

InTASC Integration in EDU 211 Framework

Interstate New Teacher Assessment Support Consortium (InTASC) Standards	Rationale for Implementation	Implementation (Schedule of Assignments/Topics Alignment)	Formative or Summative Assessments	Evidence of Student Comprehension/Growth
<p>The Learner and Learning</p> <p>Standard 1: Learner Development The teacher/PST 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/PST 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/PST 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><i>Student:</i> PSTs will be aware of the diversity of a P-12 education setting through the exposure of the D7s (race, gender, sexuality, spirituality, age, SES, and ability) identifiers.</p> <p><i>Instructor:</i> Course instructor approaches/models the cohort with the understanding that students' funds of knowledge is from a multi-dimensional apparatus.</p> <p><i>Student:</i> PSTs will be aware of the diversity of a P-12 education setting through the exposure of the D7s (race, gender, sexuality, spirituality, age, SES, and ability) identifiers and the IEFA influenced team collaborative project.</p> <p><i>Instructor:</i> Course instructor approaches/models the cohort with the understanding that student development in higher education is critical, and Baxter's self-authorship framework is an influencer in the development of activities, assessments, discussions, lectures, literature, and videos.</p>	<p><i>Schedule of Topics:</i> PSTs become aware of the diversity of education and society in <i>Phase 1</i> (i.e., development of the mindset on relationships, climate, and the learning process) & <i>Phase 2</i> (i.e., development of awareness through the D7s).</p> <p><i>Schedule of Topics:</i> PSTs become aware of learning preferences through the material in <i>Phase 1</i> (development of the mindset on the diversity of learning preferences and the necessity of positive school climate) and <i>Phase 3</i> (develop awareness through the introduction of the three principles of the science of the individual, jaggedness, context-if-the signatures, and multiple pathways).</p> <p><i>Schedule of Topics:</i> PSTs develop an awareness of learning environments through material in <i>Phase 1</i> (development of the mindset through the awareness of brave-safe space concept, development of classroom norms, UDL, MTSS, SAMR model, and ICTs/Assistive Technologies) and <i>Phase 2</i> (develop an awareness of the necessity to develop an inclusive educational experience for all students - a socially just education for all).</p>	<p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will produce a presentation of their choice over the comprehension and implementation of the common narrative of <i>Phase 2, An Indigenous Peoples' History of the United States for Young People</i>; PSTs research and collaborate in teams and present one of the D7s' societal implications.</p> <p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will produce a presentation of their choice over the comprehension and implementation of the common narrative of <i>Phase 2, An Indigenous Peoples' History of the United States for Young People</i>; PSTs research and collaborate in teams and present one of the D7s' societal implications; PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit; finally, PSTs conduct an initial cultural autobiography and a "bookend" final self-reflection.</p> <p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p>	<p>PSTs growth or awareness is assessed through the completion of the 11 discussion threads.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p> <p>PSTs semester growth is assessed by the cultural autobiography and final self-reflection, producing evidence of the possible transition from cultural humility (understanding of self-identity) to cultural humanity (understanding of societal identities through awareness and the development of empathy). The goal is to at least start the transition.</p> <p>PSTs semester growth is assessed by the cultural autobiography and final self-reflection, producing evidence of the possible transition from cultural humility (understanding of self-identity) to cultural humanity (understanding of societal identities through awareness and the development of empathy). The goal is to at least start the transition.</p> <p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p>
<p>Content</p> <p>Standard 4: Content Knowledge The teacher/PST understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard 5: Application of Content The teacher/PST 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><i>Student:</i> PSTs will become aware of the spectrum of educational concepts, theories, and practices and the development of an inclusive education experience through modeling and educational research that focuses on teaching to the parameters.</p> <p><i>Instructor:</i> Course instructor models/instructs the implementation of the spectrum of educational concepts, theories, and practices to develop the course's environment (physical or virtual).</p> <p><i>Student:</i> PSTs will understand the multi-dimensional approach to integrate the diversity of funds of knowledge, and the approach to critical thinking on current local, state, federal, and issues and their implications in P-12 education communities.</p> <p><i>Instructor:</i> Course instructor will model the integration of the diversity of funds of knowledge through the connection of concepts from multiple perspectives, supporting an approach to critical thinking regarding local, state, federal, and global issues.</p>	<p><i>Schedule of Topics:</i> PSTs develop an understanding of multiple educational concepts, theories, and practices in <i>Phase 1</i> (develop a mindset through the awareness of brave-safe space concept, universal expectations, brain science, UDL, MTSS, SAMR model, and ICTs/Assistive Technologies), <i>Phase 2</i> (develop an awareness of culturally responsive practices that include the D7-), and <i>Phase 3</i> (apply the understanding of cultural responsive teaching practices).</p> <p><i>Schedule of Topics:</i> PSTs develop an understanding of to integrate multiple concepts and perspectives to engage critical thinking through local, state, federal, and global issues in <i>Phase 3</i> (apply the understanding by the conceptualization and design of a lesson plan, that is part of a team collaborative unit).</p>	<p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will produce a presentation of their choice over the comprehension and implementation of the common narrative of <i>Phase 2, An Indigenous Peoples' History of the United States for Young People</i>; PSTs research and collaborate in teams and present one of the D7s' societal implications; finally, PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p> <p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will produce a presentation of their choice over the comprehension and implementation of the common narrative of <i>Phase 2, An Indigenous Peoples' History of the United States for Young People</i>; PSTs research and collaborate in teams and present one of the D7s' societal implications; finally, PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p>	<p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p> <p>PSTs semester growth is assessed by the cultural autobiography and final self-reflection, producing evidence of the possible transition from cultural humility (understanding of self-identity) to cultural humanity (understanding of societal identities through awareness and the development of empathy). The goal is to at least start the transition.</p> <p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p>
<p>Instructional Practice</p> <p>Standard 6: Assessment The teacher/PST 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.</p> <p>Standard 7: Planning for Instruction The teacher/PSTs 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.</p> <p>Standard 8: Instructional Strategies The teacher/PSTs 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><i>Student:</i> PSTs will understand the multiple methods of product delivery through practical application (i.e., tasks and assignments), rubrics (i.e., expectations), and modeling (i.e., in-class activities, such as the Lifeline Activity (see here for example) and Walk the Mile activities).</p> <p><i>Instructor:</i> Course instructor will model multiple methods of product assessments (i.e., written or video discussion thread submissions), and multiple methods of accessibility (through the implementation of UDL).</p> <p><i>Student:</i> PSTs will develop culturally responsive teaching practices and integrate the principles into a lesson plan (i.e., IEFA signature assignment).</p> <p><i>Instructor:</i> Course instructor will model and inform PSTs on the integration of culturally responsive practices over the spectrum of curricula, including the framework of EDU 211.</p> <p><i>Student:</i> PSTs will develop an awareness of the multi-dimensional approach to develop meaningful ways to present materials of a curriculum.</p> <p><i>Instructor:</i> Course instructor will model and inform PSTs on the multitude of methods of presenting information (i.e., assistive technologies).</p>	<p><i>Schedule of Topics:</i> PSTs develop an understanding of the necessity of multiple methods of assessment in <i>Phase 3</i> (apply the understanding of the necessity of assessments through the conceptualization and design of a lesson plan, that is part of a team collaborative unit).</p> <p><i>Schedule of Topics:</i> PSTs conceptualize and design a lesson plan (part of a team unit) in <i>Phase 3</i> (apply the understanding of how to collaborate across multiple content areas, supporting cross-curricular collaboration).</p> <p><i>Schedule of Topics:</i> PSTs develop an awareness of the multi-dimensional methods to presenting assignments, tasks, lectures, literature, or videos in a curriculum in <i>Phase 1</i> (develop an awareness through the modeling on D2L), <i>Phase 2</i> (apply awareness when presenting one of the D7s as a team), and <i>Phase 3</i> (applying an understanding by the conceptualization and design of a lesson plan that aligns within a ten unit).</p>	<p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p> <p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p> <p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs research and collaborate in teams and present one of the D7s' societal implications; and, PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p>	<p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p> <p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p>
<p>Professional Responsibility</p> <p>Standard 9: Professional Learning & Ethical Practices 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> <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, and community members to ensure learner growth, and to advance the profession.</p>	<p><i>Student:</i> PSTs are introduced to the concept of professional development and the necessity to continuously reflect, hone, and re-evaluate their pedagogy.</p> <p><i>Instructor:</i> Course instructor will model and instruct how to become a lifelong learner and how to adapt to the fluidity of 21st-century education and society.</p> <p><i>Student:</i> PSTs are introduced to the multiple components in the P-12 education setting, and become aware of the diversity within communities.</p> <p><i>Instructor:</i> Course instructor will inform PSTs about the P-12 education administration and system to create a familiarity when progressing through a TPP.</p>	<p><i>Schedule of Topics:</i> PSTs developing an awareness of the necessity of professional learning in <i>Phase 2</i> (develop an awareness of the necessity to embrace the concept of becoming a lifelong learner) and <i>Phase 3</i> (participate in workshop that supports the concepts of professional development).</p> <p><i>Schedule of Topics:</i> PSTs develop an awareness of the complexity of the P-12 education system in <i>Phase 1</i> (develop the mindset to develop relationships with students, families, colleagues, administration, and other community members), <i>Phase 2</i> (develop awareness of the diversity of communities and the necessity to include counter-narratives), and <i>Phase 3</i> (develop an understanding of the principles of the science of the individual, jaggedness, context-if-then signatures, and multi-pathways and the influences of Taylorism (standardizing) and Thorndikian (ranking and sorting)).</p>	<p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p> <p><i>Formative:</i> PSTs will conduct 11 weekly discussion threads.</p> <p><i>Summative:</i> PSTs will conceptualize design an effective, efficient, and relevant culturally responsive lesson plan that is part a collaborative team unit.</p>	<p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p> <p>The snapshots of understanding are analyzed by the summative assessments.</p> <p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p> <p>PSTs growth of awareness is assessed through the completion of the 11 discussion threads.</p>

Reference:
Council of Chief State School Officers. (2013). Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

*PST = Pre-Service Teacher in a teacher preparation program (TPP)
**Note: Please not that *An Indigenous Peoples' History of the United States for Young People* is \$14.81 (paperback) and \$14.99 (kindle) and *Vital: A Torch for Your Social Justice Journey* is \$12.00 (paperback) and \$2.99 (kindle) on Amazon to reduce student cost. *Vital: A Torch for Your Social Justice Journey* is free with Kindle Unlimited.

Could possibly develop a program to provide a free copy of *An Indigenous Peoples' History of the United States for Young People* to each PST that goes through the EDU 211 courses.

Alternative text, *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* is \$45.76 - \$69.80 (e-textbook) and \$29.85 - \$73.47 (paperback) on Amazon, which is not a text utilized text in all EDU 211 courses in the TPP.

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