Competencies for Teachers: Alternative Learning, Grades K-12

In addition to the Arkansas Teaching Standards, the Alternative Learning teacher shall be able to meet the expectations set by the following content-specific competencies:

| 1. Climate and Culture

ADE Rules

Educator Competencies

NAEA

Ark. Code Ann. §6-48-101 | 1.1 Clearly write rules and behavioral expectations (i.e., code of conduct and comprehensive student discipline action plan) and be familiar with methods to ensure they are understood and accepted by students and parents/guardians
1.2 Demonstrate capacity to actively promote student engagement and afford students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness
1.3 Demonstrate an understanding and sensitivity to academic, behavioral, cultural, and developmental, needs of students, parents/guardians, and the community
1.4 Demonstrate capacity to convey a dedication to all learners reaching college, career, and civic readiness
1.5 Know and understand the definition of "alternative learning environment" as described in Ark. Code Ann. §6-48-101 and Rules Governing the Distribution of Student Special Needs Funding, which describes an alternative learning environment not as a punitive environment but one that provides the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social, or academic problems to continue to make progress toward educational goals appropriate to each individual student's specific situation, characteristics, abilities, and aspirations |
| 2. Curriculum and Instruction

ADE Rules

Educator Competencies

NAEA

iNACOL | 2.1 Know and understand the Alternative Learning Environment requirements outlined in ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds
2.2 Exhibit competence in research-based teaching techniques and behavior management strategies appropriate for the target student population
2.3 Demonstrate capacity to identify and provide appropriate instruction designed to close gaps in student learning
2.4 Understand the principles of universal design for learning (UDL) and how the guidelines reduce barriers in instruction, provide appropriate accommodations, and support, challenge, and maintain high achievement expectations for all students, including students with disabilities and students who are limited English proficient
2.5 Understand the importance of community involvement and demonstrate the capacity to use service learning as a teaching and learning strategy that integrates meaningful community |

	service with instruction, teaches civic responsibility, and strengthens the student's role in his or her community through self-reflection
	2.6 Demonstrate the capacity to integrate life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, self-advocacy, etc.) into the curricula and afford the student with opportunities to put the acquired skills into action
	2.7 Demonstrate the capacity to use interest inventories and vocational investigation to provide opportunities for career exploration (e.g., job shadowing and training, mentorships, work-based learning, career fairs, etc)
	2.8 Demonstrate the capacity to create customized learning pathways with students, where learning goals and objectives are linked to explicit and diverse learning experiences, matched to the individual student's learning performance level and preferences
	2.9 Demonstrate the capacity to design small group lessons in concert with project based learning in order to build social relationships and support collaboration and teamwork
	2.10 Understand research based dropout prevention strategies for students at-risk of dropping out of school
3. Social and Emotional Learning CASEL	3.1 Demonstrate capacity to utilize instructional strategies and pedagogical approaches that foster student ability to be self-aware, including • recognizing emotions, describing interests and values, and accurately assessing strengths • having a well-grounded sense of self-confidence and hope for the future 3.2 Demonstrate capacity to utilize instructional strategies and pedagogical approaches that foster student ability to regulate emotions, including • managing stress, controlling impulses, and persevering in overcoming obstacles • Monitoring progress toward the achievement of personal and academic goals and expressing emotions appropriately in a wide range of situations 3.3 Demonstrate capacity to utilize instructional strategies and pedagogical approaches that foster student ability to be socially aware, including • Taking the perspective of and empathizing with others and recognizing and appreciating individual and group similarities and differences • Seeking out and appropriately using family, school, and community resources

	3.4 Demonstrate capacity to utilize instructional strategies and pedagogical approaches that foster student ability to have good relationships, including • Establishing and maintaining healthy and rewarding relationships based on cooperation • Resisting inappropriate social pressure • Constructively preventing, managing, and resolving interpersonal conflict • Seeking and providing help when needed 3.5 Demonstrate capacity to utilize instructional strategies and pedagogical approaches that foster student ability to demonstrate responsible decision-making at school, at home, and in the community, including • Considering ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various courses of action when making decisions • Applying decision-making skills in academic and social situations • Contributing to the well-being of school and community
4. Blended Teaching ADE Rules iNACOL	4.1 Understand and demonstrate the capacity to use computer-based instruction and distance learning only as a supplement to direct teacher instruction (less than 49% of total instructional time in any one course) 4.2 Understand and demonstrate the capacity to manage the face-to-face and online components of lesson planning and organization within a blended course 4.3 Demonstrate the capacity to provide balanced opportunities for students to participate in asynchronous and synchronous modalities 4.4 Develop, practice, model, and embody respectful behaviors in both face-to-face and online learning environments 4.5 Demonstrate technical troubleshooting skills during the online component of learning (e.g., change passwords, download plug-ins, etc) 4.6 Use learning management system and/or other online collaborative tools to organize and manage the blended learning environment 4.7 Demonstrate skill in the evaluation, selection, and use of effective instructional materials, tools, strategies, and resources for students, and engage students in this process to help their achievement and development of academic skills 4.8 Exhibit knowledge of various assistive technologies to facilitate learning 4.9 Exhibit knowledge of how to connect learners to sources of information beyond the classroom teacher and textbook

	4.10 Demonstrate the capacity to establish and maintain open communication channels, online and in person, with students, educators, and other stakeholders to support student learning
5. Student Assessment ADE Rules NAEA	5.1 Know and understand the development process and criteria for a Student Action Plan (SAP) as defined in ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds (2016) 5.2 Demonstrate capacity to use reliable formative and summative assessment tools that align with curriculum and instruction to track student performance and progress 5.3 Demonstrate the capacity to use quantitative and qualitative data to identify student progress as prescribed by a district and state 5.4 Demonstrate the capacity to develop assessments directly linked to identifying appropriate curriculum and instruction methods needed to accommodate a variety of individual needs 5.5 Demonstrate the capacity to use assessment results to adjust instructional practices, update student academic/graduation plans, and develop procedures to provide parents/guardians these results in a timely manner
6. Transitional Planning and Support NAEA	6.1 Demonstrate capacity to create a positive behavior or transition plan to be included in the Student Action Plan (SAP) prior to a student's return to the regular educational environment 6.2 Demonstrate capacity to develop a transition plan for after student graduation that includes referral and timely access to community agencies and support services