

Crosswalk: Previous versus New Professional Education Standards

General Information about this Revision

- » Reflects the ten InTASC (Interstate Teacher Assessment and Support Consortium) standards
- » Further integrates cross-cutting themes of collaboration, communication, creativity/innovation, critical thinking/problem solving, multiple perspectives, technology
- » Organizes standards under four general categories: the learner and learning, content, instructional practice, professional responsibility
- » Aligns with the KEEP (Kansas Educator Evaluation Protocol) teacher constructs and components
- » Describes what effective teaching (that leads to improved student achievement) should “look like”
- » Uses more relevant and rigorous language fitting the needs of today’s global learners
- » Incorporates 13 old standards into ten new standards
- » Changes usage of “students” to “learners”

The Learner and Learning

To ensure that each student learns new knowledge and skills, teachers must understand that:

- learning and developmental patterns vary among individuals
- learners bring unique individual differences to the learning process
- learners need supportive and safe learning environments to thrive

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
(#2) The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.	Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	<ul style="list-style-type: none"> • Additional emphasis on need for deeper knowledge and skills to customize learning for an ever-increasing range of individual differences. • Emphasis on role of culture and language in learning • Recognition of variance within and across cognitive, linguistic, social, emotional and physical areas • Change in usage from “opportunities” to “experiences” • Stress on importance of maintaining high expectations for learners and providing appropriate, relevant and rigorous learning experiences for every learner.
(#3) The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.	Standard 2: Learning Differences The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.	<ul style="list-style-type: none"> • Increased focus on teacher understanding that learners bring to their learning varying experiences, abilities, talents and prior learning – as well as language, culture, family and community values – that can be used to promote learning • Additional emphasis on inclusive environments

<p>(#5) The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(#12) The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information; enhance instructional practices; facilitate professional productivity and communication; and help all students use instructional technology effectively.</p>	<p>Standard 3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<ul style="list-style-type: none"> • Increased rigor in standards for learners • Integration of previously separate technology standards • Emphasis on individual <u>and</u> collaborative/cooperative learning
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Content

Teachers must have a deep and flexible understanding of the content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>(#1) The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.</p>	<p>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 content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.</p>	<ul style="list-style-type: none"> • Emphasis on learner accessibility, relevance and mastery of specific content • Integration of cross-disciplinary skills (e.g. critical thinking, problem solving, literacy, creativity, communication) • Concept-based teaching and incorporation of learning opportunities that involve solving authentic real-world problems independently and collaboratively • Additional relevance through connections to local, state, national and global issues
<p>(#11) The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p>	<p>Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.</p>	

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>(#8) The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p>	<p>Standard 6: Assessment The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.</p>	<ul style="list-style-type: none"> • Use of data in making instructional decisions • Integration of multiple measures (as opposed to formal/informal assessment) into instructional practice to provide immediate feedback and modify instruction • Engagement of learners in self-assessment • Focused planning on use of a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning in creative ways
<p>(#7) The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p> <p>(#13) The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.</p>	<p>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, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	
<p>(#6) The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(#4) The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	<p>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 relevant ways.</p>	

Professional Responsibility

The standards require transparency of practice and ongoing, embedded professional learning where teachers engage in collective inquiry.

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>(#9) The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</p>	<p>Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<ul style="list-style-type: none"> • Increased focus on teacher responsibility for learning • Added emphasis on use of data/evidence for instructional decision making • Stronger concentration on collaborative and ongoing professional learning • Emphasis on importance of teachers as leaders • Additional emphasis on teacher's impact on learners, parents, families, other professionals and community
<p>(#10) The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p>	<p>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, support staff, and community members to ensure learner growth, and to advance the profession.</p>	