



# The Proposed Standards of Effective Practice

Background on PELSB's  
Rulemaking Project to  
Re-Think Minnesota's  
Pedagogical Standards

R-4615

Rulemaking Project

Draft 3 | May 2021

## Background:

The Professional Educator Licensing and Standards Board (PELSB) is currently considering changes to the Standards of Effective Practice as part of the 4615 Rulemaking project.

In Minnesota, all teacher candidates completing an initial licensure program and all applicants seeking an initial licensure via portfolio must demonstrate the “Standards of Effective Practice,” which currently include over 100 standards (divided into 10 themes) ranging from instructional strategies to ethics. The Standards of Effective Practice are the fundamental knowledge and skills needed to ensure Minnesota’s teachers are prepared to teach all of Minnesota’s students. Minnesota’s Standards of Effective Practice have not had significant changes in over 20 years.

## Sources

Standards included in Draft 3 come from a variety of different sources, including:

- [Interstate Teacher Assessment and Support Consortium \(InTASC\) Model Teaching Standards and Learning Progressions for Teachers](#) (“InTASC”)
- [Minnesota’s Standards of Effective Practice](#) (“SEP”)
- Teaching Performance Expectations (“TPE”)
- [International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading](#) (“KPSTR”)
- [International Society for Technology in Education](#) (“ISTE”)
- [TeachingWorks’ High-Leverage Practices](#) (“HLP”)
- [Illinois State Board of Education’s Culturally Responsive Teaching and Leading Standards for All Illinois Educators](#) (“Illinois”)

## Organizational Framework

The organizational framework for Draft 3 uses the following “base standards” with “sub-standards” that fall under each category. The main base standards are:

- Standard 1: Student Learning
- Standard 2: Planning for Instruction
- Standard 3: Instructional Strategies
- Standard 4: Learning Environment
- Standard 5: Assessment
- Standard 6: Professional Responsibilities
- Standard 7: Collaboration and Leadership

## Themes and/or new concepts:

- Culturally-responsive pedagogy
- Collaboration with families
- Technology
- Supporting multilingual learners
- Trauma, mental health, and social-emotional learning

## Timeline and drafts:

- September 2019: PELSB released a [Draft 1](#) of proposed Standards of Effective Practice and opened the “initial comment period.”

- December 2020: PELSB released a [Draft 2](#) of proposed Standards of Effective Practice.
- June 2021: PELSB closed the initial comment period.

**Next steps:**

- The Board will continue to review the proposed standards and release key documents, such as the Statement of Need and Reasonableness.
- Later in 2021, the Board will schedule a hearing. Prior to the hearing, the Board will open another formal comment period.

**How to use this document:**

The crosswalk presented in this document contains three columns:

- Column 1 includes all the proposed standards included in Draft 3.
- Column 2 indicates whether there was a comparable standard in Draft 2 and if so, what that standard required.
- Column 3 indicates the source of the proposed standard or resources that will help provide additional information about how to implement the standard.

**Standards from Draft 2 that have been removed:**

The following standards, which were included in Draft 2, are not included in Draft 3:

- **Standard 2:** Understand learning theory, human development, cultural diversity, and individual differences
- **Standard 4:** Understand the processes of developing reading instructional practices to support reading for all students
- **Standard 18:** Know how to organize and facilitate effective meetings with colleagues, including special education teachers, paraprofessionals, and related services providers, and families with the purpose of identifying clear, measurable student outcomes and developing instructional and behavioral plans that support those outcomes
- **Standard 31:** Use a variety of strategies that elicit individual students’ thinking that foster discussion and identify common patterns of thinking
- **Standard 39:** Collaborate with students, families, and colleagues to build a safe, positive learning climate of high expectations, openness, mutual respect, support, and inquiry
- **Standard 41:** Collaboratively implement norms and routines for classroom discourse and work that promote students' positive identity development, strengthen relationships, and incorporate students' lived experiences and cultural frameworks
- **Standard 42:** Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings
- **Standard 45:** Build respectful relationships with students
- **Standard 46:** Be able to work collaboratively with others to build a shared vision, foster a supportive culture, challenge practices that harm student learning or development, identify common goals, and monitor and evaluate progress toward those goals

# STANDARD 1. STUDENT LEARNING.

Proposed Standard - Draft 3	Proposed Standard(s) - Draft 2	Sources and other commentary
<p>A. The teacher understands how students construct knowledge, acquire skills, and develop disciplined thinking processes.</p>	<p><b>Standard 1:</b> Understand how all students construct knowledge, acquire skills, and develop disciplined thinking processes.</p>	<p><b>InTASC 1(d):</b> The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p> <p><b>SEP 2(A):</b> The teacher must understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.</p>
<p>B. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p>	<p><b>Standard 9:</b> Understand and know how to use an asset-based approach when designing instruction and assessments.</p>	<p><b>InTASC 2(j):</b> The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p>
<p>C. The teacher knows about bilingualism and biliteracy and knows how to incorporate instructional strategies and resources to support and evaluate language acquisition.</p>	<p><b>Standard 5:</b> Know about second language acquisition processes and know how to incorporate instructional strategies and resources to support and evaluate language acquisition.</p>	<p><b>InTASC 2(i):</b> The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p>
<p>D. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>	<p><b>Standard 10:</b> Understand the role of language and culture in learning.</p> <p><b>Standard 24:</b> Modify instruction to make language and content comprehensible and instruction relevant, accessible, and challenging.</p>	<p><b>InTASC 1(g):</b> The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>
<p>E. The teacher understands the needs of students associated with disabilities and giftedness and knows how to use strategies and resources to address these needs.</p>	<p><b>Standard 11:</b> Understand students with exceptional needs, including those associated with disabilities and giftedness and know how to use strategies and resources to support these needs.</p> <p><b>Standard 12:</b> Understand the needs of students with physical or health disabilities and know how to use strategies and resources to support these needs.</p>	<p><b>InTASC 2(h):</b> The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p><b>SEP 3(B):</b> The teacher must know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents.</p>

# STANDARD 1. STUDENT LEARNING.

Proposed Standard - Draft 3	Proposed Standard(s) - Draft 2	Sources and other commentary
<p>F. The teacher understands the diverse impacts of individual and systemic trauma, such as stemming from experiencing homelessness, foster care, incarceration, migration, medical fragility, and similar traumas, on learning, development, and behavior, and knows how to support students using strategies and resources to address these impacts.</p>	<p><b>Standard 14:</b> Understand the diverse impacts of trauma, such as stemming from experiencing homelessness, foster care, incarceration, medical fragility, and similar traumas on learning, development, and behavior, and know how to support students using strategies and resources to ameliorate and address these impacts.</p>	<p><b>TPE 4:</b> The teacher knows how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p>
<p>G. The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.</p>	<p><b>Standard 13:</b> Recognize symptoms of mental health problems and their impact on learning and know how to use strategies and resources to address these impacts.</p>	<p>The U.S. Department of Health and Human Services has resources for educators:  <a href="https://www.mentalhealth.gov/talk/educators">https://www.mentalhealth.gov/talk/educators</a></p>
<p>H. The teacher is able to recognize the distinguishing characteristics of reading disabilities, including dyslexia, and knows how to implement appropriate accommodations.</p>	<p><b>Standard 15:</b> Recognize the distinguishing characteristics of reading disabilities, including dyslexia, and understand how to access resources to support students.</p>	<p><b>KPSTR 2.3:</b> Identify the distinguishing characteristics of dyslexia.   <b>KPSTR 4A.3:</b> Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</p>
<p>I. The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learners’ development.</p>	<p><b>Standard 19:</b> Respect learners’ differing strengths and needs and is committed to using this information to further each learners’ development.</p>	<p><b>InTASC 1(h):</b> The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.</p>
<p>J. The teacher believes that all learners can achieve at high levels and persists in helping each student meet their learning goals.</p>	<p><b>Standard 20:</b> Believe that all learners can achieve at high levels and persists in helping each student meet their learning goals.</p>	<p><b>InTASC 2(l):</b> The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p>



## STANDARD 2. PLANNING FOR INSTRUCTION.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
A. The teacher understands Minnesota’s English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.	<b>N/A – New to Draft 3</b>	The Minnesota Department of Education (MDE) adopted the World-class Instructional Design and Assessment English Language Development (WIDA ELD) standards in 2011.  <a href="#">WIDA 2020 Edition of the ELD Standards Framework</a>
B. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge	<b>Standard 26:</b> Understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge	<b>InTASC 7(h):</b> The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
C. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	<b>N/A - New to Draft 3</b>	<b>InTASC 7(k):</b> The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
D. The teacher creates lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, national discipline-specific standards.	<b>Standard 22:</b> Create lessons, unit plans, and learning experiences based on Minnesota's English language development standards and academic standards, or if unavailable, national discipline-specific standards  <b>Standard 48:</b> Design assessments that match learning objectives aligned to Minnesota's English language standards and academic standards or, if unavailable, national discipline-specific standards with assessment methods	<b>SEP 4(A):</b> The teacher must understand Minnesota's graduation standards and how to implement them.  <b>Minn. R. 8705.1010, Standard 2(3):</b> The unit must ensure each program provides effective instruction on: lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards.  <b>InTASC 7(g):</b> The teacher understands content and content standards and how these are organized in the curriculum  <b>HLP 14:</b> Designing single lessons and sequences of lessons
E. The teacher understands that each student’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.	<b>Standard 6:</b> Identify readiness for learning and understand how development in any one area may affect performance in others	<b>InTASC 1(e):</b> The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

## STANDARD 2. PLANNING FOR INSTRUCTION.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
F. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<b>N/A – New to Draft 3</b>	<b>InTASC 2(c):</b> The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
G. The teacher plans how to achieve each student's learning goals, choosing strategies and accommodations, resources, including technology, community resources, and materials, to differentiate instruction for individuals and groups of learners.	<b>Standard 23:</b> Plan how to achieve each student's learning goals, choosing strategies and accommodations, resources, including technology, and materials to differentiate instruction for individuals and groups of learners	<b>InTASC 7(b):</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.
H. The teacher creates opportunities for students to learn, practice, and master academic language in their content.	<b>Standard 30:</b> Create opportunities for students to learn, practice, and master academic language in their content	<b>InTASC 4(h):</b> The teacher creates opportunities for students to learn, practice, and master academic language in their content.
I. The teacher provides opportunities to students to learn about power and privilege in the context of various communities and must empower learners to be agents of positive social change.	<b>N/A - New to Draft 3</b>	<a href="#">New York's Culturally Responsive-Sustaining Education Framework</a>
J. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.	<b>Standard 36:</b> Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning	<b>ISTE 5(c):</b> Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

## STANDARD 3. INSTRUCTIONAL STRATEGIES.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
A. The teacher understands the cognitive processes associated with various kinds of learning such as critical and creative thinking, problem framing and problem solving, invention, memorization and recall and how these processes can be stimulated.	<b>Standard 3:</b> Understand the cognitive processes associated with various kinds of learning such as critical and creative thinking, problem framing and problem solving, invention, memorization and recall and how these processes can be stimulated	<b>InTASC 8(j):</b> The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
B. The teacher understands the value of and is familiar with instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.	<b>Standard 34:</b> Integrate applied, real-world learning opportunities, including service learning, community-based learning, and project-based learning	
C. The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally.	<b>Standard 21:</b> Develop learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally	<b>InTASC 3(b):</b> The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally
D. The teacher uses learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills.	<b>Standard 25:</b> Use learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills	<b>Minn. Stat. 122A.092, Subd. 5(a):</b> Teacher candidates must be instructed in using students' native languages as a resource in creating effective differentiated instructional strategies for English learners developing literacy skills
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.	<b>Standard 27:</b> Explain and model content, academic practices, and strategies	<b>InTASC 8(e):</b> 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.
F. The teacher asks questions to stimulate discussion that serves different purposes such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question.	<b>Standard 28:</b> Ask questions to stimulate discussion that serves different purposes such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question	<b>InTASC 8(i):</b> 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).



## STANDARD 3. INSTRUCTIONAL STRATEGIES.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
G. The teacher engages all students in developing higher order questioning skills and metacognitive processes.	<b>Standard 29:</b> Engage all students in developing higher order questioning skills and metacognitive processes	<b>InTASC 8(f):</b> The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
H. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	<b>Standard 33:</b> Collaborate with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest	<b>InTASC 8(c):</b> 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.
I. The teacher varies learning activities to involve whole group, small group, and individual work, and to develop a range of learner skills.	<b>N/A - New to Draft 3</b>	<b>InTASC Rubric Progressions 3(2)(1):</b> The teacher varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills.
J. The teacher uses technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	<b>Standard 35:</b> Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs	<b>ISTE 5(a):</b> Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs
K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	<b>Standard 37:</b> Employ a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	<p>Massachusetts Guidelines for the Professional Standards for Teachers 2(e)</p> <p>For additional resources on culturally responsive SEL, review the materials that follow:</p> <ul style="list-style-type: none"> <li>• <a href="#">“Checklist for Culturally Responsive and Embedded SEL,”</a> Association of Alaska School Boards.</li> <li>• <a href="#">“Social-Emotional Learning from a Culturally Responsive Lens,”</a> Committee for Children Blog.</li> <li>• Learning Segment 4: <a href="#">“Integrating SEL into Culturally Responsive Classrooms,”</a> Washington State Schools SEL Online Education Module.</li> </ul>

## STANDARD 4. LEARNING ENVIRONMENT.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
A. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.	<b>Standard 7:</b> Understand the relationship between motivation and engagement and know how to design learning experiences using strategies that build student self-direction and ownership of learning.	<b>InTASC 3(i):</b> The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
B. The teacher understands that proactive and instructive responses to problem behavior is more likely to lead to improved student outcomes than exclusionary practices, such as office referrals or suspensions.	<b>Standard 43:</b> Facilitate culturally responsive, student-centered classroom engagement, discipline intervention and prevention, and restorative practices that address the social, emotional, and mental health needs of the child.	<a href="#">PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (March 2021)</a>
C. The teacher knows how to collaborate with students to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	<b>Standard 38:</b> Know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	<b>InTASC 3(k):</b> The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.  <b>SEP 5 (E):</b> The teacher must understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
D. The teacher manages the learning environment to actively and equitably engage learners such as by organizing, allocating, and coordinating resources.	<b>Standard 40:</b> Manage the learning environment to actively and equitably engage learners such as by organizing, allocating, and coordinating resources.	<b>InTASC 3(d):</b> 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.  <b>SEP 5(N):</b> The teacher must organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.

## STANDARD 4. LEARNING ENVIRONMENT.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
E. The teacher fosters an environment that ensures all student identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.	<b>N/A - New to Draft 3</b>	<a href="#">New York's Culturally Responsive-Sustaining Education Framework</a>
F. The teacher supports students as they recognize and process dehumanizing biases, discrimination, and prejudices.	<b>Standard 44:</b> Assist students as they recognize and process dehumanizing biases, discrimination, and prejudices	<p><b>SEP 3(D):</b> The teacher must understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism.</p> <p><b>InTASC 5(g):</b> 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.</p>
G. 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.	<b>N/A – New to Draft 3</b>	<b>InTASC 3(f):</b> 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.

## STANDARD 5. ASSESSMENT.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
A. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences.	N/A – New to Draft 3	<p><b>InTASC 6(k):</b> The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p><b>HLP 16:</b> Selecting and designing formal assessments of student learning.</p>
B. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.	<b>Standard 47:</b> Design assessments, from an asset-based perspective, that minimize sources of bias	<p><b>InTASC 6(b):</b> The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><b>InTASC 6(k):</b> The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p>
C. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	<b>Standard 53:</b> Understand the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback	<p><b>InTASC 6(n):</b> Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p><b>HLP 18:</b> Providing oral and written feedback to students.</p> <p><b>SEP 9(M):</b> Responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.</p>

## STANDARD 5. ASSESSMENT.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
D. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.	<b>Standard 52:</b> Know how and when to engage students in analyzing their own assessment results and setting goals for their own learning	<p><b>SEP 8(I):</b> The teacher must implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning</p> <p><b>InTASC 8(b):</b> The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs</p> <p><b>HLP 13:</b> Setting long and short term learning goals for students</p>
E. The teacher prepares all students for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, including learners with disabilities and language-learning needs.	<b>Standard 50:</b> Prepare all students for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, including learners with disabilities and language-learning needs	<p><b>InTASC 6(h):</b> 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.</p> <p><b>SEP 3(M):</b> The teacher must accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes.</p>
F. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet students' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	<b>Standard 49:</b> Regularly assess individual and group performance with formative and summative assessments in order to design and modify instruction to meet students' needs.	<p><b>InTASC 1(a):</b> 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.</p> <p><b>SEP 2(E):</b> The teacher must assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.</p>

## STANDARD 5. ASSESSMENT.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
<p>G. The teacher, independently and in collaboration with colleagues, 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.</p>	<p><b>Standard 51:</b> Independently and in collaboration with colleagues, use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice based on research, systemic observation, and information about learners.</p>	<p><b>InTASC 9(c):</b> 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.</p>
<p>H. The teacher engages students in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work.</p>	<p><b>Standard 54:</b> Engage students in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work.</p>	<p><b>InTASC 6(d):</b> The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p>



## STANDARD 6. PROFESSIONAL RESPONSIBILITIES.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
<p>A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.</p>	<p><b>Standard 59:</b> Understand the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students</p>	<p><b>SEP 9(K):</b> The teacher must understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500.</p> <p><b>Minn. R. 8705.1010, Standard 2(2):</b> The unit must ensure each program provides effective instruction on the teacher Code of Ethics.</p> <p><b>InTASC 9(o):</b> The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>
<p>B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.</p>	<p><b>Standard 61:</b> Understand laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect</p>	<p><b>InTASC 9(j):</b> The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p><b>SEP 10(C):</b> The teacher must understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect.</p>

## STANDARD 6. PROFESSIONAL RESPONSIBILITIES.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
<p>C. The teacher understands the historical foundations, laws, and policies that contributed to systemic racism and barriers in Minnesota's education system, including the impacts on students historically denied access, underserved, and/or underrepresented on the basis of race, class, gender, sexual orientation, language, socioeconomic status, and/or country of origin.</p>	<p><b>Standard 58:</b> Understand the historical foundations, laws, and policies that contributed to systemic racism and barriers in Minnesota's education system, including the impacts on American Indian students and other marginalized students</p>	<p><b>InTASC 10(I):</b> The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners</p> <p><a href="#">New York's Culturally Responsive-Sustaining Education Framework</a>: The teacher recognizes that personal, cultural, and institutionalized discrimination and racism creates and sustains privileges for some while creating and sustaining disadvantage for others.</p>
<p>D. The teacher understands the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.</p>	<p><b>N/A – New to Draft 3</b></p>	<p><b>SEP, Standard 3 (G):</b> The teacher must understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.</p>
<p>E. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations/adjustments.</p>	<p><b>N/A – New to Draft 3</b></p>	<p><b>InTASC 9(g):</b> The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><b>SEP 9(B):</b> The teacher must understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment.</p>

## STANDARD 6. PROFESSIONAL RESPONSIBILITIES.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
<p>F. The teacher explores their own intersecting identities (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.); how they were developed; and how they impact daily experience of the world.</p>	<p><b>Standard 57:</b> Reflect on how the teacher’s own bias and microaggressions shape the myriad of small decisions and interactions made every day in the classroom and school and develop skills to eliminate impacts accordingly</p>	<p><b>Illinois, Section 24.50 (a)(6):</b> Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.</p> <p><b>Illinois, Section 24.50 (a)(7):</b> Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.</p> <p><b>Illinois, Section 24.50 (a)(1):</b> Understand and value the notion that multiple lived experiences exist, that there is often not one “correct” way of doing or understanding something, and that what is seen as “correct” is most often based on our lived experiences.</p>
<p>G. The teacher assesses how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p>	<p><b>Standard 56:</b> Understand how personal identity, frames of reference, and prior experience affect perceptions and expectations, and recognize how they may bias behavior and interactions with others, including through classroom management practices</p>	<p><b>Illinois, Section 24.50 (a)(10):</b> Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p> <p><b>InTASC 9(e):</b> 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.</p>

## STANDARD 6. PROFESSIONAL RESPONSIBILITIES.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
H. The teacher assesses and reflects on their racial literacy skills - the ability to read, discuss, and write about situations that involve race or racism - and seek opportunities to practice and develop racial literacy with peers and students.	<b>N/A – New to Draft 3</b>	<a href="#">New York’s Culturally Responsive-Sustaining Education Framework</a>
I. The teacher knows how to build and implement a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities.	<b>Standard 62:</b> Know how to build and implement a plan for professional growth directly aligned with the teacher's needs as a growing professional using feedback from teacher evaluations and observations, data on student performance, and school- and system-wide priorities.	<b>InTASC 9(k):</b> Knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system- wide priorities.
J. 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 use of social media.	<b>Standard 60:</b> Be able to advocate, model, and teach safe, legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.	<b>InTASC 9(f):</b> 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.  <b>SEP 10(M):</b> The teacher must understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
K. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	<b>Standard 63:</b> Actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving	<b>InTASC 9(d):</b> The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

## STANDARD 7. COLLABORATION AND LEADERSHIP.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
<p>A. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p>	<p><b>Standard 8:</b> Understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p>	<p><b>InTASC 10(m):</b> The teacher understands that alignment of family, school, and Community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p><b>SEP 10(B):</b> The teacher must understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.</p>
<p>B. The teacher understands the importance of engaging in regular, reciprocal, and culturally responsive communication with families about student learning and performance.</p>	<p><b>Standard 55:</b> Engage in regular, reciprocal, and culturally responsive communication with families about student learning and performance</p>	<p><b>Massachusetts Standard 3, Indicator C: Communication indicator:</b> Engages in regular, two-way, and culturally proficient communication with families about student learning and performance</p> <p><b>ISTE 4(d):</b> Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p> <p><b>Kansas Standard 10.2.3PS:</b> Welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources.</p> <p><b>Texas Standard 4D.iv:</b> Communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.</p>

## STANDARD 7. COLLABORATION AND LEADERSHIP.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
C. The teacher knows how to collaborate with families to support student learning and secure appropriate services to meet the needs of students.	<b>Standard 17:</b> Be able to collaborate with families to support student learning and secure needed services	<b>High-Leverage Practices in Special Education 3:</b> Collaborate with families to support student learning and secure needed services.  <b>HLP 11:</b> Talking about a student with parents or other caregivers.
D. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, and/or national level; and advocates for students, the school, the community, and the profession.	<b>Standard 64:</b> Understand multiple leadership models for teachers; know how to take on leadership roles at the school, district, state, and/or national level; and advocates for learners, the school, the community, and the profession	<b>InTASC 10(k):</b> 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
E. The teacher identifies gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and must advocate for representation of these absent perspectives.	<b>Standard 32:</b> Be able to assess and adjust curriculum in order to create and promote equitable educational opportunities	<a href="#">New York's Culturally Responsive-Sustaining Education Framework</a>
F. The teacher examines policies and practices for disparate impact and from a power versus purpose perspective (i.e., policies and practices that reflect the preference of staff versus those with a clear purpose linked to educational outcomes).	<b>N/A – New to Draft 3</b>	<a href="#">PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches (March 2021)</a>
G. The teacher recognizes the responsibility to question mainstream school knowledge and conventional ways of doing things, and beliefs and assumptions about diverse students, families, cultures, and communities.	<b>Standard 65:</b> Have courage to question mainstream school knowledge and conventional ways of doing things, and beliefs and assumptions about diverse students, families, cultures, and communities	



## STANDARD 7. COLLABORATION AND LEADERSHIP.

Proposed Standard - Draft 3	Proposed Standard - Draft 2	Sources and other commentary
<p>H. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related services providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p>	<p><b>Standard 16:</b> Be able to collaborate with colleagues, including special education teachers, paraprofessionals, and related services providers, to support students’ learning toward measurable outcomes and to facilitate students’ social and emotional well-being across all school environments and instructional settings</p>	<p><b>InTASC 7(e):</b> 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.</p> <p>See also CEEDAR and the Council for Exceptional Children’s High-Leverage Practices in Special Education 1 and SEP 9(J)</p>