

Crosswalk of the Colorado Professional Teaching Standards against the Interstate New Teachers Assessment and Support Consortium (INTASC) Propositions and the National Board for Professional Teaching Standards and the

Colorado Professional Teaching Standards	INTASC Propositions	NBPTS
<p>1. Teachers demonstrate knowledge of the content they teach</p> <p>1a. Teachers provide instruction that is aligned with the CO Academic Standards and their district's scope and sequence; and is aligned with the individual needs of their students</p> <p>1b. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty</p> <p>1c. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines</p> <p>1d. Teachers make instruction and content relevant to 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 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 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>2. Teachers know the subjects they teach and how to teach those subjects to their students.</p> <p>3. Teachers are responsible for managing and monitoring student learning.</p> <p>1. Teachers are committed to students and their learning.</p> <p>2. Teachers know the subjects they teach and how to teach those subjects to their students</p>
<p>2. Teachers establish a respectful learning environment for a diverse population of students.</p> <p>2a. Teachers are consistent in fostering a learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.</p> <p>2b. Teachers demonstrate a commitment to and respect for diversity in the school community and in the world.</p> <p>2c. Teachers value students as individuals.</p> <p>2d. Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.</p> <p>2e. Teachers work collaboratively with the families and significant adults in the lives of their students.</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 #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>1. Teachers are committed to students and their learning.</p> <p>5. Teachers are members of learning communities.</p> <p>1. Teachers are committed to students and their learning.</p> <p>3. Teachers are responsible for managing and monitoring student learning.</p>

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<p>3. Teachers facilitate learning for their students.</p> <p>3a. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students.</p> <p>3b. Teachers plan learning experiences appropriate for their students.</p> <p>3c. Teachers use a variety of instructional methods to meet the academic needs of their students.</p> <p>3d. Teachers thoughtfully integrate and utilize technology into their instruction to maximize student learning.</p> <p>3e. Teachers plan instruction that helps students develop critical-thinking and problem solving skills.</p> <p>3f. Teachers provide students with opportunities to work in teams and develop leadership qualities.</p> <p>3g. Teachers communicate effectively.</p> <p>3h. Teachers use a variety of methods to assess what each student has learned.</p>	<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 #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.</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>1. Teachers are committed to students and their learning.</p> <p>2. Teachers know the subjects they teach and how to teach those subjects to their students.</p> <p>3. Teachers are responsible for managing and monitoring student learning.</p>
<p>4. Teachers reflect on their practice.</p> <p>4a. Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.</p> <p>4b. Teachers link professional growth to their professional growth.</p> <p>4c. Teachers function effectively in a complex, dynamic environment.</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>	<p>4. Teachers think systematically about their practice and learn from experience.</p> <p>5. Teachers are members of learning communities.</p>

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<p>5. Teachers demonstrate leadership</p> <p>5a. Teachers demonstrate leadership in their schools.</p> <p>5b. Teachers lead the teaching profession.</p> <p>5c. Teachers advocate for schools and students, partnering with students and families as appropriate.</p> <p>5d. Teachers demonstrate high ethical standards.</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>4. Teachers think systematically about their practice and learn from experience.</p> <p>5. Teachers are members of learning communities.</p>
<p>6. Teachers take responsibility for student growth.</p> <p>6a. Teachers pursue high levels of student growth in academic achievement.</p> <p>6b. Teachers pursue high levels of student growth in the skills necessary for postsecondary life, including democratic and civic participation.</p> <p>6c. Teachers use evidence to evaluate their practice and continually improve attainment of student growth.</p>	<p>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.</p>	<p>1. Teachers are committed to students and their learning.</p> <p>2. Teachers know the subjects they teach and how to teach those subjects to their students.</p> <p>3. Teachers are responsible for managing and monitoring student learning.</p>