

**GASOU COE TEP STANDARDS GROUNDED IN THE CONCEPTUAL FRAMEWORK AND ALIGNED WITH
INTASC PRINCIPLES AND ARTICULATED KNOWLEDGE, SKILLS, AND DISPOSITIONS**

D R A F T # 1

CONCEPTUAL FRAMEWORK OUTCOMES/TEP STANDARDS	KNOWLEDGE, SKILLS AND DISPOSITIONS [Corresponding INTASC knowledge, performance and disposition] (Stem: The TEP graduate/beginning teacher ...)	SPA STANDARDS	PROGRAM OUTCOMES	ASSESSMENT OPTIONS	ASSESSMENT TIMELINE
<p>1. The TEP graduate/beginning teacher is knowledgeable of human development and supports the cognitive, social, physical, and emotional growth of all students. <i>[including those representing diverse cultural, linguistic, learning, and developmental needs or backgrounds]</i> (INTASC Principles 2, 3, 4, 5, 6)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions. [2] • knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. [3] • knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. [3] • understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. [3] • has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. [3] • understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. [4] • The teacher understands how social groups function and influence people, and how people influence groups in a democratic society. [5] • recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. [5] <p><u>Skills</u></p> <ul style="list-style-type: none"> • identifies when and how to access appropriate services or 				

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	<p>resources to meet exceptional learning needs. [3]</p> <ul style="list-style-type: none"> seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures). [3] communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). [3] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> The teacher appreciates and values human diversity, and respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. [3] is sensitive to community and cultural norms. [3] appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. [6] 				
2. The TEP graduate/beginning teacher understands subject matter with sufficient depth and versatility that allows the teacher to academically challenge and meaningfully engage all students. (INTASC	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. [1] understands how students' conceptual frameworks and their preconceptions for an area of knowledge can influence their learning. [1] <p><u>Skills</u></p> <ul style="list-style-type: none"> effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. [1] represents and uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts. [1] 				

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Principle 1).	<ul style="list-style-type: none"> • engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. [1] • develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives. [1] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> • realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field. [1] • appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. [1] • is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline. [1] 				
3. The TEP graduate/beginning teacher plans and adjusts instructional methods and strategies based on individual needs and student achievement levels so that all students make meaningful connections with the content. (INTASC Principles 1, 2, 3, 4, 5, 6, 7, 8)	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • relates his/her disciplinary knowledge to other subject areas. [1] • is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others. [2] • understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth. [3] • understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). [4] • understands learning theory, subject matter, curriculum 				

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	<p>development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. [7]</p> <ul style="list-style-type: none"> • knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences. [7] • knows when and how to adjust plans based on student responses and other contingencies. [7] • understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning. [2] • understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). [4] <p><u>Skills</u></p> <ul style="list-style-type: none"> • evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. [1] • creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. [1] • identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs. [3] • uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes. [3] • brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. [3] 				

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	<ul style="list-style-type: none"> • carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests). [4] • constantly monitors and adjusts strategies in response to learner feedback. [4] • develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking. [4] • carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests). [4] • uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources. [4] • varies his or 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 students. [4] • as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). [7] • plans for learning opportunities that recognize and address variation in learning styles and performance modes. [7] • creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress. [7] 				

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	<ul style="list-style-type: none"> • creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation. [7] • responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning. [7] • monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly. [8] • stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. [2] • accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing. [2] • knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. [6] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> • has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. [1] • appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. [2] • recognizes students' strengths as a basis for growth, and their errors as an opportunity for learning. [2] 				

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	<ul style="list-style-type: none"> • believes that all children can learn at high levels and persists in helping all children achieve success. [3] • values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. [4] • recognizes the value of intrinsic motivation to students' life-long growth and learning. [5] • 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. [5] • values both long term and short term planning. [7] • believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. [7] • values planning as a collegial activity. [7] • values the development of students' critical thinking, independent problem solving, and performance capabilities. [4] 				
4. The TEP graduate/beginning teacher creates a classroom environment and learning opportunities that focus on engaged learning for all students, collaboratively and individually. (INTASC Principles	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. [5] • knows how to help people work productively and cooperatively with each other in complex social settings. [5] • understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. [5] <p><u>Skills</u></p> <ul style="list-style-type: none"> • analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation 				

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3, 4, 5)	<p>and engagement, and productive work. [5]</p> <ul style="list-style-type: none"> • makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. [3] • creates a learning community in which individual differences are respected. [3] • creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities. [5] • engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them. [5] • organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks. [5] • maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals. [5] • helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry. [5] • organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. [5] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> • recognizes the need for student to feel valued for their potential as people, and helps them learn to value each other. [3] • takes responsibility for establishing a positive climate in the 				

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	<p>classroom and participates in maintaining such a climate in the school as whole. [5]</p> <ul style="list-style-type: none"> • understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. [5] • 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] 				
5. The TEP graduate/beginning teacher uses multiple forms of assessment as part of the on-going teaching-learning process. (INTASC Principles 2, 8)	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. [8] • knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes. [8] • understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns. [8] <p><u>Skills</u></p> <ul style="list-style-type: none"> • assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development. [2] • appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies. [8] 				

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	<ul style="list-style-type: none"> • solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves. [8] • uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. [8] • evaluates the effect of instructional activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. [8] • maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. [8] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> • 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] • is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities. [8] 				
6. The TEP graduate/beginning teacher integrates technology and other multimedia resources to maximize student learning opportunities for all students. (INTASC	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Knows how to use a variety of technology resources to support student learning. [4] <p><u>Skills</u></p> <ul style="list-style-type: none"> • uses a variety of technology resources (e.g. computers, networks, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources) to enrich learning opportunities. [6] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> • is committed to using a variety of technology resources to 				

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Principles 4, 6)	support student learning. [4]				
7. The TEP graduate/beginning teacher exemplifies stewardship of the profession by reflecting on his/her practice seeking opportunities to improve instruction, assuming responsibilities for his/her continued learning, and actively participating in school renewal. (INTASC Principle 9)	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them. [9] <p><u>Skills</u></p> <ul style="list-style-type: none"> uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. [9] draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. [9] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> values critical thinking and self-directed learning as habits of mind. [9] is committed to reflection, assessment, and learning as an ongoing process. [9] is willing to give and receive help. [9] 				
8. The TEP graduate/beginning teacher is competent in the use of the English language, clearly and accurately communicating in both oral and	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> understands communication theory, language development, and the role of language in teaching and learning. [6] recognizes the importance of nonverbal as well as verbal communication. [6] knows about and can use effective verbal, nonverbal, and media communication techniques. [6] understands how cultural and gender differences can affect communication in the classroom. [6] 				

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written form. (INTASC Principle 6)	<u>Skills</u> <ul style="list-style-type: none"> models effective communication strategies in conveying ideas and information and in asking questions (e.g. using standard oral and written English, monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received). [6] supports and expands learner expression in speaking, writing, and other media. [6] <u>Dispositions</u> <ul style="list-style-type: none"> recognizes the power of language for fostering self-expression, identity development, and learning. [6] values many ways in which people seek to communicate and encourages many modes of communication in the classroom. [6] is a thoughtful and responsive listener. [6] 				
9. The TEP graduate/beginning teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (INTASC Principle 9)	<u>Knowledge</u> <ul style="list-style-type: none"> understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works. [9] understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. [9] understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). [9] <u>Skills</u> <ul style="list-style-type: none"> participates in collegial activities designed to make the entire school a productive learning environment. [9] makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of 				

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	<p>other classes and activities within the schools, and professionals in other community agencies. [9]</p> <ul style="list-style-type: none"> • identifies and uses community resources to foster student learning. [9] • establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being. [9] • talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. [9] • acts as an advocate for students. [9] <p><u>Dispositions</u></p> <ul style="list-style-type: none"> • values and appreciates the importance of all aspects of a child's experience. [9] • is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. [9] • is willing to consult with other adults regarding the education and well-being of his/her students. [9] • respects the privacy of students and confidentiality of information. [9] • is willing to work with other professionals to improve the overall learning environment for students. [9] 				
10. The TEP graduate/beginning teacher articulates his/her own philosophy of education grounded in the knowledge base of	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities). [9] <p><u>Skills</u></p> <ul style="list-style-type: none"> • seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher. [9] 				

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the profession and bases instructional decisions on these beliefs. (INTASC Principle 9)	<u>Dispositions</u> <ul style="list-style-type: none"> • recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. [9] • is committed to developing the capacity of all students to contribute to a political and social democracy. 				

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