

Dispositions Stated for Each Standard

Source: Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1992). Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers

The Utah Effective Teaching Standards are informed by the INTASC standards. The UETS may be found at the USBE website at: <https://www.schools.utah.gov/file/f0e86540-5617-4166-a701-fea403f2f848>.

The following includes a list of dispositions viewed as crucial by a national teacher accreditation body (INTASC).

Standard #1: The TC understands the central concepts, tools of the discipline(s) and structures of the discipline(s) he/she teaches and can develop learning experiences that make these aspects of subject matter meaningful for students.

- 1.1 The TC realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He/she seeks to keep abreast of new ideas and understandings in the field.
- 1.2 The TC appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- 1.3 The TC demonstrates enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.
- 1.4 The TC is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline.

Standard #2: The TC understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

- 2.1 The TC appreciates individual variation within each area of development, shows respect for diverse talents of all learners, and is committed to helping students develop self-confidence and competence.
- 2.2 The TC is disposed to use students' strengths as a basis for growth and errors as opportunities for learning.

Standard #3: The TC understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 3.1 The TC believes that all students can learn at high levels and persists in helping all students achieve success.
- 3.2 The TC appreciates and values human diversity, shows respect for students' varied talents and perspective, and is committed to the pursuit of "individually configured evidence."
- 3.3 The TC respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- 3.4 The TC is sensitive to community and cultural norms.
- 3.5 The TC creates an environment where students feel valued for their potential as people and help them to learn to value each other.

Standard #4: The TC understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- 4.1 The TC values the development of students' critical thinking, independent problem solving, and performance capabilities.
- 4.2 The TC values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard #5: The TC uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 5.1 The TC takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- 5.2 The TC understands how participation supports commitment and is committed to the expression and use of democratic values in the classroom.
- 5.3 The TC values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 5.4 The TC recognizes the value of intrinsic motivation to students' life-long growth and learning.
- 5.5 The TC is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Standard #6: The TC uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.

- 6.1 The TC recognizes the power of language for fostering self-expression, identity development, and learning.
- 6.2 The TC values the many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- 6.3 The TC is a thoughtful and responsive listener.
- 6.4 The TC appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Standard #7: The TC plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- 7.1 The TC values both long-term and short-term planning.
- 7.2 The TC believes that plans must always be open to adjustment and revision based upon student needs and changing circumstances.
- 7.3 The TC values planning as a collegial activity.

Standard #8: The TC understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- 8.1 The TC values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- 8.2 The TC is committed to using assessment to identify student strengths and promotes student growth rather than to deny students access to learning opportunities.

Standard #9: The TC is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (e.g., parents, students, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

- 9.1 The TC values critical thinking and self-directed learning as habits of mind.
- 9.2 The TC is committed to reflection, assessment, and learning as an on going process.
- 9.3 The TC is willing to give and receive help.
- 9.4 The TC is committed to seeking, developing, and refining practices that address the individual needs of students.
- 9.5 The TC recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Standard #10: The TC fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- 10.1 The TC values and appreciates the importance of all aspects of a student's experiences.
- 10.2 The TC is concerned about all aspects of a student's well-being (e.g., cognitive, emotional, social, and physical development), and is alert to signs of difficulties.
- 10.3 The TC is willing to consult with other adults regarding the education and well-being of his/her students.
- 10.4 The TC respects the privacy of students and confidentiality of information.
- 10.5 The TC is willing to work with other professionals to improve the overall learning environment for students.