

Alabama Core Teaching Standards

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(2) Learning Differences The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

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(o) The candidate values diverse languages and dialects and seeks to integrate them into his/her

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

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

(p) The candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

(q) The candidate seeks to foster respectful communication among all members of the learning community.

(r) The candidate is a thoughtful and responsive listener and observer.

(4) Content Knowledge The candidate 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.

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

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

(c) The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.

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

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

(f) The candidate evaluates and modifies instructional resources and curriculum materials for their

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(k) The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

(l) The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.

(m) The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.

(n) The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.

(o) The candidate has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.

(p) The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in

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(e) The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

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

(g) The candidate facilitates learners' ability to develop diverse social and cultural perspectives that

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(m) The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The candidate understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

(10) Leadership and Collaboration The candidate 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.

(a) The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

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

(c) The candidate engages collaboratively in the school effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

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

(e) The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

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

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

(h) The candidate uses and generates meaningful research on education issues and policies.

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

(j) The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

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

(l) The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

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(m) The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.