of the learning environment
- ❖ Engage in action research on ways to communicate with learners and families related to meaningful and challenging learning goals.

MANAGE THE LEARNING ENVIRONMENT

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

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

Shift to increased ability to:

Develop learners' self-directed learning skills	Expand learner participation in independent learning and higher order thinking

Developed through professional learning that will, for example:

BUILD SKILL IN ENGAGING LEARNERS TO BECOME MORE SELF-DIRECTED

❖ Access resources (books, articles, websites) for gaining knowledge about how to help learners become more self-directed
❖ Observe classroom strategies (live or video) for facilitating learner choice and seek coaching to guide own practice of strategies

❖ Share practice on learner self-assessment and goal-setting and seek feedback from critical friend(s)
❖ Conduct action research on ways to build learners' abilities to use multiple forms of data in ongoing decision-making

DEVELOP EXPERTISE IN APPLYING TECHNOLOGY TO SUPPORT LEARNING

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

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

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

STRENGTHEN ANALYSIS AND REFLECTION ON TEACHING FOR HIGHER ORDER THINKING

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

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Progression for Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

DEMONSTRATE TEACHER CONTENT KNOWLEDGE

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

DEEPEN KNOWLEDGE IN CONTENT AREA

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

STRENGTHEN ANALYSIS AND REFLECTION ON CURRENT CONTENT KNOWLEDGE AND LEARNER NEEDS

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

EXPAND PROFESSIONAL CONNECTIONS IN CONTENT AREA

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

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

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

CREATE LEARNING EXPERIENCES

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

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

Shift to increased ability to:

Adapt curriculum materials and instructional strategies to connect with learner backgrounds, experiences, and interests, and to support learner inquiry	Expand and refine purposeful and deliberate adaptation of materials and strategies to meet varied learner needs and promote independent learner inquiry

Developed through professional learning that will, for example:

STRENGETHEN ANALYSIS AND REFLECTION ON USE OF MATERIALS AND RESOURCES

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

EXPAND KNOWLEDGE OF ACADEMIC KNOWLEDGE IN THE CONTENT AREA

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

EXPAND SKILL IN CREATING AND ADAPTING LEARNING EXPERIENCES

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

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

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

Progression for Standard #5: Application of Content

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

EMBRACE DIVERSE PERSPECTIVES AND REAL WORLD ISSUES

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

DEVELOP KNOWLEDGE AND SKILL IN INTERDISCIPLINARY LEARNING AND REAL-WORLD APPLICATION

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

STRENGTHEN ANALYSIS AND REFLECTION ON THE DESIGN OF INTERDISCIPLINARY LEARNING EXPERIENCES

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

EXPAND KNOWLEDGE AND SKILL IN ENGAGING LEARNERS WITH REAL-WORLD PROBLEMS

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

BUILD ACTION RESEARCH SKILLS ON EFFECTIVE INTERDISCIPLINARY TEACHING AND LEARNING

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

DEVELOP CRITICAL THINKING, CREATIVITY, COLLABORATION, & COMMUNICATION

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

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

Shift to increased ability to:		
Build learner awareness of their developing higher order skills and application of those skills in real-world contexts	**Foster learner confidence and application of higher order skills in independent and collaborative real-world contexts**	

Developed through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL IN GUIDING LEARNERS' TO UNDERSTAND AND APPLY HIGHER ORDER SKILLS

- ❖ Access and use varied resources (courses, workshops, webinars, internet, podcasts, etc.) to support the design and implementation of learning experiences that build critical thinking skills (e.g., Socratic seminar techniques)
- ❖ Observe and debrief with teachers who are successful in supporting learner development of collaborative learning skills (e.g., active listening, talking); implement specific observed strategies and seek feedback on their effectiveness

STRENGTHEN ANALYSIS AND REFLECTION ON ONE'S ABILITY TO USE METACOGNITIVE STRATEGIES

- ❖ Keep a journal documenting the use of metacognitive strategies, analyze those strategies with a critical friend, and refine practice
- ❖ Survey or hold discussions with learners about their increasing awareness of the need to adapt one's communication for real-world audiences
- ❖ Video or audio record lessons aimed at building learner metacognitive strategies and make adjustments based on an analysis of what happened

EXPAND KNOWLEDGE AND SKILL IN PROMOTING LEARNER INDEPENDENCE

- ❖ Form interdisciplinary study groups with colleagues to share resources and debrief practice and to build common strategies to strengthen learner presentation skills and self-assessment skills
- ❖ Engage in collaborative research on ways to support learner creativity through independent and collaborative inquiry projects (e.g., arts-based learning, integration of technology)

BUILD PROFESSIONAL AND COMMUNITY CONNECTIONS TO INCREASE OPTIONS FOR REAL-WORLD APPLICATION

- ❖ Engage in shadowing programs sponsored by local businesses or communities to gain first-hand knowledge of real-world applications of content
- ❖ Use technology to research the potential real-world applications of content in and across disciplines

Progression for Standard #6: Assessment

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

DESIGN AND USE OF MULTIPLE METHODS OF ASSESSMENT

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

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

Shift to increased ability to:

Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth	**Align assessment techniques to information needed to maximize individual student learning and improve school curriculum and instruction**

Developed through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL IN USING ASSESSMENT EFFECTIVELY

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

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

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

EXPAND KNOWLEDGE AND SKILL TO ASSESS HIGHER ORDER SKILLS

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

BUILD SKILLS IN COLLABORATIVE ANALYSIS OF DATA

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

USE OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL TO ENGAGE LEARNERS IN THEIR OWN GROWTH

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

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

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

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

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

BUILD COLLABORATION SKILLS ON WAYS TO IMPROVE ASSESSMENT PRACTICE

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

ETHICAL USE AND MINIMIZATION OF BIAS

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

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

Shift to increased ability to:

Appropriately prepare, adapt, and/or modify assessment practice

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

Developed through professional learning that will, for example:

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

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

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

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

BUILD NETWORKS OF PROFESSIONAL COLLEAGUES to support ethical assessment practice

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

PROMOTE COLLABORATIVE ACTION RESEARCH

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

Progression for Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PLAN FOR DIVERSE LEARNERS USING A RANGE OF RESOURCES

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

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

Shift to increased ability to:

Support individual learners to develop deep content understanding and critical learning skills	**Expand the role/responsibility of learners to collaborate in planning for their learning**

Developed through professional learning that will, for example:

STRENGTHEN ANALYSIS AND REFLECTION ON EXPERIENCE WITH LEARNERS, CURRICULUM, AND INSTRUCTION	**BUILD SKILL IN SUPPORTING LEARNER OWNERSHIP AND RESPONSIBILITY FOR LEARNING**
❖ Systematically analyze student work samples in relationship to curriculum goals in order to adjust planning to meet student needs ❖ Keep annotated notes on lesson plans to guide real-time adjustments and future planning ❖ Work with a mentor and/or invite a colleague to provide feedback on instructional plans	❖ Access and use protocols and processes to support learner ownership and responsibility for identifying pathways and resources for learning and get student feedback ❖ Observe or participate in team planning of ways to build learner readiness for independent goal-setting, implementing, and monitoring ❖ Seek coaching to strengthen ability to work with learners in personalizing learning goals and experiences
EXPAND KNOWLEDGE AND SKILL IN CREATING CHALLENGING LEARNING EXPERIENCES ❖ Join a study group on the Common Core and/or other college and career ready standards and use the knowledge to adapt instructional plans ❖ Access structured input (e.g., workshops, in-person or online courses, webinars, social media) in the discipline area(s) to build skill in creating challenging learning experiences through the use of technology. ❖ Use grade-level or subject area team meetings to seek feedback on appropriate levels of challenge and support for learners	**STRENGTHEN ANALYSIS AND REFLECTION ON THE IMPACT OF PLANNING** to reach rigorous curriculum goals ❖ Use technology (e.g., clickers, graphs, digital portfolios) to maintain records of learner choice related to ways to customize and personalize learner goals and experiences ❖ Analyze patterns in learner choice to identify needs for additional resources to support learners in goal attainment ❖ Engage learners in producing narrative accounts (e.g., blogs, wikis) of meeting challenging learning goals and reflect on ways to support high-level learning

PLAN USING ASESSMENT DATA

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

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

Shift to increased ability to:

Analyze data and make inferences that assist in differentiating learning and adjusting planning	Use summative and formative data to identify patterns that need to be addressed in planning

Developed through professional learning that will, for example:

BUILD SKILL IN ANALYSIS OF DATA TO GUIDE PLANNING

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

STRENGTHEN ANALYSIS AND REFLECTION ON USE OF DATA IN PLANNING

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

EXPAND SKILL IN HIGH-LEVEL DATA ANALYSIS

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

BUILD COLLABORATIVE SKILLS TO IMPROVE USE OF DATA IN PLANNING

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

PLAN THROUGH COLLABORATION

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

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

Shift to increased ability to:

Use a range of inputs and resources in planning

Personalize learning through engagement of learners and learners' communities

Developed through professional learning that will, for example:

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

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

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

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

Progression for Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USE A VARIETY OF INSTRUCTIONAL STRATEGIES

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

BUILD KNOWLEDGE AND SKILL IN USE OF INSTRUCTIONAL STRATEGIES

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

STRENGTHEN ANALYSIS AND REFLECTION ON USE OF INSTRUCTIONAL STRATEGIES

❖ Use grade-level or subject-area team meetings to target strategies that can differentiate support for learners with different needs
❖ Survey students to identify strengths and weaknesses in strategy repertoire and use feedback to adapt and expand range of strategies

EXPAND KNOWLEDGE AND SKILL IN USE OF INSTRUCTIONAL STRATEGIES

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

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

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

DEVELOP DEEP UNDERSTANDING, MAKE CONNECTIONS, & APPLY CONTENT

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

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

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

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

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

EXPAND KNOWLEDGE AND SKILLLS TO ENGAGE LEARNERS IN COLLABORATIVE INQUIRY

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

STRENGTHEN ANALYSIS AND REFLECTION ON THE IMPACT OF PARTICULAR HIGHER ORDER STRATEGIES

- ❖ Work with colleagues to implement and monitor the effect of strategies that support learner engagement and authentic problem solving
- ❖ Hold a focus group of colleagues to share challenges and successes in making higher order work with learners more collaborative

Progression for Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices & actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PURSUE PROFESSIONAL LEARNING

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

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

Shift to increased ability to:

Assume ownership and responsibility for ongoing professional learning connected to learner needs	Collaborate with colleagues to design and implement professional learning for self and others

Developed through professional learning that will, for example:

BUILD SKILLS ON HOW TO DEVELOP A PROFESSIONAL GROWTH PLAN

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

STRENGTHEN ANALYSIS AND REFLECTION ON LEARNER NEEDS

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

EXPAND SKILLS IN FACILITATING ADULT LEARNING

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

BUILD SKILL IN DESIGNING PROFESSIONAL LEARNING EXPERIENCES TO IMPROVE PRACTICE

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

STRIVE FOR CONTINUOUS IMPROVEMENT

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

BUILD SKILL IN WORKING WITH DATA

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

STRENGTHEN ANALYSIS AND REFLECTION ON GROWING SKILL IN ANALYSIS OF EVIDENCE

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

ENHANCE SKILL IN WORKING WITH DATA ANALYSIS

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

ENHANCE SKILL IN FACILITATING ADULT LEARNING

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

PRACTICE ETHICALLY

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

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

Shift to increased ability to:

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

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

Developed through professional learning that will, for example:

BUILD SKILL IN RECOGNIZING AND ADDRESSING ETHICAL ISSUES

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

STRENGTHEN ANALYSIS AND REFLECTION ON ETHICAL DILEMMAS

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

BUILD SKILLS IN DIALOGUE

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

CREATE LEARNING COMMUNITIES AROUND ETHICAL ISSUES

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

Progression for Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

COLLABORATE AND DEMONSTRATE PROFESSIONALISM

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

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

Shift to increased ability to:

Deepen collaborative engagement with colleagues, learners, and learners' families

Engage in advocacy in varied collaborative contexts

Developed through professional learning that will, for example:

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

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

STRENGTHEN ANALYSIS AND REFLECTION ON STRENGTHS AND WEAKNESSES IN COLLABORATIVE WORK

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

BUILD PROFESSIONAL AND COMMUNITY CONNECTIONS in support of learner growth

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

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

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

SEEK APPROPRIATE LEADERSHIP OPPORTUNITIES

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

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

Shift to increased ability to:

Assume varied leadership roles

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

Developed through professional learning that will, for example:

BUILD LEADERSHIP SKILLS

❖ Use structured processes (e.g., workshops, in-person or online courses, webinars, social media) to develop skills related to team work, mentoring, and group facilitation

❖ Join colleagues in a book study related to how to build inclusive structures at the school level

STRENGTHEN ANALYSIS AND REFLECTION ON LEADERSHIP SKILLS

❖ Video record self in group situation, analyze interaction, and set goals for improvement

❖ Seek feedback from critical friend(s) on application of leadership skills

BUILD SKILLS TO CONDUCT AND DISSEMINATE RESEARCH

❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to learn and practice research and presentation skills

❖ Join an online discussion group that explores best practices for how to address various school-level issues

STRENGTHEN ANALYSIS AND REFLECTION ON VARIED LEADERSHIP ROLES

❖ Shadow a leader in the profession and debrief the experience

❖ Explore entry pathways to taking leadership roles in schools, districts, or professional organizations

❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to explore theory and strategies around how to support adult learning

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0