

Core Teaching and Leadership Standards

Current Model for Licensing Portfolio

Part One Theme: The Learner and Learning

1. Learner Development
2. Learning Differences
3. Learning Environments

Part Two Theme: Content Knowledge and Instructional Practice

4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies

Part Three Theme: Professional Responsibility

9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Directions for participants: Please review the Current Core Teaching Standards (CTS) and enter comments in the table. And submit to andrew.prowten@vermont.gov

Background: The Vermont CTS are derived from the National inTASC standards of 2012 developed and published by CCSSO. National organizations are electing not to revise the current standards, and states are making a coordinated effort to bring standards up to contemporary best practice.

Scope of work: The Vermont Standard's Board for Professional Educators (VSBPE) is seeking input from the Vermont educational community to provide input on the CTS used for educator preparation and licensure renewal. This is only the first step of many in the process.

Other state examples:

Parameters on Revisions:

- Maintain three themes (student learning, content and instruction, professional responsibilities)
- 8-10 Core Standards
- 4-6 elements in each standard

Your information: (optional)

Name:

Email:

Organization/affiliation:

Role in organization:

Would you like to continue receiving communications and or participate in this process (please highlight)? Yes No

Current Standards	Comments on current standard	What is missing?	Suggested changes
<p>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 and challenging learning experiences.</p>			
<p>Standard 2: Learning Differences – 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.</p>			
<p>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.</p>			
<p>Standard 4: Content Knowledge</p>			

<p>and Pedagogical Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) [they] teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.</p>			
<p>Standard 5: Application of Content for Transferable Skills – 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.</p>			
<p>Standard 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.</p>			
<p>Standard 7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous</p>			

<p>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.</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 meaningful ways.</p>			
<p>Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>			
<p>Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate</p>			

with learners, families, colleagues,
other school professionals, and
community members to ensure
learner growth and to advance the
profession.

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