



Recommendations for Minnesota's Teacher Standards of Effective Practice

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Introduction

On September 14, 2018, the Professional Educator Licensing and Standards Board (PELSB) opened rulemaking on the Standards of Effective Practice, which are the core set of knowledge and skills that all teacher candidates in Minnesota teacher preparation programs learn.

Even though there were a handful of technology standards added in 2009, the regulations have not been opened for full revision since their adoption in 1999. Opening these regulations has created the opportunity for Minnesota to start rethinking how teacher candidates can and should be trained to equitably meet the needs of all students by taking into account their students' interests, identities, life experiences, and aspirations. We call this [student-centered learning](#).

EE has long advocated for much needed changes to teacher preparation. In 2015, we published a report, [Reimagining Teacher Preparation: An Invitation to Create New Programs for Changing Teacher Roles](#), where we provided concrete recommendations for how teacher preparation programs could improve their ability to prepare 21st century teachers who are ready to implement student-centered learning and further professionalize the teaching profession.

Building off of our previous work, in October 2018 we started engaging with educators by asking them what knowledge and skills they thought teacher candidates should understand and be able to demonstrate before they received their teaching license. Specifically, we:

- Sent a survey to our educator network;
- Hosted an educator listening session with PELSB's executive director, rulemaking specialist, and teacher preparation board representative;
- Had individual interviews with educators; and
- Consulted with our Student-Centered Learning Policy Advisory Council.

From our extensive stakeholder engagement, we identified nine areas that we recommend PELSB strengthen or add when drafting the new Standards of Effective Practice:

1. Equity & Diverse Learners
2. Self-Reflection
3. Positive Relationships and Student Ownership
4. Positive Identity Development
5. Personalization
6. Social-Emotional Learning
7. Collaborative Relationships with Families
8. Collaborative Leadership
9. Understanding Relevant Policies

We also examined the professional teaching standards in 45 states and the District of Columbia in order to find examples of language that aligned with our recommendations.



Other High-Level Suggestions

In addition to our recommendations across these nine areas, our conversations with educators and state-by-state analysis of teaching standards yielded two other high-level suggestions that have to do with the nature of the standards and how they are organized.

Consideration #1: Minnesota’s current Standards of Effective Practice focus on inputs rather outputs, with language that is centered around teacher candidates understanding content, theory, and pedagogy. In fact, the word “understand” is used 59 times, while the word “demonstrate” is used 2 times, “model” is used 0 times, “apply” is used 3 times, and “application” is only used once. Having a grasp of content, theory, and pedagogy is important, but it is also imperative that teacher candidates demonstrate competency in being able to effectively apply that knowledge.

Consideration #2: Several states have organized their substandards into different categories in order to clarify what the teacher candidates should be able to demonstrate, what they should know, and what their mindsets should be. Examples of how eight states have organized their standards are below.

| State | Organization of Standards |
|--------------|---|
| Idaho | Knowledge, Performance, Disposition |
| Illinois | Knowledge Indicators and Performance Indicators |
| Kansas | Content Knowledge and Professional Skills |
| Arkansas | Performances, Essential Knowledge, and Critical Dispositions* |
| Hawaii | |
| New Jersey | |
| North Dakota | |
| Vermont | |

*All of these states include language from the InTASC Standards (described further below), which breaks teacher standards into these three categories.

How To Use This Memo

The purpose of this memo is to provide examples of model language from other states, which are aligned to our nine recommendations, in order to inform and provide specific options for PELSB as they revise the Standards of Effective Practice.

Each recommendation has two tables which contain examples of other states’ professional teaching standards. The first table has language that is specific to individual states, while the second table contains standards that come from CCSSO’s InTASC Model Standards and are repeated across multiple states.

What are the InTASC Model Standards?

In 2013, the Council of Chief State School Officers, through their Interstate Teacher Assessment and Support Consortium (InTASC), published its Model “Core” Teaching Standards¹ which outline what all beginning teachers should know and be able to do, regardless of what subject or grade level they teach, in order to be a high-quality teacher. CCSSO developed the Model “Core” Teaching Standards by engaging with various committees comprised of practicing teachers, teacher educators, national education organizations, school leaders, and state agency staff. Importantly, the standards are intended to be a resource and not a blueprint for states as they develop their own standards.



Recommendation #1: Equity & Diverse Learners

We recommend PELSB apply an equity lens when drafting the new Standards of Effective Practice. Specifically, we recommend adding language that would help prepare teacher candidates to meet the needs of Minnesota’s increasingly diverse student body, and in particular students of color, English Language Learners, low-income students, and students with special needs.

Rationale

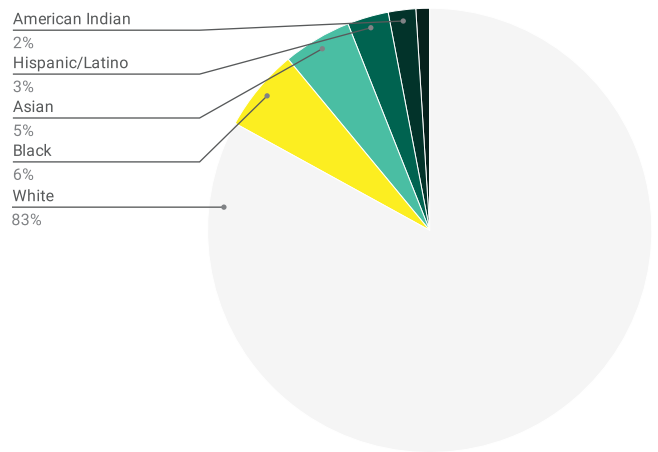
Over the past couple of decades (and since the Standards of Effective Practice were last updated), Minnesota’s public school student population has undergone a demographic transformation. Specifically, in 2000, the composition of Minnesota’s public school students was 83 percent White, 6 percent Black, 5 percent Asian, 3 percent Hispanic/Latino, and 2 percent American Indian.² In 2019, however, Minnesota’s public school students are 66 percent White, 10 percent Hispanic/Latino, 11 percent Black, 7 percent Asian, and 2 percent American Indian.³

The number of students identified for special needs has also substantially increased over the past 15 years—115,844 students in 2003 to 147,605 students in 2018⁴—and the English Language Learner population has also increased by 300 percent from 1996 to 2013.⁵

The prevalence of students living in poverty has also increased in Minnesota. In 2005, the percentage of children under 18 living in poverty was 11.6 percent.⁶ In 2014, that number increased to 14.9 percent.⁷ Furthermore, during the 2017-18 academic year, nearly 4 in 10 public school students were eligible for free-or-reduced priced lunch⁸; up from 26.6 percent in 2002.⁹

If Minnesota’s teacher candidates are going to be prepared to equitably meet the needs of all students, and in particular the state’s increasingly diverse student body, then it is imperative that candidates not only learn but also demonstrate competency in being able to meet and honor the unique needs and abilities of all students.

2000 Minnesota Public School Demographics



2019 Minnesota Public School Demographics

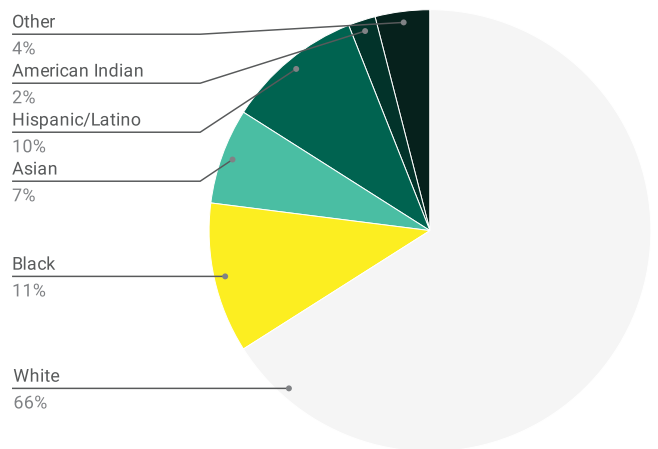




Table 1A: Examples of Language from Other States

| Language | State | Standard Number/ Letter |
|--|------------|-----------------------------------|
| Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status. | Alabama | Standard 4.1 |
| Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, and giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and interventions. | | Standard 4.7 |
| Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities. | | Standard 4.8 |
| Addressing the needs of English learners and students with special needs to provide equitable access to the content. | California | Standard 3.6 |
| Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels. | Colorado | Quality Standard II. Element D |
| Understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum. | Illinois | Standard 1A |
| Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. | | Standard 1H |
| Proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom. | | Standard 9Q |



| Language | State | Standard Number/ Letter |
|--|--------------|----------------------------|
| Knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs. | Indiana | Standards 1.4 |
| Knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities. | | Standard 1.5 |
| Knowledge of processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners. | | Standard 1.6 |
| Knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use “appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional”. | | Standard 4.3 |
| The ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students’ development and learning. | | Standard 5.3 |
| Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning. | Rhode Island | Standard 4.1 |



Table 1B: InTASC Language Repeated in Other States

| Language | State | Standard Number/Letter |
|--|--------------|----------------------------|
| The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. | Arkansas | Standard 1H |
| | Hawaii | Standard 1H |
| | Idaho | Standard 1. Disposition 1. |
| | New Jersey | Standard 1iii.1 |
| | North Dakota | Standard 1H |
| | Vermont | Standard 1H |
| The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Arkansas | Standard 2 |
| | Delaware | Standard 3 |
| | Hawaii | Standard 2 |
| | Idaho | Standard 2 |
| | Maine | Standard 2 |
| | New Jersey | Standard 2 |
| | North Dakota | Standard 2 |
| 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. | Vermont | Standard 2 |
| | Arkansas | Standard 2H |
| | Hawaii | Standard 2H |
| | Idaho | Standard 2. Knowledge 2. |
| | New Jersey | Standard 2ii.3 |
| | North Dakota | Standard 2H |
| The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. | Vermont | Standard 2H |
| | Arkansas | Standard 2I |
| | Hawaii | Standard 2I |
| | Idaho | Standard 2. Knowledge 3. |
| | New Jersey | Standard 2ii.4 |
| | North Dakota | Standard 2I |
| 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. | Vermont | Standard 2I |
| | Arkansas | Standard 2J |
| | Hawaii | Standard 2J |
| | Idaho | Standard 2. Knowledge 4. |
| | New Jersey | Standard 2ii.5 |
| | North Dakota | Standard 2J |
| | Vermont | Standard 2J |



| Language | State | Standard Number/Letter |
|--|--------------|----------------------------|
| <p>The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> | Arkansas | Standard 2L |
| | Hawaii | Standard 2L |
| | Idaho | Standard 2. Disposition 1. |
| | New Jersey | Standard 2iii.1 |
| | North Dakota | Standard 2L |
| | Vermont | Standard 2L |
| <p>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.</p> | Arkansas | Standard 3O |
| | Hawaii | Standard 3D |
| | Idaho | Standard 3. Performance 4 |
| | New Jersey | Standard 3i.4 |
| | North Dakota | Standard 3D |
| | Vermont | Standard 3D |
| <p>The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> | Arkansas | Standard 4M |
| | Hawaii | Standard 4M |
| | Idaho | Standard 4. Knowledge 4. |
| | Kansas | Standard 4.2.2CK |
| | New Jersey | Standard 4i.4 |
| | North Dakota | Standard 4M |
| | Vermont | Standard 4M |
| <p>The teacher respects learners' differing strengths and needs and is committed to using this information to plan effective instruction.</p> | Arkansas | Standard 7N |
| | Hawaii | Standard 7N |
| | Idaho | Standard 7. Disposition 1. |
| | New Jersey | Standard 6iii.1 |
| | North Dakota | Standard 7N |
| | Vermont | Standard 7N |
| <p>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> | Arkansas | Standard 10L |
| | Hawaii | Standard 10L |
| | Idaho | Standard 10. Knowledge 1. |
| | Kansas | Standard 10.1.1CK |
| | New Jersey | Standard 10ii.1 |
| | North Dakota | Standard 10L |
| | Vermont | Standard 10I |



Recommendation #2: Self-Reflection

We recommend PELSB amend Standard 9 to incorporate language that speaks to a teacher candidate being able to engage in self-reflection in order to understand how their personal and cultural biases may and/or do have an impact on students, families, and their teaching. EE contends that this is a critical component to advancing equitable, student-centered learning.

Rationale

Implicit biases, which can be favorable or unfavorable, affect an individual's understanding, actions, and decisions in an unconscious manner.¹⁰ Research on teacher implicit biases illustrate the long-term impact they can have on students; they've been shown to generate self-fulfilling prophecies, produce stereotype threats, as well as affect a students' interests in specific subjects and level of effort, to name a few.

A 2015 study from the Upjohn Institute for Employment Research analyzed interviews of over 16,000 teachers, Black and non-Black, and asked them to predict their 10th grade students' future educational attainment.¹¹ White teachers were 30 percent less likely than Black teachers to predict that their Black students would earn a college degree. For White students, the teachers' predictions were about the same. The disparity in expectations can lead to a teacher unknowingly changing their instructional strategies and/or lowering the expectations for their Black students.¹²

On the other hand, research has found that there are educators who view Asian students as the "model minority" group, meaning they think all Asian students get straight A's and attend prestigious universities. This belief assumes that Asian students are a monolithic group and, for many subgroups of Asian students, sets unrealistic academic expectations.¹³

A teacher's implicit biases on gender can also impact student learning and outcomes. A 2015 study had results which suggested that teachers' biased behavior at an early stage of schooling has long-term implications for occupational choices and lifetime earnings for students.¹⁴ Specifically, the study found that teachers' biases favoring boys had a positive impact on the achievement of boys and a negative impact on the achievement of girls.¹⁵

Furthermore, a teacher's implicit biases can also lead to disparities in student discipline. A 2016 study from Yale examined how early educators filter student behavior through their own implicit biases, which then contributed to discipline disparities amongst White and Black preschool students.¹⁶ Specifically, Black students were four times more likely to be suspended than their White peers for the same behavioral offenses.

Minnesota has some of the worst disparities in the country between students of color and White students in academic achievement, graduation rates, discipline, and more. And even though over one-third of the state's public school students identify as students of color, the vast majority of Minnesota's teachers are white (95.7 percent¹⁷). Therefore, it is imperative that as we work to diversify the teaching workforce, we must also work to ensure that **all of Minnesota's teachers** are reflective practitioners who can critically self-assess the impact their implicit biases might be having and then work to change their practice.



Table 2A: Example Language from Other States

| Language | State | Regulation Number/Letter |
|--|------------|--------------------------|
| Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning. | Alabama | Standard 4.3 |
| The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. | Idaho | Standard 9. Knowledge 3. |
| Understands his or her personal perspectives and biases and their effects on one's teaching. | Illinois | Standard 1F |
| The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | Kentucky | Standard 9 |
| The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on students and adapts practice to meet the needs of each student. | Louisiana | Competency C |
| Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly. | Michigan | Standard 2D |
| Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly. | | Standard 5D |
| The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning. | New Jersey | Standard 9 |
| Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally. | Tennessee | Standard 9 |
| Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. | Wisconsin | Standard 9 |



Table 2B : InTASC Language Repeated in Other States

| Language | State | Regulation Number/Letter |
|--|---------------|----------------------------|
| The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. | Arkansas | Standard 4Q |
| | Hawaii | Standard 4Q |
| | Idaho | Standard 4. Disposition 3. |
| | New Jersey | Standard 4iii.3 |
| | North Dakota | Standard 4Q |
| | Vermont | Standard 4Q |
| The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/ her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | Arkansas | Standard 9 |
| | Hawaii | Standard 9 |
| | Idaho | Standard 9 |
| | Maine | Standard 9 |
| | Montana | Standard 11 |
| | New Hampshire | Standard 9 |
| | North Dakota | Standard 9 |
| | Oklahoma | Standard 9 |
| Vermont | Standard 9 | |
| 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. | Arkansas | Standard 9E |
| | Hawaii | Standard 9E |
| | Idaho | Standard 9. Performance 5. |
| | New Jersey | Standard 11i.1 |
| | North Dakota | Standard 9E |
| | Vermont | Standard 9E |
| The teacher is committed to deepening understanding of his/her 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 learners and their families. | Arkansas | Standard 9M |
| | Hawaii | Standard 9M |
| | Idaho | Standard 9. Performance 6. |
| | New Jersey | Standard 9iii.2 |
| | North Dakota | Standard 9M |
| | Vermont | Standard 9M |



Recommendation #3: Positive Relationships & Student Ownership

We recommend PELSB add or amend current language so that it directly addresses the importance of positive relationships, both student-student and student-teacher. Specifically, we recommend PELSB incorporate language that would:

- Focus on the teacher candidate understanding and demonstrating that they can develop and foster student relationships that are caring, supportive, collaborative, and reciprocal;
- Emphasize that, as part of these positive relationships, the teacher candidate should create opportunities for the students to provide input and be actively involved in their education; and
- Stress the importance of believing in the potential of all students and holding them to high expectations.

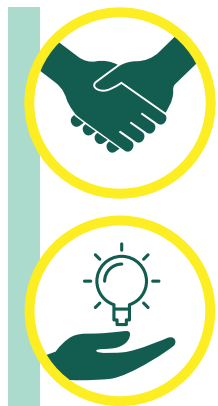
Rationale

Minnesota's current Standards of Effective Practice have several substandards that speak to incorporating a student's life experiences, perspectives, and culture into lessons. However, there is nothing about teacher candidates developing positive relationships with their students and then collaborating with them to create these educational experiences, even though there is overwhelming evidence in research for this practice.

Specifically, the research has found that meaningfully involving students in their education can increase their academic achievement, motivation, effort, participation, and engagement.¹⁸ When given choice in their learning, students engage in deeper, richer learning, display more on-task behavior, and the learning environment becomes more collaborative.¹⁹ Research also shows that when students are given autonomy in their learning they are more likely to better develop their 21st century or "character" skills in critical thinking, problem solving, teamwork, creativity, grit, perseverance, and time management. These are some of the most sought after skills for employers.²⁰

In order to meaningfully involve students in their learning, however, a teacher must be able to develop positive relationships with their students. The research indicates that when students have positive relationships with their teachers they are better able to tackle academic challenges, develop higher self-esteem, and learn about appropriate peer relationships.²¹ Also, students who believe their teachers care about their success and have high academic expectations for them are more motivated to meet those expectations, and they also perform better academically than their peers who do not.²² Positive student-teacher relationships are particularly important for low-income students. Research shows that low-income students who have positive relationships with their teachers have higher academic achievement and more positive social-emotional adjustment than similar students who do not.²³

Furthermore, strong relationships between students play a critical role in their academic and social outcomes, and long-term success.²⁴ Positive peer relationships are important in a student's personal growth,²⁵ academic success,²⁶ and critical to a student's cognitive, social, and language development.²⁷ This is particularly true for students who have adverse family circumstances as measured by indicators like violent conflict and harsh discipline. Research has found that peer acceptance can serve as a "moderator" for all these measures.²⁸



Positive Relationships and Student Ownership & Agency are two of seven common principles of student-centered learning identified by Education Evolving. See educationevolving.org/learning



Table 3A: Example Language from Other States

| Language | State | Regulation Number/Letter |
|---|---------------|--------------------------|
| Develops plans based on student responses and provides for different pathways based on student needs. | Illinois | Standard 3M |
| Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities. | | Standard 4K |
| Engages students in and monitors individual and group-learning activities that help them develop the motivation to learn. | | Standard 4N |
| Monitors and adjusts strategies in response to feedback from the student. | | Standard 5J |
| Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. | | Standard 7L |
| Collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement. | | Standard 9N |
| The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally. | Kansas | Standard 3.3.3PS |
| 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. | Maine | Standard 3 |
| Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth. | Michigan | Standard 5C |
| Use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. | Montana | Standard 1F |
| Learning Environments. The educator works with learners to create and access learning environments that support self-directed and individual and collaborative learning, based on each learners' interests and passions, and uses learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences | New Hampshire | Standard 3 |
| Provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning. | Rhode Island | Standard 9.4 |
| The teacher works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self motivation. | Utah | Standard 3 |
| Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. | | Standard 3b |



Table 3B: InTASC Language Repeated in Other States

| Language | State | Regulation Number/Letter |
|---|--------------|-------------------------------|
| The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. | Arkansas | Standard 2L |
| | Hawaii | Standard 2L |
| | Idaho | Standard 2. Disposition 1. |
| | New Jersey | Standard 2iii.1 |
| | North Dakota | Standard 2L |
| | Vermont | Standard 2L |
| The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. | Arkansas | Standard 3A |
| | Hawaii | Standard 3A |
| | Idaho | Standard 3. Performance 1. |
| | Kansas | Standard 3.3.2PS |
| | New Jersey | Standard 3i.1 |
| | North Dakota | Standard 3A |
| | Vermont | Standard 3A |
| The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. | Arkansas | Standard 3C |
| | Hawaii | Standard 3C |
| | Idaho | Standard 3. Performance 1. |
| | Kansas | Standard 3.3.4PS |
| | New Jersey | Standard 3i.2 |
| | North Dakota | Standard 3C |
| | Vermont | Standard 3C |
| The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. | Arkansas | Standard 3O |
| | Hawaii | Standard 3O |
| | Idaho | Standard 3. Disposition 2. |
| | New Jersey | Standard 3iii.2 |
| | North Dakota | Standard 3O |
| | Vermont | Standard 3O |



| Language | State | Regulation Number/Letter |
|--|--------------|----------------------------|
| 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. | Arkansas | Standard 3K |
| | Hawaii | Standard 3K |
| | Idaho | Standard 3. Knowledge 3. |
| | New Jersey | Standard 3ii.3 |
| | North Dakota | Standard 3K |
| The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. | Arkansas | Standard 6M |
| | Hawaii | Standard 6M |
| | Idaho | Standard 6. Knowledge 4. |
| | New Jersey | Standard 6ii.4 |
| | North Dakota | Standard 6M |
| | Vermont | Standard 6M |
| The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. | Arkansas | Standard 7O |
| | Hawaii | Standard 7O |
| | Idaho | Standard 7. Disposition 2. |
| | New Jersey | Standard 7iii.2 |
| | North Dakota | Standard 7O |
| | Vermont | Standard 7O |
| 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. | Arkansas | Standard 8C |
| | Hawaii | Standard 8C |
| | Idaho | Standard 8. Performance 3. |
| | Kansas | Standard 8.1.7PS |
| | New Jersey | Standard 8i.3 |
| | North Dakota | Standard 8C |
| | Vermont | Standard 8C |
| The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. | Arkansas | Standard 8B |
| | Hawaii | Standard 8B |
| | Idaho | Standard 8. Performance 2. |
| | Kansas | Standard 8.1.6PS |
| | New Jersey | Standard 8i.2 |
| | North Dakota | Standard 8B |
| | Vermont | Standard 8B |



| Language | State | Regulation Number/Letter |
|---|--------------|-----------------------------|
| <p>The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals</p> | Arkansas | Standard 10Q |
| | Hawaii | Standard 10Q |
| | Idaho | Standard 10. Disposition 4. |
| | New Jersey | Standard 10iii.2 |
| | North Dakota | Standard 10Q |
| | Vermont | Standard 10Q |
| <p>The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> | Arkansas | Standard 10D |
| | Hawaii | Standard 10D |
| | Idaho | Standard 10. Performance 4. |
| | New Jersey | Standard 10i.4 |
| | North Dakota | Standard 10D |
| | Vermont | Standard 10D |
| <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> | Arkansas | Standard 10 |
| | Delaware | Standard 11 |
| | Hawaii | Standard 10 |
| | Idaho | Standard 10 |
| | Maine | Standard 10 |
| | New Jersey | Standard 10 |
| | North Dakota | Standard 10 |
| | Oklahoma | Standard 10 |
| | Oregon | Standard 10 |
| Vermont | Standard 10 | |



Recommendation #4: Positive Identity Development

We recommend PELSB add language that speaks to teacher candidates:

- Having an understanding of positive student identity development; and
- Being able to demonstrate that they can use that knowledge to inform instructional decisions.

Indiana was the only state we found that explicitly mentioned positive student identity development. However, there are several standards throughout this memo with language that touch on the themes of this recommendation.

Rationale

The current Standards of Effective Practice have no standards that are dedicated to a student’s positive identity development, which EE defines as:

“Students are fully embraced for who they are, in the context of their communities and cultures, and feel that they belong. They develop a positive sense of their own identities, including elements such as race, ethnicity, gender, and sexual orientation.”

Psychologists stress that adolescence is an incredibly important period of development for the formation of an individual’s healthy identity.²⁹ This is significant because a person’s identity has a lot of influence not only on how they perceive others, but also on their own self-esteem and confidence.³⁰ Relatedly, when schools do not effectively facilitate opportunities for students to develop a positive self-identity, they are more likely to have increased concerns about social acceptance and higher feelings of inadequacy in their academic performance.³¹

Unsurprisingly, teachers are very important to the development of a student’s positive identity. Research has found that when teachers, administrators, and other school staff approach their students with “cultural blindness” that it can lead to many students of color being disengaged, feeling uncomfortable in school, and having higher stress levels.³² However, when teachers use cultural resources to teach knowledge, skills, values, and attitudes, then student achievement is raised and students of color “maintain identity and connections with their ethnic groups and communities...and acquire an ethic of success.”³³



Positive Identity is one of seven common principles of student-centered learning identified by Education Evolving. See educationevolving.org/learning

Table 4: Example Language from Indiana

| Language | Regulation Number/Letter |
|--|--------------------------|
| Teachers of grades P–12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including: | Standard 1 |
| Major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades P–12, and factors in the home, school, community, and broader environment that influence student development | Standard 1.1 |
| Knowledge of students’ developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success | Standard 1.2 |
| Typical developmental challenges for students from early childhood through grade 12 (e.g., in relation to independence, self-esteem, peer interactions, physical development, self-direction, decision making, goal setting, involvement in risky behaviors, and identity formation) and the ability to help students address these challenges | Standard 1.3 |



Recommendation #5: Personalization

We recommend PELSB incorporate language that is in alignment with our principles of student-centered learning that are focused on personalizing a student’s education—competency-based education, real-world relevant, and anytime, anywhere learning.

Rationale

From our survey and conversations with Minnesota educators, we heard that it was important for teacher candidates to learn about and demonstrate competency in being able to personalize instruction in order to meet the unique needs of each student. This includes, but is not limited to, teacher candidates being able to:

- Differentiate instruction;
- Create flexible learning environments;
- Implement project-based learning experiences;
- Use multiple teaching strategies; and
- Be facilitators rather than bearers of content knowledge.

Research backs these assertions. A July 2017 study by the RAND Corporation found that students participating in personalized learning schools had modest gains in reading and math scores as compared to peers in other schools, and that personalized learning benefits students of all ability levels.³⁴ Additionally, the study found evidence which suggests that the more a school implements personalized learning practices, the greater the positive effects on student achievement.

This research built on a 2015 study by the RAND Corporation, where they analyzed 11,000 students at 62 schools that served primarily low-income students and had implemented personalized learning strategies. The study also examined a subset of 32 study schools that had successfully implemented five specific personalized learning strategies—learner profiles, personal learning paths, competency-based progression, flexible learning environments, and a focus on college and career readiness. Results found that study students made significantly greater gains in math and English language arts than a comparison group of similar students from comparable schools.³⁵

Student-centered learning also advances educational equity. A cross-case analysis of four California urban high schools that practice student-centered learning and serve primarily low-income students and students of color, found that at all four study schools the students outperformed most of the traditional schools in their respective communities that served similar populations with regard to graduation rates, student achievement, college preparatory course completion data, and college persistence.³⁶



Real-World Relevant, Competency-Based, and Anytime, Anywhere are three of seven common principles of student-centered learning identified by Education Evolving. See educationevolving.org/learning



Table 5A: Example Language from Other States

| Language | State | Regulation Number/Letter |
|--|----------|--------------------------|
| Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner. | Alabama | Standard 1.5 |
| Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | Florida | Standard 3H |
| Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs. | Illinois | Standard 1J |
| Understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction. | | Standard 3C |
| Develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. | | Standard 3Q |
| Knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources. | | Standard 5C |
| Uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities. | | Standard 5I |
| The ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems. | Indiana | Standard 3.5 |
| The ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional. | | Standard 3.6 |
| The ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning. | | Standard 3.8 |
| The ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning. | | Standard 5.2 |



| Language | State | Regulation Number/Letter |
|---|--------------|--------------------------|
| The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development. | Louisiana | Competency F |
| Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity. | Michigan | Standard 2B |
| Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education. | | Standard 2E |
| Design and implement instruction based on Michigan Curriculum Framework, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data. | | Standard 2F |
| Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students. | | Standard 2G |
| Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning. | | Standard 4F |
| Plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | Montana | Standard 1G |
| Teachers create opportunities for students to engage in self-directed learning. | New York | Element II.3d |
| Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning. | Rhode Island | Standard 4.1 |
| Designs, adapts and delivers instruction to address each student's diverse learning strengths and needs. | Utah | Standard 2b |
| Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations and procedures. | | Standard 3a |
| Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning. | | Standard 6c |
| Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs individual and groups of learners. | | Standard 7b |



Table 5B: InTASC Language Repeated in Other States

| Language | State | Regulation Number/Letter |
|--|--------------|----------------------------|
| <p>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> | Arkansas | Standard 1A |
| | Hawaii | Standard 1A |
| | Idaho | Standard 1. Performance 1. |
| | New Jersey | Standard 1ii.1 |
| | North Dakota | Standard 1A |
| | Vermont | Standard 1A |
| <p>The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> | Arkansas | Standard 1B |
| | Hawaii | Standard 1B |
| | Idaho | Standard 1. Performance 2. |
| | New Jersey | Standard 1ii.2 |
| | North Dakota | Standard 1B |
| | Vermont | Standard 1B |
| <p>The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> | Arkansas | Standard 2B |
| | Hawaii | Standard 2B |
| | Idaho | Standard 2. Performance 2. |
| | Kansas | Standard 2.2.4PS |
| | New Jersey | Standard 2i.2 |
| | North Dakota | Standard 2B |
| | Vermont | Standard 2B |
| <p>The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> | Arkansas | Standard 2A |
| | Hawaii | Standard 2A |
| | Indiana | Standard 2.2.3PS |
| | Idaho | Standard 2. Performance 1. |
| | New Jersey | Standard 2i.1 |
| | North Dakota | Standard 2A |
| | Vermont | Standard 2A |



| Language | State | Regulation Number/Letter |
|---|--------------|----------------------------|
| The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. | Arkansas | Standard 8A |
| | Hawaii | Standard 8A |
| | Idaho | Standard 8. Performance 2. |
| | New Jersey | Standard 8i.1 |
| | North Dakota | Standard 8A |
| | Vermont | Standard 8A |
| The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. | Arkansas | Standard 8D |
| | Hawaii | Standard 8D |
| | Idaho | Standard 8. Performance 4. |
| | Illinois | Standard 5K |
| | Kansas | Standard 8.1.8PS |
| | New Jersey | Standard 8i.4 |
| | North Dakota | Standard 8D |
| | Vermont | Standard 8D |
| The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. | Arkansas | Standard 8S |
| | Hawaii | Standard 8S |
| | Idaho | Standard 8. Disposition 4. |
| | New Jersey | Standard 8iii.3 |
| | North Dakota | Standard 8S |
| | Vermont | Standard 8S |
| The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. | Arkansas | Standard 5S |
| | Hawaii | Standard 5S |
| | Idaho | Standard 5. Disposition 3. |
| | New Jersey | Standard 5iii.3 |
| | North Dakota | Standard 5S |
| | Vermont | Standard 5S |



| Language | State | Regulation Number/Letter |
|---|--------------|----------------------------|
| <p>The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> | Arkansas | Standard 7J |
| | Hawaii | Standard 7J |
| | Idaho | Standard 7. Knowledge 4. |
| | New Jersey | Standard 7ii.3 |
| | North Dakota | Standard 7J |
| | Kansas | Standard 7.3.2CK |
| | Vermont | Standard 7J |
| <p>The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p> | Arkansas | Standard 7Q |
| | Hawaii | Standard 7Q |
| | Idaho | Standard 7. Disposition 4. |
| | New Jersey | Standard 7iii.4 |
| | North Dakota | Standard 7Q |
| | Vermont | Standard 7Q |
| <p>The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> | Arkansas | Standard 8B |
| | Hawaii | Standard 8B |
| | Idaho | Standard 8. Performance 2. |
| | New Jersey | Standard 8i.2 |
| | North Dakota | Standard 8B |
| | Vermont | Standard 8B |



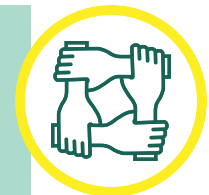
Recommendation #6: Social-Emotional Learning

We recommend PELSB incorporate language that focuses on teacher candidates being able to understand and demonstrate that they can create opportunities for their students to develop and grow in social-emotional learning.

Rationale

From our conversations with educators, we consistently heard it was important for teacher candidates to better understand and demonstrate that they know how to engage students in developing social-emotional competencies.³⁷ In particular, these educators indicated that teachers cannot just know how to teach content, but they also need to know how to create opportunities to help students to develop skills that will prepare them to be successful in college, career, and life—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

There is a growing body of research which illustrates the importance of social-emotional learning. Specifically, research indicates that individuals who have strong social-emotional competencies have high grades, lower dropout rates, high rates of stable employment, higher pay, better health, and more.³⁸ Even though social-emotional learning is critical to student success, a 2017 report for the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that “more often than not, teachers come into schools with little to no training in developing students’ social and emotional skills.”³⁹



Social-Emotional competencies are one of four key competencies students need to develop to be prepared for success in the 21st century. See educationevolving.org/outcomes

Table 6: Example Language from Other States

| Language | State | Regulation Number/Letter |
|--|---------------|--------------------------|
| Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. | Massachusetts | Standard 2E |
| Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Nebraska | Standard 005.02A |
| Demonstrate an understanding of Social Emotional Development (self-regulation, self concept, self-awareness, resilience, and stress). | Pennsylvania | Standard 1.A3 |
| Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success. | Texas | Standard 2A |
| Understanding Intellectual/Cognitive, Social, and Emotional Development – The teacher’s understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. | West Virginia | Standard 2A |



Recommendation #7: Collaborating with Families

We recommend the new Standards of Effective Practice amend language in Standard 10 so teacher candidates understand and demonstrate competency in collaborating with families to create school climates and learning experiences that welcome families' cultural values, lived experiences, and insights about what works best for their students. Currently, Standard 10 only speaks to a teacher being able to “communicate and interact”, “consult”, and “establish productive relationships” with families.

Rationale

From our conversations with educators, we heard it was important for the new Standards of Effective Practice to address collaborative relationships with families. Specifically, these educators noted that it was important for teacher candidates to see families as partners and demonstrate that they know how to engage in and foster culturally responsive relationships with families.

There is a large body of research that supports the development of such skills. Specifically, research shows that when teachers engage in collaborative relationships with families this results in students being more likely to have higher attendance⁴⁰, earn higher grades and test scores⁴¹, graduate on time and go to college at higher rates⁴², and have higher self-esteem and better social skills.⁴³

Table 7A: Example Language from Other States

| Language | State | Regulation Number/Letter |
|---|----------|--------------------------------|
| A teacher works as a partner with parents, families, and the community. | Alaska | Standard 7 |
| Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students. | Colorado | Quality Standard II. Element E |
| Develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning. | Illinois | Standard 8P |
| Establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being. | | Standard 8Q |
| Knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities. | Indiana | Standard 6.2 |



| Language | State | Regulation Number/Letter |
|--|---------------|----------------------------|
| The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning. | Kansas | Standard 10.2.2CK |
| The teacher 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. | | Standard 10.2.3PS |
| Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community. | Massachusetts | Standard 3 Indicator A |
| Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. | | Standard 3 Indicator C |
| SEI Indicator (e) Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school. | | Standard 3 SEI Indicator E |
| Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success. | Michigan | Standard 5F |
| Teachers 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. | Texas | Standard 4D.iv |
| Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth. | Virginia | Standard 2. Key Element 2 |



Table 7B: InTASC Language Repeated in Other States

| Language | State | Regulation Number/ Letter |
|--|--------------|------------------------------|
| The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. | Arkansas | Standard 1C |
| | Hawaii | Standard 1C |
| | Idaho | Standard 1. Performance 3. |
| | Kansas | Standard 1.1.3PS |
| | New Jersey | Standard 1i.3 |
| | North Dakota | Standard 1C |
| | Vermont | Standard 1C |
| The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development. | Arkansas | Standard 1K |
| | Hawaii | Standard 1K |
| | Idaho | Standard 1. Disposition 3. |
| | Kansas | 2.1.10 PS |
| | New Jersey | Standard 16iii.4 |
| | North Dakota | Standard 1K |
| | Vermont | Standard 1K |
| The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. | Arkansas | Standard 3N |
| | Hawaii | Standard 3N |
| | Idaho | Standard 3. Disposition 1. |
| | New Jersey | Standard 3iii.1 |
| | North Dakota | Standard 3N |
| | Vermont | Standard 3N |
| The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. | Arkansas | Standard 3A |
| | Hawaii | Standard 3A |
| | Idaho | Standard 3. Performance 1. |
| | Kansas | Standard 3.3.2PS |
| | New Jersey | Standard 3i.1 |
| | North Dakota | Standard 3A |
| | Vermont | Standard 3A |
| The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. | Arkansas | Standard 7O |
| | Hawaii | Standard 7O |
| | Idaho | Standard 7. Disposition 2. |
| | Kansas | Standard 8.1.5 CK |
| | New Jersey | Standard 7iii.2 |
| | North Dakota | Standard 7O |
| | Vermont | Standard 7O |



| Language | State | Regulation Number/ Letter |
|---|--------------|------------------------------|
| <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> | Arkansas | Standard 10 |
| | Delaware | Standard 11 |
| | Hawaii | Standard 10 |
| | Idaho | Standard 10 |
| | Kansas | Standard 10 |
| | Maine | Standard 10 |
| | New Jersey | Standard 10 |
| | North Dakota | Standard 10 |
| | Oklahoma | Standard 10 |
| | Oregon | Standard 10 |
| | Vermont | Standard 10 |
| <p>The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> | Arkansas | Standard 10D |
| | Hawaii | Standard 10D |
| | Idaho | Standard 10. Performance 4. |
| | New Jersey | Standard 10i.4 |
| | North Dakota | Standard 10D |
| | Vermont | Standard 10D |
| <p>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> | Arkansas | Standard 10M |
| | Hawaii | Standard 10M |
| | Idaho | Standard 10. Knowledge 2. |
| | Kansas | Standard 8.3.1 CK |
| | New Jersey | Standard 10ii.2 |
| | North Dakota | Standard 10M |
| | Vermont | Standard 10M |
| <p>The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> | Arkansas | Standard 10Q |
| | Hawaii | Standard 10Q |
| | Idaho | Standard 10. Disposition 4. |
| | New Jersey | Standard 10iii.2 |
| | North Dakota | Standard 10Q |
| | Vermont | Standard 10Q |



Recommendation #8: Collaborative Leadership

We recommend PELSB add language so teacher candidates will learn about and demonstrate competency in working collaboratively with other school personnel to help make decisions in areas like the learning program, school budgeting, professional development, school policies, and hiring.

Rationale

When we were speaking with educators, it became clear that they wished teacher candidates knew more about how schools operated and had the skills to be able to work collaboratively in order to help make school decisions.

Many of the educators we work with teach in schools and districts where they have larger professional roles in designing and leading their schools—including some that identify as teacher-powered schools. Such collaborative leadership models are often associated with greater teacher ownership and retention rates, and contribute to school cultures where students thrive.



Further information about and rationale for collaborative leadership and teacher-powered schools is available at teacherpowered.org

Table 8A: Example Language from Other States

| Language | State | Regulation Number/Letter |
|--|----------------|--------------------------|
| Participates as a teacher leader and professional learning community member to advance school improvement initiatives. | Alabama | Standard 5.3 |
| The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc. | Kansas | Standard 10.2.1CK |
| Decision-making indicator: Becomes involved in schoolwide decision-making, and takes an active role in school improvement planning. | Massachusetts | Standard 4D |
| Engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators. | Montana | Standard 1K |
| Teachers demonstrate leadership in the school: Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels. | North Carolina | Standard 1 |
| Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | Ohio | Standard 7.3 |
| Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community. | Utah | Standard 9A |



Table 8B: InTASC Language Repeated in Other States

| Language | State | Regulation Number/Letter |
|--|--------------|------------------------------|
| <p>The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.</p> | Arkansas | Standard 10A |
| | Hawaii | Standard 10A |
| | Idaho | Standard 10. Performance 1. |
| | New Jersey | Standard 10i.1 |
| | North Dakota | Standard 10A |
| | Vermont | Standard 10A |
| <p>The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> | Arkansas | Standard 10C |
| | Hawaii | Standard 10C |
| | Idaho | Standard 10. Performance 3. |
| | Kansas | Standard 10.2.6PS |
| | New Jersey | Standard 10i.3 |
| | North Dakota | Standard 10C |
| | Vermont | Standard 10C |
| <p>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.</p> | Arkansas | Standard 10K |
| | Hawaii | Standard 10K |
| | Idaho | Standard 10. Performance 11. |
| | New Jersey | Standard 10i.11 |
| | North Dakota | Standard 10K |
| | Vermont | Standard 10K |
| <p>The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> | Arkansas | Standard 10P |
| | Hawaii | Standard 10P |
| | Idaho | Standard 10. Disposition 1. |
| | New Jersey | Standard 10iii.1 |
| | North Dakota | Standard 10P |
| | Vermont | Standard 10P |



Recommendation #9: Understanding Relevant Policies

We recommend PELSB add language that speaks to teacher candidates having an understanding of relevant local, state, and federal policies that are germane to the students, schools, and families they serve. If teacher candidates understand relevant policies then they can, if needed, advocate for changes to those policies.

Rationale

This recommendation came from conversations we have had with Minnesota educators who contend that it's important for incoming teachers to understand relevant laws and policies so that they can ensure that they uphold their legal responsibilities. This recommendation is also in alignment with a finding from a 2018 teacher survey by Educators 4 Excellence, which found that teachers want more opportunity to shape policy at the school, district, union, state, and federal levels without leaving their classrooms.⁴⁴ In fact, 96 percent of teachers indicated they want more opportunities as a teacher to influence education policy that impacts their profession and students.⁴⁵

Table 8A: Example Language from Other States

| Language | State | Regulation Number/Letter |
|---|--------------|--------------------------|
| Demonstrates knowledge of state and federal special education laws, rules, and regulations. | Arizona | Standard 9.2 |
| Knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school. | Illinois | Standard 9B |
| Knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts. | Indiana | Standard 6.10 |
| The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903). | Louisiana | Competency E |
| 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, responding to harassment, intimidation, bullying and suicide.) | New Jersey | Standard 11ii.2 |
| Teachers follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/ guardians', and teachers' rights and responsibilities. | Rhode Island | Standard 11.3 |



Table 9B: InTASC Language Repeated in Other States

| Language | State | Regulation Number/Letter |
|--|--------------|----------------------------|
| <p>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> | Arkansas | Standard 9J |
| | Hawaii | Standard 9J |
| | Idaho | Standard 9. Knowledge 4. |
| | Kansas | 9.1.1CK |
| | New Jersey | Standard 9ii.2 |
| | North Dakota | Standard 9J |
| | Vermont | Standard 9J |
| <p>The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p> | Arkansas | Standard 9O |
| | Hawaii | Standard 9O |
| | Idaho | Standard 9. Disposition 1. |
| | New Jersey | Standard 9iii.4 |
| | North Dakota | Standard 9O |
| | Vermont | Standard 9O |



State Professional Teaching Standards

- 1) Alabama Continuum for Teacher Development: <https://www.alsde.edu/sec/ee/AQTS/Alabama%20Continuum%20for%20Teacher%20Development.pdf>
- 2) Alaska Standards for Alaska's Teachers <https://education.alaska.gov/TeacherCertification/standards/pdf/teacher.pdf>
- 3) Arizona's Professional Teacher Standards http://tb1cdn.schoolwebmasters.com/site_0157/UnionHurleyRanch_AZProfTeachStandards_080514.pdf
- 4) Arkansas Teaching Standards http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf
- 5) California Standards for the Teaching Profession <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>
- 6) Colorado Teacher Quality Standards <https://www.cde>
- 7) state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide
- 8) Connecticut Rubric for Effective Teaching 2017 <https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf?la=en>
- 9) Delaware Professional Teaching Standards <http://regulations.delaware.gov/AdminCode/title14/1500/1597.pdf>
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