



A Center Policy & Practice Analysis Report

Transforming Schools or Tinkering? An Analysis of CCSSO's Model Core Teaching Standards

(August, 2010)

(<http://smhp.psych.ucla.edu/pdfdocs/ccssoanalysis.pdf>)

It is not enough to say that all children can learn or that no child will be left behind; the work involves . . . achieving the vision of an American Education system that *enables* all children to succeed in school, work, and life.

Council of Chief State School Officers (CCSSO)
Mission Statement (*italics added*)

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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175) U.S. Department of Health and Human Services.

Executive Summary

Transforming Schools or Tinkering? An Analysis of CCSSO's Model Core Teaching Standards

(<http://smhp.psych.ucla.edu/pdfdocs/ccssoanalysis.pdf>)

This report continues our series analyzing proposals and blueprints for transforming schools from the perspective of how well they delineate ways to enable equity of opportunity for *all* students to succeed at school. Our focus here is on the July 2010 draft of CCSSO's *Model Core Teaching Standards* which is being circulated for public comment.

The draft consists of ten individual standards organized into four priority areas: *the learner and learning* (standards 1–3); *content* (standards 4–5); *instructional practice* (standards 6–8); and *professional responsibility* (standards 9–10). Each is delineated in terms of “performances,” “essential knowledge,” and “critical dispositions.”

Our analysis stresses major deficiencies with respect to the standards as a whole and each one specifically. Then, we offer substantive revisions.

From the perspective of a three- rather than two-component framework for school improvement policy and practice, we stress that the standards fall far short of providing a focus on how teachers independently and in collaboration with colleagues can ensure *all* students have an equal opportunity to succeed at school. We find the standards extremely deficient in focusing on a teacher's classroom and schoolwide roles and functions in addressing barriers to learning and teaching and re-engaging disconnected students. Of particular concern, the model standards are inadequate for guiding the development of teachers so that they can plan and collaborate effectively to (a) design differentiated instruction with appropriate attention to motivational considerations, (b) deal with factors that *interfere* with successful teaching, and (c) work with students manifesting *moderate-to-severe learning, behavior, and emotional problems*.

Beyond that, we find the standards give too little attention to matters related to working collaboratively with learning and student support staff and enhancing school climate. Finally, we stress that there is no standard that specifically delineates teachers' roles and functions that can enhance their professional and personal well-being.

In all, major modifications are needed if the proposed model core teaching standards are to significantly contribute to school improvement, closing the achievement gap, and reducing student and teacher dropouts. With this in mind, we conclude by delineating specific recommendations for changes related to each standard based on our analysis.

We hope this report provides a stimulus to encourage many other positive suggestions for essential modifications.



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Transforming Schools or Tinkering? An Analysis of CCSSO's Model Core Teaching Standards

In previous analyses of proposals and blueprints for transforming schools, we have highlighted the failure to adequately delineate ways to enable equity of opportunity for *all* students to succeed at school. For example, see our analysis of the gaps in the U. S. Department of Education's *Blueprint for Reform* and other proposals for reauthorizing the Elementary and Secondary Education Act (Center for Mental Health in Schools, 2010a, b).

Our focus here is on analyzing another proposal designed to improve and transform schooling: the CCSSO *Model Core Teaching Standards*. (See Appendix A of this report for CCSSO's descriptive summary of the standards; see <http://www.ccsso.org/intasc> for the complete document and an accompanying rationale.) The July 2010 draft is being circulated for public comment.

The CCSSO draft standards provides a good stimulus for discussion. As we clarify below, major modifications are needed if the work is to significantly contribute to school improvement, closing the achievement gap, and reducing student and teacher dropouts. Hopefully, the period of public comment will yield essential modifications. And, we hope that our analysis provides a stimulus to encourage substantive changes.

About the Model Core Teaching Standards

CCSSO offers ten individual standards organized into four priority areas: *the learner and learning* (standards 1–3); *content* (standards 4–5); *instructional practice* (standards 6–8); and *professional responsibility* (standards 9–10). A companion document to the draft states:

“While each standard emphasizes a discrete aspect of teaching, we recognize that teaching and learning are dynamic, integrated, and reciprocal processes. Thus, of necessity, the standards overlap and must be taken as a whole in order to convey a complete picture of teaching and learning. The delineation of ‘performances,’ ‘essential knowledge,’ and ‘critical dispositions’ under each standard is offered as a way to probe the complexity of the teacher’s practice. In the standards document, indicators of performance come first. The indicators are not intended to be prescriptive and should not be used as items on a checklist. Rather, they are examples to help us make meaning of the standards.

As in all clinical practice professions (e.g., medicine, clinical psychology), expertise in teaching is developed over time. Thus, demonstration of the standards will necessarily look different at different stages in teachers’ careers. What distinguishes beginning from more developed teachers is the degree of sophistication in their application of the knowledge and skills. Further, like all clinical practice professionals, teachers develop much of their expertise within the system in which they work. Thus, movement toward the core teaching standards depends on a system of education that provides teachers with continuous growth opportunities and supports, including opportunities to learn new knowledge and skills and the time and organizational structures necessary to engage both in self-reflection and in collaboration with colleagues” (Hill, Stumbo, Paliokas, Hansen, & McWalters, 2010)

The companion document also highlights the following as key themes framing the vision embodied in the core teaching standards: (1) a focus on 21st century knowledge and skills, (2) personalized learning for diverse learners, (3) a collaborative professional culture, (4) improved assessment literacy, and (5) new leadership roles for teachers and administrators (see Exhibit 1).

Exhibit 1. Excerpts from *State Policy Implications of the Model Core Teaching Standards*
Prepared for CCSSO by Hill, Stumbo, Paliokas, Hansen, & McWalters (2010)

“A Focus on 21st Century Knowledge and Skills

Our current system was designed for a world that no longer exists. Today’s learners need both the academic and global skills and knowledge necessary to navigate the world – attributes and dispositions such as problem solving, curiosity, creativity, innovation, communication, interpersonal skills, the ability to synthesize across disciplines, global literacy, ethics, and technological expertise. . . .

The core teaching standards describe what *teachers* should know and be able to do in today’s learning context to ensure students reach these learning goals. For example, cross-disciplinary skills (e.g., communication, collaboration, critical thinking, and the use of technology) are woven throughout the teaching standards because of their importance for learners. Additionally, the core teaching standards stress that teachers build literacy and thinking skills across the curriculum, as well as help learners address multiple perspectives in exploring ideas and solving problems. The core teaching standards also address interdisciplinary themes (e.g., financial literacy, global awareness) and the teacher’s ability to build on content that draws upon multiple disciplines.

Personalized Learning for Diverse Learners

Our current system of education . . . was not designed to ensure that all students reach high standards. Further, inequitable experiences and outcomes persist for entire subgroups of students, especially students of color, low-income students, students with disabilities, and English language learners. . . . The core teaching standards embrace the responsibility to ensure that every learner learns, and they require us to pursue excellence and equity simultaneously.

Further, the explosion of learner diversity means teachers need knowledge and skills to customize learning for learners with a range of individual differences. These differences include students who have learning disabilities and students who perform above grade level and deserve opportunities to accelerate. Differences also include cultural and linguistic diversity and the specific needs of students for whom English is a new language. Teachers need to recognize that students bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning. To do this effectively, teachers must have a deeper understanding of their 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 students and their families.

(cont.)

Exhibit 1 (cont.)

Finally, teachers need to provide multiple approaches to learning for each student. One aspect of the power of technology is that it has made learners both more independent and more collaborative. The core teaching standards assign learners a more active role in determining what they learn, how they learn it, and how they can demonstrate their learning. They also encourage learners to interact with peers to accomplish their learning goals.

In these ways, the standards embody a vision of teaching that personalizes each student's experiences while ensuring that every student achieves to high levels.

A Collaborative Professional Culture

Our current system of education tends to isolate teachers and treat teaching as a private act. . . . Just as collaboration among learners improves student learning, we know that collaboration among teachers improves practice. When teachers collectively engage in participatory decision-making, designing lessons, using data, and examining student work, they are able to deliver rigorous and relevant learning for all students and personalize learning for individual students.

The core teaching standards require transparency of practice and ongoing, embedded professional learning where teachers engage in collective inquiry. . . . This includes participating actively as a team member in decision-making processes that include building a shared vision and supportive culture, identifying common goals, and monitoring progress toward those goals. It further includes giving and receiving feedback on practice, examining student work, analyzing data from multiple sources, and sharing responsibility for accountability for each student's learning.

Improved Assessment Literacy

. . . The core teaching standards recognize that . . . teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success. Working with the varied levels of assessment, from once-a-year state testing, to district benchmark tests several times a year, to ongoing formative and summative assessments at the classroom-level, teachers need to be prepared to make data-informed decisions. Again, much of this work occurs within a collaborative team context and involves learning and reflection. . . .

New Leadership Roles for Teachers and Administrators

. . . Integrated across the standards is the teacher's new responsibility for the learning of *all* students, the expectation that they will advocate for each student's needs, and the obligation to actively investigate and consider new ideas that would improve teaching and learning and promote the profession.

These leadership responsibilities are implicit as teachers participate in the new collaborative culture. Teachers are expected to work with and share responsibility with administrators and school leaders as they work together to improve student learning and teacher working conditions. The term "leader" is now being applied to both teachers and administrators as evidenced in the recent development of teacher-leader standards and preparation programs."

A Broader Perspective for Analyzing the Teaching Standards

Any set of teaching standards reflects the underlying rationale of the developers. In this respect, the statements highlighted in Exhibit 1 and in the introduction to the standards document set a promising tone. They emphasize that the focus is on the learner and stress that: *The persistence of disparities in student experiences and outcomes, combined with high dropout rates create an urgency to act . . . and that this calls for new approaches to teaching and learning that address inequities. . . .*

Overall, the teaching standards project represents an admirable effort and desire to transform teaching. Despite understandable redundancy, the various items listed under “performance, essential knowledge, and critical dispositions” are of value. However, using a broader perspective, our analysis finds that the standards as drafted inadequately reflect several essential matters highlighted in Exhibit 1 as well as marginalizing other critical concerns.

Before presenting our findings, we briefly highlight the perspective we bring to analyzing teaching standards and other proposals and frameworks for improving schooling.

Viewing Teaching Standards from a Three-Component Framework for School Improvement and Transformation

To date, school improvement efforts have been dominated by two primary components. One emphasizes instruction, the other management/governance. As we have stressed in previous policy and practice analysis reports (e.g., Center for Mental Health in Schools, 2010a), research has clarified the need for a third component that directly and comprehensively focuses on (a) addressing barriers to learning and teaching and (b) re-engaging students who have become disconnected from classroom instruction.

Analyzing the *Model Core Teaching Standards* from the perspective of the third component underscores the degree to which the standards fail to account for the role and functions of teachers in addressing barriers to learning and re-engaging disconnected students.

At some time or another, most students bring problems with them to school that affect their learning and perhaps interfere with the teacher’s efforts to teach. In some geographic areas, many youngsters bring a wide range of problems stemming from restricted opportunities associated with poverty and low income, difficult and diverse family circumstances, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. Such problems are exacerbated as youngsters internalize the frustrations of confronting barriers and the debilitating effects of performing poorly at school. In some locales, the reality often is that over 50% of students are not succeeding. And, in most schools in these locales, teachers are ill-prepared to address the problems in a potent manner. Thus, when a student is not doing well, the trend increasingly is to refer them directly for counseling or for assessment in hopes of referral for special help – perhaps even special education.

As the move toward using *response to intervention* strategies stresses, when a teacher encounters difficulty in working with a youngster, the first step should be to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. To this end, it is essential to equip teachers (and student support staff) with practices for responding to mild-to-moderate behavior, learning, and emotional problems. All education professionals need to learn a range of ways to *enable* the learning of such students in the classroom and schoolwide.

While there are many schools where the majority of students are doing just fine, in any school there are youngsters who are failing and in too many schools, particularly those serving lower income families, large numbers of students are doing poorly. Clearly, much of what is addressed in the current draft of the *Model Core Teaching Standards* is relevant to correcting the problem.

What's missing, however, is critical. Improving the standards requires a full appreciation of barriers to learning and teaching (see Exhibit 2). Teachers who do not understand the implications of such barriers are unlikely to design an effective program for a significant number of students.

Exhibit 2. Examples of Risk-Producing Conditions that Can be Barriers to Learning

E n v i r o n m e n t a l C o n d i t i o n s

P e r s o n F a c t o r s

Neighborhood

Family

School and Peers

Individual

- >extreme economic deprivation
- >community disorganization, including high levels of mobility
- >violence, drugs, etc.
- >minority and/or immigrant status

- >chronic poverty
- >conflict/disruptions/violence
- >substance abuse
- >models problem behavior
- >abusive caretaking
- >inadequate provision for quality child care

- >poor quality school
- >negative encounters with teachers
- >negative encounters with peers &/or inappropriate peer models

- >medical problems
- >low birth weight/ neurodevelopmental delay
- >psychophysiological problems
- >difficult temperament & adjustment problems
- >inadequate nutrition

Note: A reciprocal determinist view of behavior recognizes the interplay of environment and person variables.

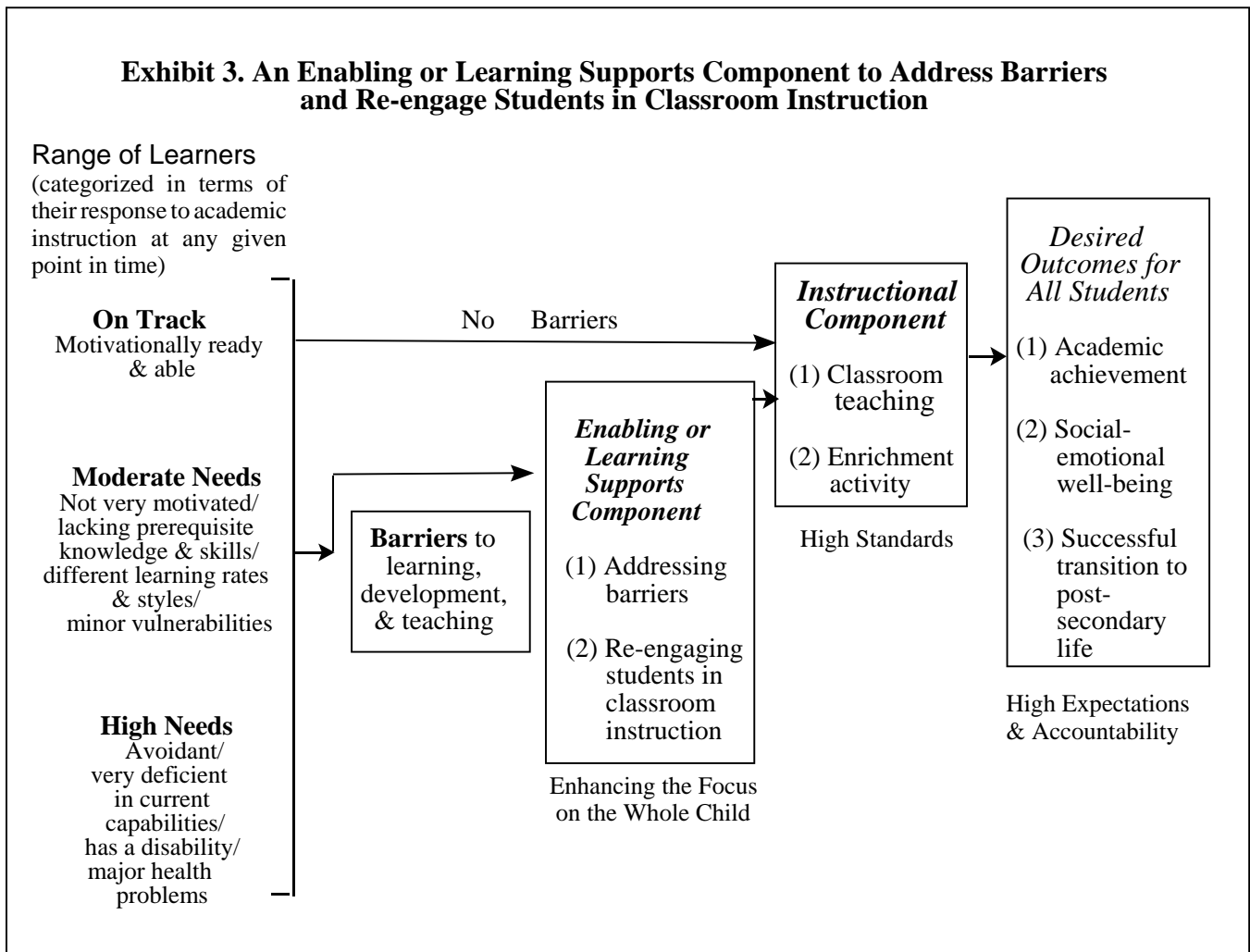
How often do you change schools?

Whenever my mother gets behind in the rent.



The Third Component in the Classroom and Schoolwide

Exhibit 3 graphically illustrates the reality that many students encounter barriers preventing them from benefitting from good instruction. For all students to have an equal opportunity to succeed at school, every teacher must play a significant role in the classroom and schoolwide with respect to helping students around those barriers and then re-engaging them in classroom instruction (Center for Mental Health in Schools, 2010a; Chu, 2010).

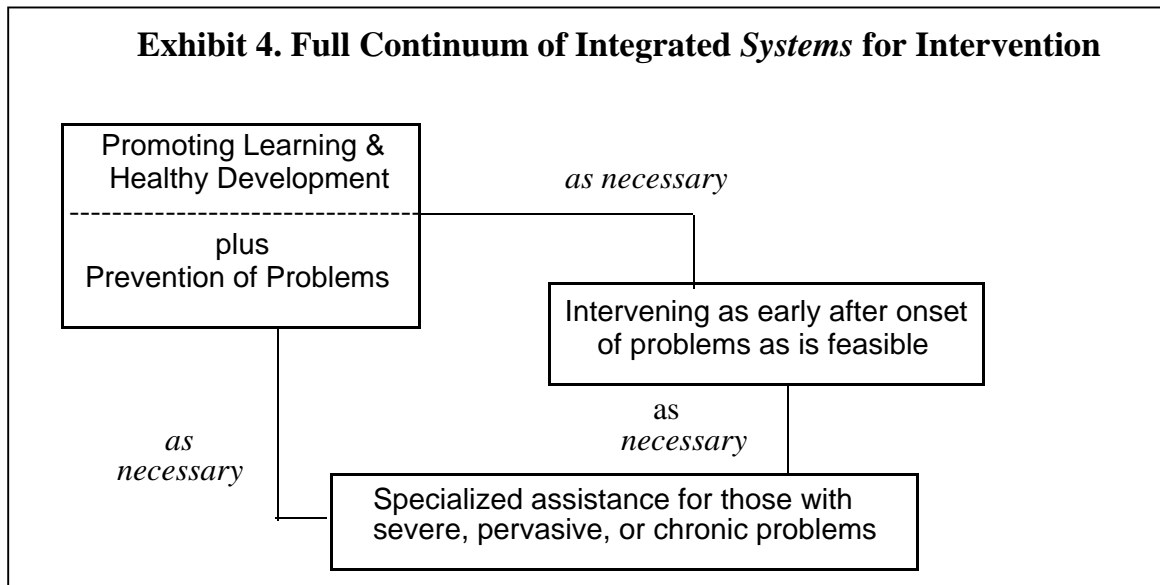


Pioneering efforts have designated the third component as an enabling or learning supports component (Adelman & Taylor 2006a, b, 2008a, b; Iowa Department of Education, 2004; Louisiana Department of Education, 2010). The concept of an enabling or learning supports component has fundamental implications in expanding understanding of the teacher’s role and functions in transforming schools.

As Exhibit 4 illustrates, the work involves helping to develop a full continuum of integrated *systems* for intervention designed to:

- (a) promote healthy development and prevent problems,

- (b) respond as early after problem onset as is feasible, and
- (c) provide for those whose serious, pervasive, and chronic problems require more intensive assistance and accommodation.



Moreover, just as efforts to *enhance* instruction emphasize well designed curriculum content, a delineated and integrated content focus is essential for *enabling* learning by addressing external and internal factors that interfere with students engaging effectively with instruction. At schools, the content focus for addressing a full range of interfering factors can be coalesced into six classroom and schoolwide arenas. These are conceived as:

- (1) *enhancing regular classroom strategies to enable learning* (e.g., matching both motivation and development in personalizing/differentiating instruction for all students; providing special accommodations and assistance in the classroom for those with mild-moderate learning and behavior problems and for students who have become disengaged from learning at school)
- (2) *supporting transitions* (e.g., assisting students and families as they negotiate school and grade changes and many other daily and periodic transitions)
- (3) *increasing home and school connections* (e.g., with all student caretakers)
- (4) *responding to and where feasible, preventing crises* (e.g., minimizing impact of crises, eliminating violence and harassment, ensuring safety)
- (5) *increasing community involvement and support* (e.g., outreaching to develop greater community involvement and support, including enhanced use of volunteers for a variety of roles and functions and integration of resources)
- (6) *facilitating student and family access to effective special assistance and services as needed* (e.g., in the classroom, referral out for school, district, or community assistance)

From the perspective of the above concepts and frameworks, significant deficiencies in the draft for the Model Core Teaching Standards become evident. In particular, this perspective raises the question: *How do the standards emphasize the teacher's role and functions in addressing barriers and re-engaging students?*

Major Deficiencies in the Draft of Teaching Standards

Our analysis stresses substantive examples of what needs to be addressed in revising the draft standards. The intent is to highlight major considerations and not to exhaustively detail all concerns. We assume others will provide enough feedback to cover additional matters.

From our perspective, of particular consequence is that the set of standards is inadequate for guiding the development of teachers to collaborate effectively in (a) designing instruction with appropriate attention to *motivational* considerations, (b) dealing with factors *interfering* with successful teaching, and (c) working with students manifesting *moderate-to-severe learning, behavior, and emotional problems*. Thus, the standards fall far short of providing a focus on how teachers independently and in collaboration with colleagues can ensure *all* students have an equal opportunity to succeed at school and do so in ways that improve school climate.

Beyond that, we find the standards give too little attention to matters related to enhancing the professional and personal well-being of teachers. So we underscore this concern as well.

Inadequate Focus on Student Engagement and Re-engagement

Student motivation is fundamental to good learning and effective teaching. Engagement in classroom instruction is essential to minimizing learning and behavior problems. Thus, it is natural that there are statements throughout the teaching standards stressing the importance of active engagement and self motivation (e.g., building “student self direction and ownership of learning,” understanding the “relationship between motivation and engagement”).

The problem, however, is that the standards are built mainly on the implicit assumption that all students are *motivationally* ready to learn what the teacher has planned to teach and that the teacher only needs to enhance that motivation. This assumption is evident from the fact that the standards primarily emphasize creation of *developmentally* appropriate instruction. Note, for instance, that references to individual learner differences are keyed to developmental differences with little attention to the importance of motivational differences.

The reality is that teachers need to pursue instructional processes, content, and immediate outcomes that appropriately match student differences in current levels of motivation as well as developed abilities. And, in a significant number of instances, a teacher’s ability to first and foremost address low, negative, and avoidance/reactive motivational differences is the key to whether a student learns what is being taught. Appreciation of these matters calls for teaching standards that will guide teachers to learn how to enhance learner engagement *and* how to *re-engage* students who have become disengaged from classroom instruction. And, given the inappropriate overemphasis and overreliance on reinforcement theory in all facets of schooling, the standards need to include a specific focus on minimizing *extrinsic* motivational strategies and fully incorporating what *intrinsic* motivation research has emphasized about learning and teaching over the last 50 years (Deci & Ryan, 2002; National Research Council, 2004).

The systematic design of instruction to match differences in both motivation and capability is what differentiates *personalized* from *individualized* instruction. Individualized instruction and other traditional approaches to differentiated instruction mainly emphasize matching differences in developed capacities.

Teacher Assessment Standards Do Not Attend Adequately to Motivational Concerns and Interfering Factors

With respect to assessment of student needs, no attention is given to how a teacher is to identify motivational considerations and factors significantly interfering with student progress. The emphasis is on assessing what was taught, learned, and not learned. And with respect to what is not learned, subsequent planning focuses mainly on directly re-teaching the content and skills using developmentally appropriate scaffolding.

Teachers need to do much more. They need to know how to analyze the authentic responses made to instruction and other interventions. With respect to what is taught and not learned, their analyses must consider (a) motivational as well as developmental considerations related to content, processes, and immediate outcomes and (b) whether assessing and addressing the problem requires a deeper look.

For instance, they need to be able to determine whether the problem stems from the student not having acquired readiness motivation and skills and/or because of “critical student dispositions” that have produced avoidance motivation to curricula content and instructional processes. And, when problems persist, they need to consider what other external and internal factors may be interfering with learning and whether accommodations are needed. All this is consistent with a sequential intervention approach that first personalizes instruction and then assesses learning and behavior problems using a hierarchical set of interventions (see Exhibit 5).

To do all this effectively, teachers often need assistance. Indeed, in many instances, identifying and addressing barriers and needs and re-engaging disconnected students can only be appropriately accomplished through collaborative processes. Thus, the standards need to specifically reflect collaboration for assessment (e.g., with students themselves, family members, learning and student support staff). Because strategies such as “Response to Intervention” (RtI) begin in the classroom, standards for assessment involve a focus on both what should happen prior to referral for specialized assistance and also on the referral process when such practices prove to be necessary.

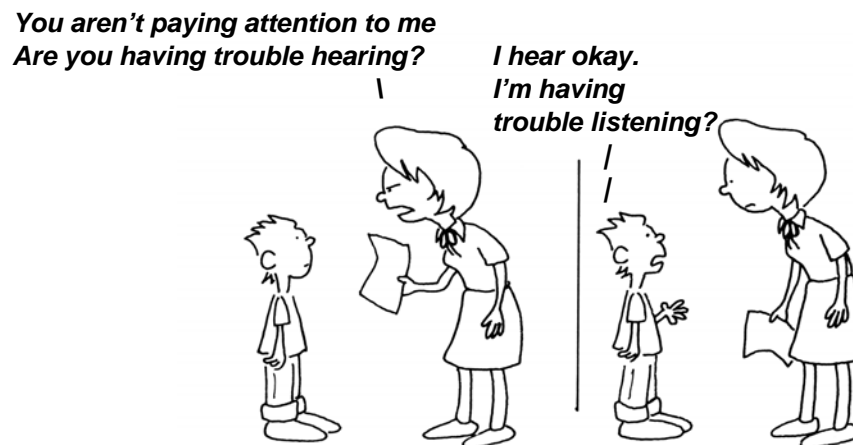
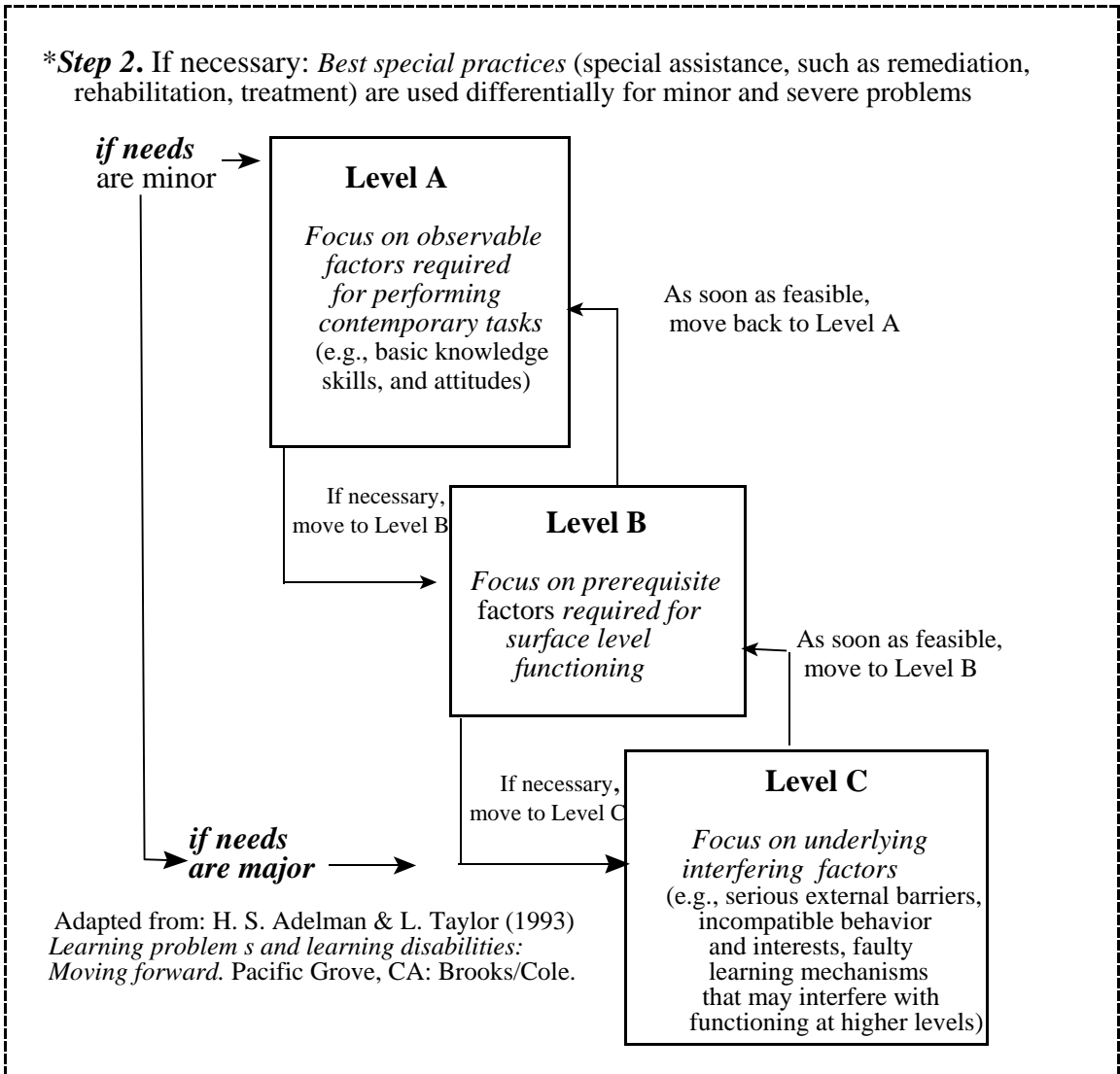
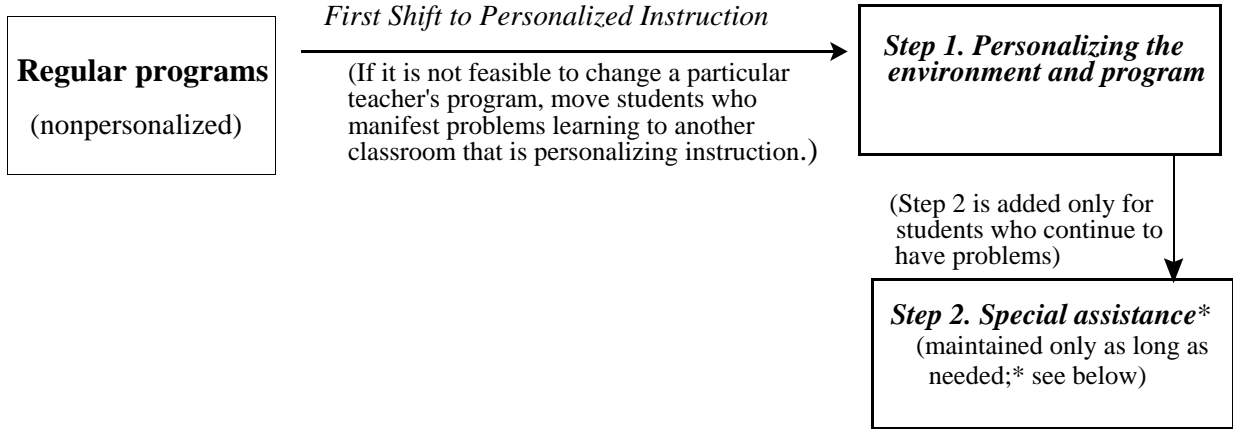


Exhibit 5. Sequential and Hierarchical Classroom Approach to Address Engagement Problems and to Identify Interfering Factors and the Level of Special Assistance Needed by a Student



Only Token Mention Is Made about Teaching Students Manifesting Serious, Pervasive, and Chronic Learning and Behavior Problems

Concerns about serious, pervasive, and chronic learning and behavior problems are addressed in a limited way in Standard 2. Under essential knowledge, the teacher is expected to understand “students’ exceptional learning needs (both disabilities and giftedness)” and “how to use strategies and resources to serve these needs.” Also noted is understanding how to access “appropriate services and resources to meet specific learning differences or needs.” On a more general note, the need is emphasized for making “appropriate provisions (e.g., variations in time, task demands, communication, assessment, and response modes) for students who have particular learning differences or needs.”

Clearly, the complexities related to teaching students manifesting significant learning and behavior problems and the many educational policies, principles, and practices associated with addressing their needs warrant greater attention in a set of model teaching standards. Concerns include the need for addressing external barriers, motivational and developmental accommodations, student and learning supports, specialized practices, handling inclusion, and applying different principles of fairness in accounting for special needs.

It is noteworthy that no reference is made to how the proposed set of model standards relates to the 2001 *Model Standards for Licensing General and Special Education Teachers of Students with Disabilities* (see <http://serge.ccsso.org/pdf/standards.pdf>).

Assessment Standards Don’t Address Evaluative Feedback’s Negative Dynamics

Providing feedback from assessment is essential and complex. Under the Assessment standard, one of the performance indicators states: “The teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.” The essential knowledge indicator states: “The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.”

Feedback seldom is received only as a description of performance and behavior; it is almost always perceived as an evaluation. Research has shown that even positive evaluative feedback tends to produce some negative dynamics that affect motivation, learning, and behavior. For instance, when feedback is perceived as an evaluation, it can negatively affect an individual’s feelings of competence, self-determination, and relatedness to significant others and can contribute to reactive misbehavior (Deci & Ryan, 2002; National Research Council, 2004).

When students are not doing well academically, giving feedback to them and to their families can be especially complex. The difficulty is compounded when teachers also must provide feedback about personal and interpersonal misbehavior. Progress reports and test scores are especially impactful.

Thus, teacher standards must include an emphasis not only on how to communicate feedback in ways that maximize positive impact, but also on how to counter and minimize potential negative impact. In all this, cultural competence is an important factor.

A Teacher's Role in Developing *Schoolwide* Climate is Given Short Shrift

Standard 3 focuses on *Learning Environments*. This encompasses concern for developing a positive classroom climate and culture. Clearly, classroom climate is important.

At the same time, classrooms exist in the context of the school as a whole; the classroom climate and culture is affected by schoolwide practices. Thus, teaching standards for the learning environment must address the teacher's role and functions in developing the type of schoolwide interventions and operational infrastructure mechanisms that produce a positive schoolwide climate and culture.

Unfortunately, the draft standards pay little attention to the teachers' responsibility for helping to shape such climate-relevant matters as effective *schoolwide* interventions for

- re-engaging disconnected students and maintaining their engagement
- facilitating the full range of transitions that students and families encounter as they negotiate school and grade changes (e.g., welcoming and social support programs, interventions for those who do not make a ready adjustment to a new school or teacher, comprehensive articulation programs at every level)
- before, during, and after school
- responding to, and where feasible, preventing behavioral and emotional crises (including ensuring the school as a whole is experienced by all as a safe, supportive, mutually respectful, and nurturing place)
- outreach to engage, re-engage, and support family involvement to enhance student progress and address student learning and behavior problems
- facilitating student and family access to special assistance and effective services as needed.

Teacher's Role in Planning and Developing a System of Learning and Student Supports is Ignored

Throughout the draft standards, a teacher's relationship to learning and student support interventions and personnel is insufficiently delineated. For example, with respect to Standard 7 (Planning for Instruction), the emphasis is entirely on improving the facilitation of instruction (e.g., through differentiated instruction). No mention is made of the importance of teachers incorporating into classroom plans ways to *enable* students who are manifesting learning and behavior problems and opening the classroom door to bring in essential learning and student supports as necessary.

Moreover, given that every school expends resources on learning and student supports (and for some this amounts to a large proportion of the budget), teachers' need to be involved in ensuring these resources are used in the most cost-effective manner. This includes playing a role in designing an effective system of learning and student supports and changing the school operational infrastructure so that the system is well-developed and effectively used by teachers (Adelman & Taylor, 2006a, b; 2008b).

Collaboration

Besides Standard 10 which is devoted to collaboration, the standards as a whole reflect a significant appreciation of the importance of collaboration. This reflects a growing understanding that teachers need to and should work in a variety of ways with others who have responsibility and concern for the progress and well-being of students.

Unfortunately, the draft standards focus too narrowly on the nature and scope of the collaborative concerns at schools. For example, with specific respect to the perspective we stress in this report, there is no mention of:

- collaborative and team teaching to address barriers to learning and teaching and re-engage disconnected students
- working with learning and student support staff in the classroom and in enhancing schoolwide interventions to prevent and respond quickly after the onset of learning and behavior problems
- working with students, families, aides, and volunteers to prevent and respond quickly after the onset of learning and behavior problems
- understanding and working to minimize barriers to effectively working together, including overcoming differences and avoiding contrived collegiality.

Professional and Personal Support for Teachers

Professional and personal support to enhance teacher status, development, learning, and well-being is of critical importance to effective teaching. Collaborative practices, properly conceived and implemented, can be helpful in this respect but are insufficient.

Teachers roles and functions must be empowering. Professionally, this calls for playing prominent roles in developing new approaches, reculturing schools, and facilitating transformational system change. On a regular basis, teachers need to be involved in decisions and planning to enhance practices for new staff recruitment, hiring, induction, initial socialization, mentoring, continuing education, resolving union-management and personal conflicts, retention, and termination.

Teachers need support from a well-designed system for addressing barriers to learning and teaching and re-engage disconnected students (Center for Mental Health in School, 2008).

Personally, teachers status, development, learning, and well-being stems from adequate financial compensation, physical and mental health and retirement plans, and involvement in activities that maximize feelings of competence, self-determination, and relatedness to significant others and that minimize threats to such feelings.

Teachers deserve more credit.



They wouldn't need it if they were paid better!

Examples of What Needs to be Added to the Draft Teaching Standards

The following examples focus on the *Performance* items in the *Model Core Teaching Standards* document. In addition, a few examples are included to underscore what's missing in the sections on some *Essential Knowledge* and *Critical Dispositions*.

Major modifications to existing items are indicated with strikeouts, underlines, and color.

Standard #1: Learner Development – The teacher understands how children learn 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 personalized and ~~challenging~~ learning experiences.

(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs with respect to motivational considerations and in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(b) The teacher creates developmentally appropriate personalized instruction that takes into account individual students' current motivation and developmental capabilities (e.g., strengths, interests, needs) and that allow each student to advance and accelerate his/her learning in keeping with individual differences.

(c) The teacher collaborates with families, colleagues and other professionals to promote student growth and development and enhance student motivation for independent practice and learning of what has been learned in class.

The following are a few examples to underscore what's missing with respect to the *Essential Knowledge* and *Critical Dispositions* sections:

- The teacher understands (1) what motivates students to attend and perform in ways that facilitate learning of what is being taught and (2) what interferes with motivational readiness and maintaining student attention and performance. Such understanding requires learning fundamentals about intrinsic motivation and the problems related to overemphasis using extrinsics to motivate students.
- The teacher is committed to enhancing *intrinsic* motivation as a student *outcome* so that students are motivated to continue to pursue and use outside of school what has been learned in class.
- The teacher is committed to collaborating with others to understand and enhance each student's motivation (as well as development).

Standard #2: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs with respect to both motivational dispositions and developmental levels and to address any major external and internal factors interfering with learning and performance.

(b) The teacher uses teaching strategies [and learning supports](#) that are sensitive to the multiple experiences and diversity of learners and that allow for different ways of demonstrating learning.

(c) The teacher makes appropriate provisions (e.g., [content and process options](#); [student participation in decision making](#); variations in time, task demands, communication, assessment, and response modes; [student and learning supports](#)) for individual students who have particular learning differences, needs, [interests](#).

(d) The teacher creates learning environments in which individual differences are respected and valued [and factors interfering with learning and performance are addressed](#).

(e) The teacher connects instruction [and learning supports](#) to each student's prior knowledge and experiences.

(f) The teacher brings multiple perspectives to the discussion of content, including attention to students' personal, family, and community experiences and cultural norms.

(g) The teacher incorporates tools of language development into planning and instruction, including [instructional strategies and learning supports](#) for making content [and processes](#) accessible to English language learners and for evaluating and supporting [their intrinsic motivation for and](#) development of English proficiency.

(h) The teacher accesses [as necessary, appropriate resources, supports, specialized assistance, and services](#) to meet specific learning differences or needs.

The following are a few examples to underscore what's missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands and identifies motivational differences and how to design learning environments, instruction, content, immediate outcomes, and learning supports to account for the differences.
- The teacher understands and identifies major external and internal factors interfering with learning and performance and how to design learning environments, instruction, content, immediate outcomes, and learning supports to address such factors.
- The teacher understands a range of accommodations and the principles of distributive and social justice that are essential building blocks in effectively addressing learner differences and needs.
- The teacher is committed to policies, principles, and practices supporting accommodations for and inclusion of students with exceptional learning needs and to countering the stigmatization of students with such needs.
- The teacher is committed to collaborating in the classroom and schoolwide with student and learning support staff and other colleagues, students, family members, aides, volunteers, and all others who can help ensure learner differences are understood, identified, and appropriately addressed.

Standard #3: Learning Environments – The teacher works with learners, [colleagues, students, family members, and others in the community](#) to create [classroom and schoolwide](#) environments that [facilitate, enrich, and](#) support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

[\(New\) The teacher collaborates with students, colleagues, family members, and others in the community to plan and develop classroom and schoolwide environments to facilitate, enrich, and support learning and well-being.](#)

(a) The teacher [designs and works with others to develop and implement](#) learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.

(b) The teacher collaborates with students, [colleagues, family members, and others in the community](#) to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility that create a positive learning climate of openness, mutual respect, support, inquiry, [well-being, and social justice](#).

(c) The teacher organizes, allocates, and manages [classroom](#) resources [and those available in the school and community \(e.g., materials, time, space, human and social capital, attention, guidance, and support\)](#) to actively and equitably engage students in learning.

(d) The teacher uses a variety of methods to engage students, [colleagues, family members, and others in the community](#) in evaluating the learning environment and collaborates [appropriately](#) with ~~students~~ to make appropriate adjustments.

(e) The teacher communicates in ways that demonstrate respect for and responsiveness to [individual and subgroup differences, such as cultural affiliations and other determinants of the diversity](#) students bring to the learning community (e.g., [teacher acknowledges and responds to different styles and modes of interaction, communication and participation; appropriately interprets body and verbal language and lack of eye contact](#)).

The following are a few examples to underscore what's missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands not only the relationship between motivation and engagement but also understands how to design classroom and schoolwide interventions to re-engage and enhance the engagement of students who have become disengaged.
- The teacher understands how overreliance on extrinsic motivators can undermine intrinsic motivation.
- The teacher understands how a classroom's climate and culture are affected by schoolwide practices and how to collaborate with colleagues to develop the type of schoolwide interventions and operational infrastructure mechanisms that produce a positive schoolwide climate and culture (e.g., schoolwide interventions and mechanisms to re-engage disconnected students; facilitate transitions; develop before, during, and after school programs; respond to and prevent behavioral and emotional crises – including ensuring the school as a whole is experienced by all as a safe, supportive, mutually respectful, and nurturing place; outreach to engage, re-engage, and support family involvement to enhance student progress and address student learning and behavior problems; facilitate student and family access to special assistance and effective services as needed).

- The teacher is committed to collaborating with students, colleagues, family members, and others in the community to develop policies and practices from which a positive classroom and schoolwide environment can emerge.

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 and collaborates with others to make these aspects of the discipline accessible and meaningful for learners.

(New) The teacher designs content to provide a “good fit” with individual students’ current motivation and developmental capabilities (e.g., strengths, interests, needs) and allows each student to advance and accelerate his/her learning in keeping with individual differences and needs.

(a) The teacher effectively uses multiple representations and explanations of concepts that capture key ideas in the discipline and links them to each student’s prior understandings and connects them with the student’s current real life experiences and perspectives.

(b) The teacher engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, analyze, synthesize, and appreciate ideas from diverse perspectives.

(c) The teacher engages students in critically 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 students’ experiences.

(e) The teacher recognizes when student motivation, acquired capabilities, and misconceptions interfere with learning and creates experiences to build knowledge, skills, and attitudes to strengthen conceptual understanding.

(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness and accuracy for representing particular concepts in the discipline as well as for accessibility and relevance.

(g) The teacher helps students to understand and use academic language meaningfully.

(New) The teacher collaborates with others to improve the curriculum and provide related enrichment experiences.

The following are a few examples to underscore what’s missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands how the content relates to a student’s current real life experiences and perspectives.
- The teacher is committed to collaboration with others to improve the curriculum and provide related enrichment experiences.
- The teacher is committed to continuously updating her/his content knowledge.

Standard #5: Innovative Applications of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

- (a) The teacher [works independently and collaboratively to](#) develop and implement projects that guide students 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).
- (b) The teacher engages students in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (c) The teacher [works independently and collaboratively to](#) develop and implement relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.
- (d) The teacher engages students in the kind of questioning and challenging of conventional assumptions and approaches that is critical to fostering innovation, solving global challenges, and assuring a healthy democracy.
- (e) The teacher develops students' 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 consciously builds student capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication [and social-emotional knowledge and](#) skills.
- (g) The teacher [provides opportunities and](#) engages students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (h) The teacher [provides opportunities and engages](#) students ~~facilitates students' ability to~~ develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.
- (i) The teacher [works independently and collaboratively to](#) develop and implement specific supports for student literacy development across content areas [and general learning and student supports to address other barriers to student learning and performance.](#)

The following exemplifies what's missing with respect to the Essential Knowledge and Critical Dispositions sections:

- The teacher understands how and is committed to weaving the knowledge, skills, and attitudes associated with social-emotional learning into innovative content applications.

Standard #6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s ongoing planning and instruction.

(a) The teacher designs formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge, skills, [and attitudes](#).

(b) The teacher works independently and collaboratively to examine test and other performance data to understand students’ progress and to guide planning.

(c) The teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(d) The teacher models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

(e) The teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.

(f) The teacher prepares all students for the demands of particular assessment formats and appropriately modifies assessments or testing conditions for English language learners, students with disabilities, and students who are above grade level.

[\(New\) The teacher provides feedback to students and family members in the most positive manner and uses processes designed to counter and minimize the negative dynamics of evaluative feedback, with special care in providing feedback to and on students who are not doing well.](#)

[\(New\) The teacher effectively provides feedback to students and family members designed to improve students’ personal and interpersonal behavior.](#)

(g) The teacher continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.

The following are a few examples to underscore what’s missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands that evaluative feedback can have a negative impact and knows a variety of strategies for countering and minimizing such impact.
- The teacher understands the importance and complexities involved in providing supportive feedback designed to improve students’ personal and interpersonal behavior.
- The teacher understands the importance and complexities involved in providing feedback to families and knows a variety of strategies for doing so supportively, with respect, and effectively.
- The teacher is committed to ensuring that all feedback to students and their families is provided regularly and in supportive, respectful, and effective ways.

Standard #7: Planning for Instruction and Learning Supports – The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, [their families and community](#), pedagogy, [and resources for support](#) to plan instruction [and learning supports that ensure every student has an equal opportunity to achieve rigorous learning goals.](#)

(a) As an individual and as a member of a learning community, the teacher selects and creates learning experiences, [and as necessary learning supports](#), that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction [and support.](#)

(b) The teacher plans how to achieve student learning goals, choosing appropriate strategies, resources and materials to [differentiate instruction for individuals and groups of students with respect to current motivation and developmental capabilities \(e.g., strengths, interests, needs\)](#); developing appropriate sequencing of learning experiences; [providing learning supports if needed](#); and allowing multiple ways to demonstrate knowledge, skills, and attitudes.

(New) [The teacher plans processes that allow each student to advance and accelerate his/her learning in keeping with individual differences and needs.](#)

(c) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's needs [and interests](#) and to enhance learning.

The following are a few examples to underscore what's missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands the importance of a range of well-designed student and learning supports and knows how to assess factors interfering with learning and performance and how to plan collaboratively for the inclusion of student and learning supports when needed.
- The teacher understands how to plan processes that connect with a student's intrinsic motivation and that avoid generating psychological reactance.
- The teacher is committed to working collaboratively with colleagues, students, and their families, and community resources in planning student and learning supports when needed.

Standard #8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to [personalize instruction and encourage engage](#) learners to develop deep understanding and [appreciation](#) of content areas and their connections, ~~and~~ to build skills to access and appropriately apply information, [and to enhance intrinsic motivation for self-initiated learning.](#)

(a) The teacher [carefully plans and implements personalized/differentiated strategies for individuals and groups of students to achieve learning goals via processes that are a “good fit” with motivational and developmental differences, previous learning, and special needs.](#) ~~evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students (e.g., prior knowledge, interests, developmental differences in how students learn):~~

(New) The teacher provides whole class, small group, and independent and cooperative learning opportunities and teams with other teachers as appropriate.

(b) The teacher continuously monitors student learning, engages students in assessing their progress and making decisions about adjusting instruction, and if necessary implementing learning supports. ~~in response to student learning needs.~~

(c) The teacher collaborates with students to implement active learning experiences that draw upon family, school, and community resources and student peer support.

(d) The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, processes, and purposes of instruction and the needs of students.

(e) The teacher provides multiple models and representations of concepts and skills, personalized guidance and support, and a variety of opportunities for students to demonstrate their motivation and capabilities ~~knowledge~~ with a variety of products and performances.

(f) The teacher engages all students in developing higher order questioning skills and metacognitive processes.

(g) The teacher engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(h) The teacher models effective communication strategies in conveying ideas and information in a variety of forms and contexts.

(i) The teacher listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.

(j) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other media.

(k) The teacher asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

(New) The teacher mobilizes adult volunteers, mentors, classmates, and older students to provide extra instructional guidance and support (including tutoring) to enhance classroom learning.

The following are a couple examples to underscore what's missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands the concept of personalized instruction and how to approximate a “good fit” for facilitating and supporting learning in the classroom.
- The teacher is committed to using a wide range of resources, human and technological, to facilitate and support learning in the classroom

Standard #9: Reflection and Continuous Practitioner Growth – The teacher is a reflective practitioner who continuously is learning how to improve practice, uses evidence to continually evaluate his/her practice, and adapts practice to meet the needs of each learner, with particularly focus on the effects of his/her choices and actions on others (students, families, and other professionals in the learning community)., ~~and adapts practice to meet the needs of each learner.~~

(~~f~~a) Independently and in collaboration with colleagues, the teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education-relevant policy, research, theory, and related resources as stimuli for ~~sources of~~ reflection and as a guide for enhancing practice.

(~~e~~ b) The teacher thoughtfully advocates for providing all students with rich, deep and engaging curriculum and learning experiences.

(New) The teacher continuously enhances his/her understanding and application of ethical and legal matters related to school practices (e.g., legal mandates related to ESEA and IDEA, boundaries with students, privacy and civil rights, reporting requirements related to abuse).

(~~a~~ c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning as an immediate basis for reflection ~~and to reflect on and to~~ adapt planning and practice.

(~~e~~ d) The teacher reflects on his/her personal and professional biases and seeks ~~out~~ resources to deepen his/her own understanding and appreciation of diversity (e.g., cultural, ethnic, gender, socio-economic, religious) and social justice ~~and learning differences as~~ essential facets of effective teaching. ~~to build stronger relationships and create more relevant and responsive learning experiences.~~

(~~b~~ e) The teacher draws upon professional, human, material, ~~community~~ and technological resources, within and outside the school, as supports for reflection, learning, problem-solving, and enhancing practice.

(~~d~~ f) The teacher advocates, models and teaches safe, legal, and ethical use of information and technology including respect for intellectual property and the appropriate documentation of sources. , ~~and the appropriate management of ethical boundaries with students.~~

The following are a couple examples to underscore what's missing with respect to the *Essential Knowledge* and *Critical Dispositions* sections:

- The teacher is aware of a range of school, district, and community resources for improving practice and how to access and benefit from them.
- The teacher is committed to joining together with colleagues as a learning community.

Standard #10: Collaboration and Support – The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, [support](#), and well-being.

(a) The teacher prepares for and participates actively as a team member in decision-making processes that affect the school and larger educational community, [including a focus on strengthening formal and systemic school-community collaboration designed to weave together resources for enhancing student and staff learning and well-being.](#)

(b) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, monitor and evaluate progress toward those goals, and [plan and implement systemic improvements.](#)

(c) The teacher participates actively [on teams designed to](#) ~~as part of an instructional team,~~ give and receive feedback on [teaching practices and learning and student supports, analyze data from multiple sources on student work, progress, and problems,](#) ~~analyze data from multiple sources,~~ and share responsibility for decision making and accountability for [enhancing and supporting](#) each student's learning.

(d) [Independently and in collaboration with colleagues,](#) the teacher engages in professional learning to enhance his/her knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.

(e) [Independently and in collaboration with colleagues,](#) the teacher actively integrates technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, colleagues, [and other stakeholders.](#)

The following are a couple examples to underscore what's missing with respect to the *Essential Knowledge and Critical Dispositions* sections:

- The teacher understands the value and nature of collaboration and how to overcome personal and institutional barriers to effective collaboration.
- The teacher is committed to establishing effective collaboration with all school staff and with family members and other community stakeholders.

(New)

Standard #11: Teacher Status, Development, Learning, and Well-being – The teacher is treated and supported in ways that reflect an appreciation that, over the long-run, both the *professional* and *personal* status, development, learning, and well-being are critical to teacher effectiveness and retention.

(a) The teacher's professional status is recognized by her/his involvement in schoolwide decisions related to matters such as policy making, recruitment, hiring, induction and mentoring processes, resource allocation, continuing education, staff terminations.

(b) The teacher's professional development, learning, and well-being are enhanced through the establishment and design of personalized continuing education opportunities that enhance knowledge, skills, and attitudes in ways that advance classroom and school wide

practices.

(c) The teacher's professional development, learning, and well-being are enhanced through the establishment of a comprehensive system of student and learning supports designed to address barriers to learning and teaching and re-engage disconnected students.

(d) The teacher's personal status, development, learning, and well-being is supported by adequate financial compensation, physical and mental health and retirement plans, and involvement in activities that maximize feelings of competence, self-determination, and relatedness to significant others and that minimize threats to such feelings.

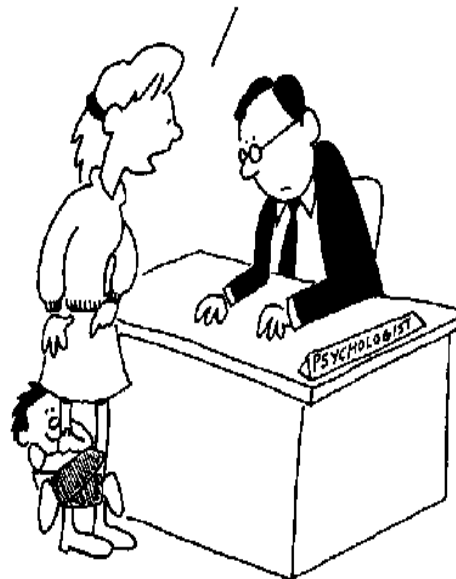
All of these clearly have implications for delineated additional items related to essential knowledge and critical dispositions.

Any discussion of better teaching and outcomes for students must also focus on the need to (1) recruit a greater proportion of the best and brightest people, (2) improve the nature and scope of preservice preparation and initial socialization into the profession, (3) improve the nature and scope of induction, initial on-the-job support, and continuing socialization at school sites, (4) enhance and personalize continuing professional education and ongoing socialization, (5) retain a greater proportion of good personnel (Center for Mental Health in Schools, 2008).

MATT'S ALWAYS BOTHERING
ME DURING CLASS.
WHAT SHOULD I DO?



I'VE TRIED THAT. NOW HOW DO I
GET HIM TO LET GO OF MY LEG?



Concluding Comments

Our analysis in no way is meant to minimize the importance of model core teaching standards and thorough and ongoing teacher preparation and continuing education related to curriculum and instruction. Every teacher must have the ability and resources to bring a sound curriculum to life and apply strategies that make learning meaningful.

At the same time, however, any set of teaching standards and preparation must also account for what is involved in *enabling* learning in the classroom. It is easy to say that schools must ensure that *all* students succeed. If all students came motivationally ready and able to profit from “high standards” curricula, then there would be little problem. But *all* encompasses those who are experiencing *external* and *internal* barriers that interfere with benefitting from what the teacher is offering. Thus, providing all students an equal opportunity to succeed requires *more than* higher standards and expectations, greater accountability for instruction, and better teaching (and certainly more than increased discipline, reduced school violence, and an end to social promotion).

Good teaching standards clearly must account for student differences and diversity (including interests, strengths, weaknesses, and limitations). Differentiated instruction is essential. However, differentiated instruction must account for more than developmental differences. An emphasis is needed on teaching in ways that also account for motivational differences. Besides differences in interests, this includes teaching in ways that overcomes low or negative/avoidance motivation, provides structure in terms of personalized support and guidance, and designs instruction to enhance and expand intrinsic motivation for learning and problem solving. Some students also require added support, guidance, and special accommodations. For practices such as *Response to Intervention* to be effective, all professional personnel working to improve schools must be grounded in such matters.

Good learning derives from instruction that is a good match for both motivation and developed capabilities. And ensuring all students have an equal opportunity to learn at school also requires a comprehensive approach to countering factors that interfere with learning and teaching. Many students need learning supports to help them in addressing interfering factors; some need special interventions to re-engage them in classroom learning. Teaching standards must include a focus on this matter so that teachers are prepared to play an effective role in addressing such factors – especially variables contributing to low or negative/avoidance motivation for schooling.

The next decade must mark a turning point for how schools and communities address the many barriers to learning experienced by children and youth. Needed in particular are initiatives to transform how teachers and their many colleagues work to prevent and ameliorate barriers which contribute to designating so many students as learning, behavior, and emotional problems. Such a transformation is essential to enabling and enhancing achievement for all, closing the achievement gap, reducing dropouts, and increasing the opportunity for schools to be valued as treasures in their neighborhood.

None of this argues against the necessity of good instruction. The problem is that improved instruction alone does little to address barriers to learning and teaching, even with enhanced school management/governance. What our analyses underscore is the need for a third component that directly and systematically addresses interfering factors and re-engages disconnected students. The development of such a component (e.g., a comprehensive system of learning supports) will require teaching standards that ensure teachers learn more about

how to address interfering factors and to work with others to enhance practices for prevention and for responding quickly when common problems arise.

Developing the third component also requires standards for learning and student support staff. Such standards are needed to ensure support personnel learn more about how to work with teachers and other staff (and to do so in classrooms as much as is feasible), as well as how to work more productively with a wider range of district and community resources. Finally, standards for all school leaders and administrators need to ensure they learn more about leading the way by expanding policy, enhancing operational infrastructure, and redeploying resources to ensure development of a comprehensive system of learning supports for addressing barriers to learning, development, and teaching.

At this critical juncture for the future of public education, we must recruit and retain the best and brightest into the field. However, doing so is unlikely if the field continues to operate under a two-component framework for improving schools. As Carol Dwyer stresses in the introduction to the National Comprehensive Center for Teacher Quality's 2007 inaugural biennial report on preparing effective teachers for at-risk schools and students:

“Even when teachers in these schools have the experience, credentials, and content expertise comparable to their counterparts in more successful schools, they often have not had the preparation or the ongoing support that is needed to handle the enormous instructional challenges and learning environments presented by at risk schools. These challenges directly affect states' and districts' abilities to recruit and retain teachers to staff the nation's neediest schools and students.”

Maintaining a two-component approach means continuing to tinker rather than transform schools. It undercuts support for teachers and efforts to enable all students to have an equal opportunity to succeed at school, work, and in life.

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Appendix A

Summary of Updated InTASC Core Teaching Standards from CCSSO

The standards have been grouped into four general categories to help users organize their thinking about the standards:

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every student and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help each and every student reach his or her full potential. They do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional and physical development occurs, with the recognition that students are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with students, colleagues, school leaders, families, members of the students' communities, and community organizations to understand better their students and maximize their learning. They promote students' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how children learn 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.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

CONTENT

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings, and work with meaningful issues. Today's teachers make content knowledge accessible to students by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help students use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, they make content knowledge relevant to students by connecting it to local, state, national, and global issues.

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.

Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Effective instructional practice today requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and align assessments to those objectives. They understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into the instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on personalizing learning for each student by using a variety of appropriate and targeted instructional strategies to address unique and diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow students to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.

Standard #7: Planning for Instruction. The teacher draws upon knowledge of content areas, crossdisciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

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 access and appropriately apply information.

PROFESSIONAL RESPONSIBILITY

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. This kind of professional learning results in discovery and implementation of better practice for all. As professionals, teachers also contribute to practices that improve teaching and learning consistent with their school's mission and in collaboration with colleagues, school leaders, parents, guardians and other adults significant to students. They demonstrate leadership by modeling ethical behavior and by contributing to positive changes in policy and practice around activities that connect school, families and the larger community.

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

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