

# **INTASC Standards and Related CSS Dispositions (Standards of Effective Practice for Beginning Teachers)**

The standards below were developed by Interstate New Teacher Assessment and Support Consortium (INTASC). These represent the licensure standards for new teachers. The CSS dispositions are aligned with the standards and also include guiding statements to assist you in thinking about the disposition.

## **Standard #1 – Knowledge of Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### **Disposition #1**

The teacher is disposed toward being a lifelong learner who has a passion for subject matter.

#### **Guiding Statements:**

Describe a subject in which you have a great deal of interest and/or knowledge. Find an artifact that illustrates how this interest/knowledge has had a positive on your teaching or on your students.

## **Standard #2 – Knowledge of Student Learning/Knowledge of Human Development and Learning**

The teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

### **Disposition #2:**

The teacher is disposed to healthy and helping relationships with children/youth.

#### **Guiding Statements:**

Find an artifact that illustrates how a relationship you have had with a student(s) has made a difference in that student's life.

## **Standard #3 – Diverse Learners/Adapting Instruction for Individual Needs**

The teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

### **Disposition #3**

The teacher is disposed toward opportunities to grow in understanding and appreciation of human diversity.

#### **Guiding Statements:**

Find an artifact that shows work you have done with either people from different backgrounds from you, people who are economically disadvantaged, or people who have disabilities. Describe how that experience helped you grow in understanding and appreciation of diversity and how that experience will make you a more effective teacher.

## **Standard #4 – Multiple Instructional Strategies**

The teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

### **Disposition #4**

The teacher is disposed toward creativity, problem solving, and/or divergent thinking.

#### **Guiding Statements:**

Find an artifact that shows a time or situation when you used either creativity, problem solving, or divergent thinking with your students. Describe how student learning was affected.

## **Standard #5 – Learning Environment/Classroom Motivation and Management Skills**

The teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Disposition #5**

The teacher is disposed toward promoting positive social interaction.

#### **Guiding Statements:**

Find an artifact that illustrates a positive classroom management experience. Describe how the experience contributed to building positive social interactions.

## **Standard #6 – Communication Skills**

The teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Disposition #6**

The teacher is disposed toward effective communication.

**Guiding Statements:**

Find an artifact that demonstrates effective communication on your part.

**Standard #7 – Planning Instruction/Instructional Planning Skills**

The teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Disposition #7**

The teacher is disposed toward planning, organizing, and goal setting.

**Guiding Statements:**

Find an artifact that shows a time or event for which you did a lot of effective planning. Describe the effect that planning had on the event.

**Standard #8 – Assessment of Student Learning**

The teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

**Disposition #8**

The teacher is disposed toward recognizing and promoting growth in others.

**Guiding Statements:**

Find an artifact that shows a time you did something that promoted growth in a young person.

**Standard #9 – Reflection and Professional Development/Professional Commitment and Responsibility**

The teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

**Disposition #9**

The teacher is disposed to reflection and self-development.

**Guiding Statements:**

Find an artifact that shows how reflection resulted in your growth.

**Standard #10 – Collaboration, Ethics, and Relationships/Partnerships**

The teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

**Disposition #10**

The teacher is disposed toward integrity and collaboration for student/child advocacy.

**Guiding Statements:**

Find an artifact that illustrates an experience where you intervened to stop a child from getting hurt (emotionally or physically) or an experience where you collaborated with others to accomplish something important.

(Dispositions adapted with permission from the College of Saint Benedict/Saint John's University)