

## InTASC Learning Progressions for Teachers 1.0:

### A Resource for Ongoing Teacher Development (2013)

#### At a Glance

##### **Learner Development & Learning Differences**

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

Standard #2: 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.

Progression Indicators:

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.
2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

##### **Learning Environments**

Standard #3: 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.

Progression Indicators:

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.
2. The teacher manages the learning environment to engage learners actively.

##### **Content Knowledge**

Standard #4: 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.

Progression Indicators:

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

## **Application of Content**

Standard #5: 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.

Progression Indicators:

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.
2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

## **Assessment**

Standard #6: 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.

Progression Indicators:

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.
2. The teacher uses assessment to engage learners in their own growth.
3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

## **Planning for Instruction**

Standard #7: 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.

Progression Indicators:

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

## **Instructional Strategies**

Standard #8: 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.

Progressive Indicators:

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

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

### **Professional Learning and Ethical Practice**

Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Progression Indicators:

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.
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.
3. The teacher practices the profession in an ethical manner.

### **Leadership and Collaboration**

Standard #10: 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.

Progression Indicators:

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