The Interstate Teacher Assessment and Support Consortium
Critical Dispositions

As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions, appropriately applied in all aspects of personal and educational endeavors.

Standard #1: Learner Development

- The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- The candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The candidate takes responsibility for promoting learners' growth and development.
- The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

- The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The candidate makes learners feel valued and helps them learn to value each other.
- The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

- The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- The candidate seeks to foster respectful communication among all members of the learning community.
- The candidate is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

- The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- The candidate is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

- The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.
- The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

The Interstate Teacher Assessment and Support Consortium (InTASC) Standards 2014

Standard #6: Assessment

- The candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- The candidate takes responsibility for aligning instruction and assessment with learning goals.
- The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.
- The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.
- The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

- The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

- The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

- The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- The candidate 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.
- The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

- The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- The candidate takes responsibility for contributing to and advancing the profession.
- The candidate embraces the challenge of continuous improvement and change.