Appendix D
Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

Background on the InTASC Model Core Teaching Standards: The Model Core Teaching Standards ("Standards") were developed by states for states through the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC). The Standards articulate a common core of teaching knowledge and skills that cut across all subject areas and grade levels. Their purpose is to outline what all teachers should know and be able to do to help all students reach the goal of being college and career ready in today's world.

Many states rely on the InTASC Standards to define their own teacher standards, draft preparation program approval requirements, design teacher licensure assessments, and establish professional development requirements for license renewal and in-service growth. Some teacher education faculty, assessment developers, and professional development providers also utilize the standards when designing their respective programs.

How the Competencies fit with the Standards: While the Standards represent big-picture descriptions of what teachers should know and be able to do, the Educator Competencies for Personalized Learning ("Competencies") are written "one level down" in granularity. They are intended to provide greater specificity and a more concrete articulation of teacher knowledge, skills, and dispositions within the specific context of personalized learning environments.

The following crosswalks attempt to articulate (1) the alignment between the Standards and the Competencies, and (2) the unique concepts or areas of emphasis within each Standard that are called out by the Competencies.

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

Crosswalk Part One: InTASC Model Core Teaching Standards relevant to the Educator Competencies for Personalized, Learner-Centered Teaching Domains

The following table provides an overview of the Standards that are aligned to the Competencies' four domains.

Educator Competencies for Personalized, Learner-Centered Teaching	Related InTASC Standards
Cognitive Domain *The Cognitive Domain consists of what teachers **need to know** in order to create personalized, learner-centered environments. These include both the knowledge of key subject matter content and human and brain development that is needed in order to foster students' content learning and **metacognitive** development (e.g., critical thinking, information literacy, reasoning, argumentation, innovation, self-regulation, and learning habits).* **Competencies include:** 1. Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery. 2. Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators. 3. Understand and employ techniques for developing students' skills of metacognition, self-regulation, and perseverance.	**#4. Content Knowledge** *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.* --- **#5. Application of Content** *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.*

Educator Competencies for Personalized, Learner-Centered Teaching	Related InTASC Standards
Intrapersonal Domain *The Intrapersonal Domain contains the generalized "capacity to manage one's behavior and emotions to achieve one's goals"[xi] or what internal capacity personalized, learner-centered educators* **need to process.** *It comprises the habits of mind, expectations for students, and assumptions about the teaching profession that educators should have.* **Competencies include:** 1. Convey a dedication to all learners—especially those historically marginalized and/or least served by public higher education—reaching college, career, and civic readiness. 2. Demonstrate an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning. 3. Engage in deliberate practices of adapting and modeling persistence and a growth mindset. 4. Facilitate and prioritize shifting to and maintaining a learner-centered culture. 5. Demonstrate an orientation toward and commitment to lifelong professional learning. 6. Analyze evidence to improve personal practices.	**#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.*

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

Educator Competencies for Personalized, Learner-Centered Teaching	Related InTASC Standards
Interpersonal Domain *The Interpersonal Domain comprises the generalized ability to "express ideas and interpret and respond to messages from others."[xii] Encapsulating personalized, learner-centered educators'* **need to relate,** *this domain includes the social, personal, and leadership skills to foster beneficial relationships with students, peers, and the greater community.* **Competencies include:** 1. Design, strengthen, and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning. 2. Build strong relationships that contribute to individual and collective success. 3. Contribute to college and career access and success for all learners, particularly those historically marginalized and/or least served by public higher education due to differences in background, demographics, learning style, or culture. 4. Seek appropriate individual or shared leadership roles to continue professional growth, advancement, and increasing responsibility for student learning and advancement.	**#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.* --- **#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.* --- **#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.*

Educator Competencies for Personalized, Learner-Centered Teaching	Related InTASC Standards

Instructional Domain

Skills in the instructional domain describe what personalized, learner-centered educators need to do to bring distinctly learner-centered pedagogical techniques into the classroom. These include creating engaging and relevant curriculum, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery.

Competencies include:

1. Use a mastery approach to learning.

2. Use assessment and data as tools for learning.

3. Customize the learning experience.

4. Promote student agency and ownership with regard to learning.

5. Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards.

6. Develop and facilitate project-based learning experiences.

7. Use collaborative group work.

8. Use technology in service of learning.

#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.

#6. Assessment

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.

#7 Planning for Instruction

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.

#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.

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

Crosswalk Part Two: **Additional areas of emphasis within each InTASC Standard**

The following table provides greater detail regarding the relationship between the 2013 InTASC Standards and the Competencies. The table should be used to understand how the Competencies either reinforce or call out specific areas of emphasis within each of the Standards. The table also provides references to related competencies for each standard.

InTASC 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.	
Performances	**Areas of Emphasis for Personalized Learning**
(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	Reinforces the InTASC standard.
	See related Educator Competencies for Personalized Learning:
	• **Cognitive #1:** Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery.
(b) The teacher creates developmentally appropriate instruction that takes into account individual students' strengths, interests and needs and that allow each student to advance and accelerate his/her learning.	• **Cognitive #2:** Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators.
	• **Cognitive #3:** Understand and employ techniques for developing students' skills of metacognition, self-regulation, and perseverance.
(c) The teacher collaborates with families, colleagues and other professionals to promote student growth and development.	• **Interpersonal #1:** Design, strengthen, and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning.
	• **Interpersonal #2:** Build strong relationships that contribute to individual and collective success.

InTASC 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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher 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.	Reinforces the InTASC standard, while emphasizing that *all* students should receive the kind of personalized, "timely provisions" described in 2(b), not just some students with "particular learning differences or needs." Further clarifies that the "appropriate services and resources to meet specific learning differences or needs" described in 2(f) may be found outside the school building or occur outside the school day. Also further defines the concept of a mastery approach to learning implied by 2(c) by providing additional indicators.
(b) The teacher makes appropriate and timely provisions (pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students who have particular learning differences or needs.	
(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	See related Educator Competencies for Personalized Learning:
(d) The teacher brings multiple perspectives to the discussion of content, including attention to the students' personal, family, and community experiences and cultural norms.	• **Instructional #1:** Use a mastery approach to learning. • **Instructional #2:** Use assessment and data as tools for learning. • **Instructional #3:** Customize the learning experience. • **Instructional #4:** Promote student agency and ownership with regard to learning.
(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	• **Instructional #5:** Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards. • **Instructional #6:** Develop and facilitate project-based learning experiences. • **Instructional #7:** Use collaborative group work.
(f) The teacher accesses appropriate services and resources to meet specific learning differences or needs.	• **Instructional #8:** Use technology in service of learning.

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

InTASC 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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	Reinforces many of the ideas in the InTASC standard, but places emphasis on the learner as a co-creator of their learning environment.
(b) The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.	See related Educator Competencies for Personalized Learning: • **Cognitive #2:** Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators
(c) The teacher collaborates with students to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	• **Cognitive #3:** Understand and employ techniques for developing students' skills of metacognition, self-regulation, and perseverance.
(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	• **Intrapersonal #1:** Convey a dedication to all learners – especially those historically marginalized and/or least served by public higher education – reaching college, career, and civic readiness.
(e) The teacher uses a variety of methods to engage students in evaluating the learning environment and collaborates with students to make appropriate adjustments.	• **Intrapersonal #2:** Demonstrate an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning.
(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	• **Intrapersonal #3:** Engage in deliberate practices of adapting and modeling persistence and a growth mindset. • **Intrapersonal #4:** Facilitate and prioritize shifting to and maintaining a learner-centered culture. • **Interpersonal #3:** Contribute to college and career access and success for all learners, particularly those historically marginalized and/or least served by public higher education due to differences in background, demographics, learning style, or culture.
(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	• **Instructional #4:** Promote student agency and ownership with regard to learning.
(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	

InTASC 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 learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher 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.	Reinforces the InTASC standard. See related Educator Competencies for Personalized Learning:
(b) The teacher engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, and analyze ideas from diverse perspectives so that they master the content.	• **Cognitive #1:** Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery. • **Instructional #8:** Use technology in service of learning.
(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	
(d) The teacher stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	
(e) The teacher recognizes when student misconceptions interfere with learning and creates experiences to build conceptual understanding. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	
(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	
(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	
(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.	
(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

InTASC Standard #5: Application of Content

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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	Reinforces the InTASC standard, while emphasizing that engaging learners in "applying content knowledge to real word problems" as described in 5(b) may very well occur in the real world through anytime/anywhere learning opportunities. See related Educator Competencies for Personalized Learning: • **Cognitive #2:** Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators. • **Cognitive #3:** Understand and employ techniques for developing students' skills of metacognition, self-regulation, and perseverance. • **Instructional #5:** Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards
(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	
(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	
(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	
(e) The teacher 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 teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	
(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	
(h) The teacher develops and implements supports for learner literacy development across content areas.	

InTASC Standard #6: Assessment

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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	Reinforces the InTASC standard, especially the ideas conveyed in 6(a), 6(e), and 6(g), while adding additional specificity through Indicators that describe how educators can meet each of these competencies. Places additional emphasis on the learner's voice and choice in determining how they will demonstrate mastery.

See related Educator Competencies for Personalized Learning:

- **Instructional #1:** Use a mastery approach to learning.
- **Instructional #2:** Use assessment and data as tools for learning.
- **Instructional #3:** Customize the learning experience.
- **Instructional #4:** Promote student agency and ownership with regard to learning.
- **Instructional #5:** Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards.
- **Instructional #6:** Develop and facilitate project-based learning experiences.
- **Instructional #7:** Use collaborative group work.
- **Instructional #8:** Use technology in service of learning. |
(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	
(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	
(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	
(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	
(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	
(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	
(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	
(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

InTASC 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, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Reinforces many ideas in the InTASC standard, while adding additional specificity through Indicators that describe how educators can meet each of these competencies. Places emphasis on the learner's voice and choice in co-determining their learning goals and how they will meet them. Also adds the notion that teachers may both plan and deliver instruction not only in partnership with in-school specialists (as described in 7(e)) but also with community experts outside of the school.
(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	See related Educator Competencies for Personalized Learning:
(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	• **Instructional #1:** Use a mastery approach to learning. • **Instructional #2:** Use assessment and data as tools for learning.
(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	• **Instructional #3:** Customize the learning experience. • **Instructional #4:** Promote student agency and ownership with regard to learning.
(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	• **Instructional #5:** Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards. • **Instructional #6:** Develop and facilitate project-based learning experiences. • **Instructional #7:** Use collaborative group work.
(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	• **Instructional #8:** Use technology in service of learning.

InTASC 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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	Reinforces the InTASC standard, while adding additional specificity through Indicators that describe how educators can meet each of these competencies. Places emphasis on the learner as having voice and choice in their instructional strategies.
(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	See related Educator Competencies for Personalized Learning:
(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	• **Instructional #1:** Use a mastery approach to learning. • **Instructional #2:** Use assessment and data as tools for learning. • **Instructional #3:** Customize the learning experience.
(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	• **Instructional #4:** Promote student agency and ownership with regard to learning. • **Instructional #5:** Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards.
(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	• **Instructional #6:** Develop and facilitate project-based learning experiences. • **Instructional #7:** Use collaborative group work. • **Instructional #8:** Use technology in service of learning.
(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	
(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply inform.	
(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	
(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	

Appendix D: Crosswalk of InTASC Model Core Teaching Standards to Educator Competencies for Personalized, Learner-Centered Teaching

InTASC 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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	Reinforces the InTASC standard, while emphasizing the need to embrace a learner-centered vision for teaching and learning.
(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	See related Educator Competencies for Personalized Learning: • **Intrapersonal #1:** Convey a dedication to all learners – especially those historically marginalized and/or least served by public higher education – reaching college, career, and civic readiness.
(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	• **Intrapersonal #2:** Demonstrate an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning. • **Intrapersonal #3:** Engage in deliberate practices of adapting and modeling persistence and a growth mindset.
(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	• **Intrapersonal #4:** Facilitate and prioritize shifting to and maintaining a learner-centered culture. • **Intrapersonal #5:** Demonstrate an orientation toward and commitment to lifelong professional learning.
(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	• **Intrapersonal #6:** Analyze evidence to improve personal practices.
(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	

InTASC 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.

Performances	Areas of Emphasis for Personalized Learning
(a) The teacher 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.	Reinforces the InTASC standard. See related Educator Competencies for Personalized Learning: • **Intrapersonal #5:** Demonstrate an orientation toward and commitment to lifelong professional learning. • **Interpersonal #4:** Seek appropriate individual or shared leadership roles to continue professional growth, advancement, and increasing responsibility for student learning and advancement.
(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	
(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	
(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	
(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.	
(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	
(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	
(h) The teacher uses and generates meaningful research on education issues and policies.	
(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	
(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	
(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	