

Table 1.1.10 EPP Dispositions Aligned with InTASC Dispositions

EPP Principles / Competencies	EPP Dispositions	InTASC Standards /Critical Dispositions
<p>1. The disciplines and general education: The educator in development recognizes and critically analyzes the core concepts, research methods, and structure of the disciplines of their specialization and of the disciplines derived from the social sciences, humanities, and natural sciences. He/she establishes connections among these disciplines and develops learning experiences that facilitate their comprehension.</p> <p>1.1. Mastery and knowledge of content matter: The student teacher demonstrates broad and deep knowledge of the content matter(s) she/he teaches, establishes connections with other disciplines, and organizes learning experiences that make the content matter taught meaningful.</p>		<p style="text-align: center;">Content knowledge / Standard 4</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <ul style="list-style-type: none"> ▪ The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She/he keeps abreast of new ideas and understandings in the field. ▪ The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives. ▪ The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. ▪ The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.
<p>2. Learning and development: The educator in development understands the diverse ways in which individuals learn and develop and is capable of creating learning environments that address diversity and stimulate the integral development of all.</p> <p>2.1. Knowledge of the student and the learning process: The student teacher demonstrates knowledge of the diverse ways in which the students develop and learn and organizes learning experiences to address their diverse needs as well as their interests and talents.</p> <p>3. Planning: The educator in development adapts and designs teaching and other akin functions, grounded on her/his knowledge of the discipline, the characteristics of the students in their particular sociocultural contexts and the goals of the curriculum or program.</p> <p>3.1. Planning of teaching: The student teacher plans her/his teaching based on the knowledge of content matter, her/his students, the community and the curricular goals.</p>	<p>1. Develop learning environments that are sensitive to diversity and in which active learning, positive social interactions, collaboration, the integration of technology, teamwork, and self initiative are promoted to facilitate the intellectual, social, and personal development of all (present in Principles and Competencies 2 and 5).</p> <p>2. Plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. (Present in Principle and Competence 3).</p>	<p style="text-align: center;">Learner Development / Standard 1</p> <p>The teacher understands how learners 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.</p> <ul style="list-style-type: none"> ▪ The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. ▪ The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. ▪ The teacher takes responsibility for promoting learners’ growth and development. ▪ The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development. <p style="text-align: center;">Learning Differences / Standard 2</p> <p>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.</p> <ul style="list-style-type: none"> ▪ The teacher believes that all learners can achieve at high levels and persists in helping

EPP Principles / Competencies	EPP Dispositions	InTASC Standards /Critical Dispositions
		<p>each learner reach his/her full potential.</p> <ul style="list-style-type: none"> ▪ The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, and perspectives, talents, and interests. ▪ The teacher makes learners feel valued and helps them learn to value each other. ▪ The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning. <p style="text-align: center;">Learning Environments / Standard 3</p> <p style="text-align: center;">The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <ul style="list-style-type: none"> ▪ The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. ▪ 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. ▪ The teacher 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 teacher seeks to foster respectful communications among all members of the learning community. ▪ The teacher is a thoughtful and responsive listener and observer.
<p>4. Critical thinking, research and creativity: The educator in development uses and promote critical thinking and creativity among all her/his students, has the capability to analyze and interpret quantitative and qualitative information and to solve problems. She/he undertakes contextualized research and creation projects that contribute varied and innovative perspectives to her/his educational and professional practice.</p> <p>4.1. Implementation and research of teaching: The student teacher selects, uses and researches practices, strategies, methods and materials that are adequate and varied to promote learning among all students, their critical thinking, and their capability to solve problems.</p>		<p style="text-align: center;">Application of content / Standard 5</p> <p style="text-align: center;">The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <ul style="list-style-type: none"> ▪ The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. ▪ The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning. ▪ The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
<p>8. Evaluation and assessment: The educator in development knows</p>	<p>3. Use varied evaluation</p>	<p style="text-align: center;">Assessment / Standard 6</p>

EPP Principles / Competencies	EPP Dispositions	InTASC Standards /Critical Dispositions
<p>and uses appropriate, varied, and ethical techniques to continuously interpret and evaluate the performance and achievement of all students as well as for other educational decisions.</p> <p>8.1. Evaluation of learning: The student teacher selects, develops, adapts, integrates, and uses techniques and instruments to collect valid information on each student's learning and interprets and uses the information collected to make decisions about learning and the continuous development of each student as well as in relation to other aspects of her/his educational practice. She/he develops and applies adequate procedures for grading students based on the information collected through the diverse techniques and instruments. She/he communicates orally and in written form, the results of the assessment and evaluation processes in a clear and appropriate way for students, family members and other members of the school community. Also, she/he applies ethical principles in the student assessment and evaluation process. She/he recognizes and reflects on the applications and ethical and non-ethical implications of the student assessment and evaluation process.</p>	<p>and assessment techniques to analyze and improve the performance of all. (Present in Principle and Competence 8).</p>	<p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <ul style="list-style-type: none"> ▪ The teacher 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 teacher takes responsibility for aligning instruction and assessment with learning goals. ▪ The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. ▪ The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. ▪ The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. ▪ The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. ▪ The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
<p>3. Planning: The educator in development adapts and designs teaching and other akin functions, grounded on her/his knowledge of the discipline, the characteristics of the students in their particular sociocultural contexts and the goals of the curriculum or program.</p> <p>3.1. Planning of teaching: The student teacher plans her/his teaching based on the knowledge of content matter, her/his students, the community and the curricular goals.</p> <p>4. Critical thinking, research and creativity: The educator in development</p>	<p>2. Plan the learning process based on the characteristics of students in their particular sociocultural contexts and change processes. (Present in Principle and Competence 3).</p>	<p style="text-align: center;">Planning for Instruction / Standard 7</p> <p>The teacher plans instruction that supports every student 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.</p> <ul style="list-style-type: none"> ▪ The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. ▪ The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. ▪ The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. ▪ The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. <p style="text-align: center;">Instructional Strategies / Standard 8</p>

EPP Principles / Competencies	EPP Dispositions	InTASC Standards /Critical Dispositions
<p>uses and promote critical thinking and creativity among all her/his students, has the capability to analyze and interpret quantitative and qualitative information and to solve problems. She/he undertakes contextualized research and creation projects that contribute varied and innovative perspectives to her/his educational and professional practice.</p> <p>4.1. Implementation and research of teaching: The student teacher selects, uses and researches practices, strategies, methods and materials that are adequate and varied to promote learning among all students, their critical thinking, and their capability to solve problems.</p> <p>5. Motivation: The educator in development knows and uses strategies for individual and group motivation to create educational environments for all which promote active learning, positive social interactions, collaboration, teamwork, and initiative.</p> <p>5.1. Creation of learning environments: The student teacher uses her/his knowledge of individual and group behavior to create learning environments in the classroom that promote positive social interactions, and the active participation of all students in the learning process.</p> <p>7. Educational technologies: The educator in development integrates emerging educational technologies into her/his educational practice to stimulate active and meaningful learning among all students, to foster social interaction and inclusion, as well as to promote and facilitate research, creation, and communication. She/he comprehends the value of these technologies for educational and professional practice, its concepts and applications. She/he integrates them reflectively from ethical, humanistic and constructivist perspectives.</p> <p>7.1. Integration of emerging educational technologies: The student teacher integrates emerging educational technologies in her/his classroom practice to support and enrich teaching, learning and evaluation of all students as well as to promote communication, collaboration, research and creation.</p>		<p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <ul style="list-style-type: none"> ▪ The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. ▪ The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. ▪ The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. ▪ The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
<p>10. Professional and reflective professional action and development: The educator in development initiates her/his own learning and exerts</p>	<p>5. Value and promote democratic life, social justice, the dignity of the</p>	<p>Professional Learning and Ethical Practice / Standard 9</p>

EPP Principles / Competencies	EPP Dispositions	InTASC Standards /Critical Dispositions
<p>leadership in the decision making process. She/he acts and founds her/his actions with arguments in which she/he integrates pedagogical, psychological, sociological, and philosophical considerations that are pertinent in context. She/he reflects critically about the ethical and social implications of her/his educational practices from a perspective that values and promotes democratic life, social justice, the dignity of human life and a culture of peace.</p> <p>10.1. Professional development and performance: The student teacher reflects upon her/his professional responsibilities, evaluates the effect of her/his decisions and actions upon other members of the school community (students, parents, administrators, other education professionals) and the broader community, and actively seeks her/his own professional growth.</p>	<p>human being, and a culture of peace. (Present in Principle and Competence 10).</p>	<p>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.</p> <ul style="list-style-type: none"> ▪ The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. ▪ 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. ▪ The teacher 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 teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
<p>9. Community and social contexts: The educator in development comprehends how the diverse social, cultural, economic, and political contexts at the local, national and international levels have an impact upon her/his educational and professional practice. She/he promotes fair and respectful relations with the diverse members of the learning community to which she/he belongs and of the external community.</p> <p>9.1. Relation with the community: The student teacher knows the diverse social contexts that condition teaching and the school endeavor, and establishes relations with colleagues, parents, families, and other members and institutions of the community, to support learning and the welfare of all her/his students.</p>	<p>4. Promote fair and respectful relations with the diverse members of the learning community to which she/he belongs, as well as with those of the external community. (Present in Principle and Competence 9).</p>	<p>Leadership and Collaboration / Standard 10</p> <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> <ul style="list-style-type: none"> ▪ 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. ▪ The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. ▪ The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. ▪ The teacher takes responsibility for contributing to and advancing the profession. ▪ The teacher embraces the challenge of continuous improvement and change.