Teacher Standards & Indicators Cross-walk Between NEE, InTASC, Missouri and Nebraska State Standards, and Marzano's Frameworks

NEE Indicator	InTASC Indicator (Performances)	Missouri Indicator	Nebraska Indicator	Marzano's Frameworks[1]
Standard 1: Uses Content Knowledge and Perspectives Aligned with Appropriate Instruction				
1.1 The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.	4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. 5(h) The teacher develops and implements supports for learner literacy development across content areas.	1(1) Content knowledge and academic language.	1(a)	1(2.12)
1.2 The teacher cognitively engages students in the content. (UOI 2, TPDP 6)	4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 8(i) 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 questions).	1(2) Engaging students in subject matter.	4(e)	1(2.9) 1(2.10) 1(5.24) 1(5.26) 1(5.30)
1.3 The teacher uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area.	4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	1(3) Disciplinary research and inquiry methodologies.	1(b)	
1.4 The teacher uses interdisciplinary instruction.	5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality student that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	1(4) Interdisciplinary instruction.	na	

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[1] **Domain(DQ.element)**

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1.5 The teacher incorporates diverse social and cultural perspectives on content.	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 3(f) 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. 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content. 5(g) 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.	1(5) Diverse social and cultural perspective.	1(d), 3(f), 4(h)	1(5.31) 1(8.36)
Standard 2: Understands and Encourages Student Learning, Growth, and Development				
2.1 The teacher supports cognitive development of all students.	1(b) 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. 2(a) 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. 2(b) 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. 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	2(1) Cognitive, social, emotional and physical development.	1(c)	1(2.9) 1(9.40) 1(9.41)
2.2 The teacher sets and monitors student goals. (UOI 8)	na	2(2) Student goals	3(e), 4(c), 5(e)	1(1.1)

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2.3 The teacher incorporates theories of learning. (UOI 6)	8(d) 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. 8(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. 8(i) 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 questions).	2(3) Theory of learning.	1(b), 1(c), 2(c), 4(a), 4(d)	1(2.6) 1(3.16) 1(3.17) 1(3.19)
2.4 The teacher promotes the emotional competence of students.	na	2(4) Meeting the needs of every student.	1(c)	1(8.38)
2.5 The teacher builds on students' prior experiences, learning strengths, and needs.	2(c) The teacher designs instruction to build on learners' prior knowledge and experiences allowing learners to accelerate as they demonstrate their understandings. 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	2(5) Prior experiences, learning styles, multiple intelligences, strengths and needs.	2(d)	1(2.8) 1(3.14) 1(3.20) 2(1.1)
2.6 The teacher incorporates students' language, culture, family, and community.	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 8(c) 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.	2(6) Language, culture, family and knowledge of community.	1(d), 3(f), 4(h)	1(8.36) 1(5.31)

Standard 3: Implements the Curriculum				
3.1 The teacher implements curriculum standards. (UOI 1, 4; TPDP 1)	7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learner.	3(1) Implementation of curriculum standards.	1(e), 1(f)	2(1.3)
3.2 The teacher develops lessons for diverse learners. (See UOI for ELL lesson planning; UOI 7; TPDP 7)	1(b) 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. 2(a) 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. 2(b) 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. 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 7(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. 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	3(2) Develop lessons for diverse learners.	2(a), 2(b)	1(9.41) 2(3.1) 2(4.1) 2(5.1)

3.3 The teacher analyzes instructional goals and differentiated instructional strategies.	1(b) 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. 2(a) 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. 2(b) 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. 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	3(3) Analyze instructional goals and differentiated instructional strategies.	1(f), 2(a), 2(b), 4(b)	2(1.2) 2(4.1) 3(1.3)

Standard 4: Teaches for Critical Thinking

4.1 The teacher uses instructional strategies that lead students to problem-solving and critical thinking. (UOI 3)	4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content. 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes. 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping	4(1) Instructional strategies leading to student engagement in problem solving and critical thinking.	4(f)	1(2.11) 1(3.17) 1(3.20) 1(4.21) 1(4.22) 1(4.23)

	learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to questions).			
4.2 The teacher effectively uses appropriate instructional resources to enhance student learning. (UOI 9)	2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	4(2) Appropriate use of instructional resources to enhance student learning		1(4.23) 2(2.1)
4.2b The teacher effectively uses appropriate technology to facilitate student learning. *(For districts that want to specifically focus on digital tools. All others use 4.2)*	3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 9(f) 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.		2(e), 4(a), 4(g)	2(2.2)
4.3 The teacher employs cooperative learning.	3(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. 3(c) 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. 8(d) 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.	4(3) Cooperative learning.	3(d), 4(d)	1(2.7) 1(3.15)

Standard 5: Creates a Positive Classroom Learning Environment				
5.1 The teacher uses motivation strategies that affectively engage students.	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, ad inquiry. 3(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. 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 8(c) 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.	5(1) Classroom management, motivation and engagement.	3(e), 4(e)	1(1.3) 1(5.24) 1(5.25) 1(5.26) 1(5.27) 1(5.28) 1(5.29) 1(5.30) 1(5.31) 1(5.32) 2(1.2)
5.2 The teacher manages time, space, transitions, and activities.	3(d) 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 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	5(2) Managing time, space, transitions and activities.	3(b), 3(c)	1(5.24) 1(5.27) 1(5.28) 1(6.4) 1(6.5) 1(7.33)
5.2b The teacher uses effective discipline that promotes self-control.	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, ad inquiry.	na	3(b), 3(c), 3(d)	1(6.4) 1(7.33) 1(7.34) 1(7.35) 1(8.38)
5.3 The teacher uses strategies that promote social competence in the classroom, school, and community and between students.	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, ad inquiry. 3(c) 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.	5(3) Classroom, school and community culture.	1(c), 3(a), 3(b), 3(d)	1(9.39)
5.3b The teacher establishes secure teacher-student relationships	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, ad inquiry.		3(a), 3(b), 3(d)	1(8.36) 1(9.39)

Standard 6: Uses Effective Communication				
6.1 The teacher uses effective verbal and nonverbal communication.	3(f) 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.	6(1) Verbal and nonverbal communication.	4(c)	
6.2 The teacher's communications with students are sensitive to cultural, gender, intellectual, and physical differences.	3(f) 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.	6(2) Sensitivity to culture, gender, intellectual and physical differences.	1(d), 3(f)	1(9.40) 2(5.1)
6.3 The teacher supports effective student expression and communication in speaking, writing, and other media.	3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	6(3) Learner expression in speaking, writing and other media.	na	1(2.12)
6.4 The teacher uses technology and media tools to communicate with students and parents when available and appropriate.	9(f) 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. 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	6(4) Technology and media communication tools.	7(d)	
Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction				
7.1 The teacher uses effective, valid, and reliable assessments.	4(i) The teacher access school and/or district-based resources to evaluate the learner's content knowledge in their primary language. 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in	7(1) Effective use of assessments	5(a), 5(c)	

	assessments or testing condition especially for learners with disabilities and language learning needs. 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
7.2 The teacher uses assessment data to improve learning. (UOI 5)	1(a) 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. 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 6(c) The teacher works independently and collaboratively to examine test and other performance **data to understand** each learner's progress and to guide planning. 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 7(d) The teacher plans for instruction based on formative and summative assessment data, prior 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. 9(c) 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.	7(2) Assessment data to improve learning.	2(b), 4(b), 5(b), 5(d)	1(1.2)
7.3 The teacher promotes student-led assessment strategies.	6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	7(3) Student-led assessment strategies.	5(e)	1(1.1) 1(1.3) 1(2.13)

7.4 The teacher monitors the effect of instruction on the whole class and individual learning. (See UOI)	1(a) 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. 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. 8(i) 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 questions). 9(c) 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.	7(4) Effect of instruction on individual/class learning.	5(b)	1(1.2) 1(9.40)
7.5 The teacher communicates student progress and maintains records.	6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	7(5) Communication of student progress and maintaining records	5(f), 6(g)	1(1.2)
7.6 The teacher participates in the collaborative data analysis process.	1(a) 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. 6(c) The teacher works independently and collaboratively to examine test and other performance **data to understand** each learner's progress and to guide planning. 9(c) 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. 10(a) The teacher takes an active role in 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.	7(6) Collaborative data analysis process.	5(d)	3(1.2) 1(1.3)

	10(h) The teacher uses and generates meaningful research on education issues and policies.			
Standard 8: Develops Professional Practices				
8.1 The teacher engages in self-assessment and improvement. (TPDP 2, 9)	9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. 9(e) 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.	8(1) Self-assessment and improvement.	6(a)	3(1.1) 3(2.1) 3(2.2)
8.2 The teacher seeks and creates professional learning opportunities. (TPDP 3, 4, 8)	9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. 10(h) The teacher uses and generates meaningful research on education issues and policies. 10(k) 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.	8(2) Professional learning.	6(b)	3(2.1) 3(2.2) 4(3.2)
8.3 The teacher observes, promotes, and supports professional rights, responsibilities, and ethical practices.	9(f) 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.	8(3) Professional rights, responsibilities and ethical practices.	1(g), 6(d), 6(e)	4(3.1)
Standard 9: Participates in Professional Collaborations				
9.1 The teacher participates in collegial activities to build relationships and encourage growth within the educational community.	1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 10(c) 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.	9(1) Roles, responsibilities and collegial activities.	6(c), 7(a), 7(b), 7(c)	4(1.1) 4(2.2) 4(3.2)

	10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing. 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. 10(k) 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.			
9.2 The teacher collaborates within historical, cultural, political, and social contexts to meet the needs of students. (UOI 10)	1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	9(2) Collaborating with historical, cultural, political and social context to meet the needs of students.	7(c), 7(e)	4(1.2)
9.3 The teacher cooperates in partnerships to support student learning. (TPDP 5)	1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 7(e) 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 learning experiences to meet unique learning needs. 10(a) The teacher takes an active role in 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. 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.	9(3) Cooperative partnerships in support of student learning.	7(b), 7(c), 7(e)	4(2.1) 4(2.2) 4(3.2)