

INTASC Standards¹

Principle #1: *The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

KNOWLEDGE

1. The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The candidate understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
3. The candidate can relate his/her disciplinary knowledge to other subject areas.

DISPOSITIONS

1. The candidate 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.
2. The candidate appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
3. The candidate has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
4. The candidate is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

PERFORMANCES

1. The candidate effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
2. The candidate can represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts.
3. The candidate can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

¹ As stated in draft of 1992—the word “candidate” has also been substituted for “teacher” in the original wording. Finally, I have added principle #11 Technology as it is also required. (bjw)

4. The candidate engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
5. The candidate develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
6. The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Principle #2: *The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*

KNOWLEDGE

1. The candidate 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. The candidate understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
3. The candidate 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.

DISPOSITIONS

1. The candidate 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. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

PERFORMANCES

1. The candidate 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. The candidate 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.
3. The candidate 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.

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

KNOWLEDGE

1. The candidate 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.
2. The candidate knows about areas of exceptionality in learning-- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
3. The candidate knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The candidate understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
5. The candidate 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.

DISPOSITIONS

1. The candidate believes that all children can learn at high levels and persists in helping all children achieve success.
2. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of individually configured excellence.
3. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
4. The candidate is sensitive to community and cultural norms.

5. The candidate makes students feel valued for their potential as people, and helps them learn to value each other.

PERFORMANCES

1. The candidate identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
2. The candidate uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
3. The candidate 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.
4. The candidate can identify when and how to access appropriate services or resources to meet exceptional learning needs.
5. The candidate 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).
6. The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The candidate creates a learning community in which individual differences are respected. 20

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

KNOWLEDGE

1. The candidate 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.
2. The candidate 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).

3. The candidate knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

DISPOSITIONS

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

PERFORMANCES

1. The candidate 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).
2. The candidate 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 student assume responsibility for identifying and using learning resources.
3. The candidate constantly monitors and adjusts strategies in response to learner feedback.
4. The candidate 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.
5. The candidate 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.

Principle #5: *The candidate 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.*

KNOWLEDGE

1. The candidate can use 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.
2. The candidate understands how social groups function and influence people, and how people influence groups.
3. The candidate knows how to help people work productively and cooperatively with each other in complex social settings.
4. The candidate 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. The candidate recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

DISPOSITIONS

1. The candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
2. The candidate understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
3. The candidate values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
4. The candidate recognizes the value of intrinsic motivation to students' life-long growth and learning.
5. The candidate 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.

PERFORMANCES

1. The candidate 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.
2. The candidate 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.

3. The candidate organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
4. The candidate 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. The candidate 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.
6. The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The candidate organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Principle #6: *The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

KNOWLEDGE

1. The candidate understands communication theory, language development, and the role of language in learning.
2. The candidate understands how cultural and gender differences can affect communication in the classroom.
3. The candidate recognizes the importance of nonverbal as well as verbal communication.
4. The candidate knows about and can use effective verbal, nonverbal, and media communication techniques.

DISPOSITIONS

1. The candidate recognizes the power of language for fostering self-expression, identity development, and learning.
2. The candidate values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

3. The candidate is a thoughtful and responsive listener.
4. The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

PERFORMANCES

1. The candidate models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
2. The candidate supports and expands learner expression in speaking, writing, and other media.
3. The candidate 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.
4. The candidate 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).
5. The candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

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

KNOWLEDGE

1. The candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The candidate 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.

3. The candidate knows when and how to adjust plans based on student responses and other contingencies.

DISPOSITIONS

1. The candidate values both long term and short term planning.
2. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
3. The candidate values planning as a collegial activity.

PERFORMANCES

1. As an individual and a member of a team, the candidate 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).
2. The candidate plans for learning opportunities that recognize and address variation in learning styles and performance modes.
3. The candidate creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
4. The candidate 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.
5. The candidate 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.

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

KNOWLEDGE

1. The candidate 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.
2. The candidate knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
 3. The candidate understands measurement theory and assessment related issues, such as validity, reliability, bias, and scoring concerns.

DISPOSITIONS

1. The candidate 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.
2. The candidate is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

PERFORMANCES

1. The candidate appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, candidate-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.
2. The candidate solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The candidate 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.
4. The candidate evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
5. The candidate monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
6. The candidate 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.

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

KNOWLEDGE

1. The candidate 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.
2. The candidate 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).

DISPOSITIONS

1. The candidate values critical thinking and self-directed learning as habits of mind.
2. The candidate is committed to reflection, assessment, and learning as an ongoing process.
3. The candidate is willing to give and receive help.
4. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
5. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

PERFORMANCES

1. The candidate 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.
2. The candidate seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a candidate.
3. The candidate 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.

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

KNOWLEDGE

1. The candidate 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.
2. The candidate 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.
3. The candidate understands and implements laws related to students' rights and candidate 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).

DISPOSITIONS

1. The candidate values and appreciates the importance of all aspects of a child's experience.
2. The candidate is concerned about all aspects of a child's wellbeing (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
3. The candidate is willing to consult with other adults regarding the education and well-being of his/her students.
4. The candidate respects the privacy of students and confidentiality of information.
5. The candidate is willing to work with other professionals to improve the overall learning environment for students.

PERFORMANCES

1. The candidate participates in collegial activities designed to make the entire school a productive learning environment.
2. The candidate makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, candidates of other classes and activities within the schools, and professionals in other community agencies.
3. The candidate can identify and use community resources to foster student learning.

4. The candidate 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.
5. The candidate 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.
6. The candidate acts as an advocate for students.

Principle #11: Integrates the computer and other high and low technology into teacher preparation, classroom teaching activities, assessment and/or documentation

1. Candidates demonstrate a sound understanding of technology operations and concepts.
2. Candidates plan and design learning environments and experiences supported by technology.
3. Candidates implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.
4. Candidates apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. Candidates use technology to enhance their productivity and professional practice.
6. Candidates understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principals.