

Unit Dispositions
St. Cloud State University
(Based on the INTASC Principles)

1. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) and can create learning experiences that make these aspects of subject matter meaningful for students.

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

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

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

3. The educator understands how students differ in their approaches to learning and creates educational opportunities that are adapted to diverse learners.

- 1) The educator believes that all students can learn at high levels and persists in helping all students achieve success.
- 2) The educator 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 educator respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- 4) The educator is sensitive to community and cultural norms. The educator makes students feel valued for their potential as people, and helps them learn to value each other.

4. The educator understands and uses a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- 1) The educator values the development of students' critical thinking, independent problem solving, and performance capabilities.

- 2) The educator values flexibility and reciprocity in the learning process based on students' responses, ideas, and needs.

5. The educator 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.

- 1) The educator takes responsibility for establishing a positive climate in the learning environment and participates in maintaining such a climate in the school as whole.
- 2) The educator understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- 3) The educator 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 educator recognizes the value of intrinsic motivation to students' life-long growth and learning.
- 5) The educator 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.

6. The educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning environment.

- 1) The educator recognizes the power of language for fostering self-expression, identity development, and learning.
- 2) The educator values many ways in which people seek to communicate and encourages many modes of communication.
- 3) The educator is a thoughtful and responsive listener.
- 4) The educator appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students.

7. The educator structures the learning environment based upon knowledge of subject matter, students, the community, and curriculum goals.

- 1) The educator values both long term and short term planning. The educator believes that plans must always be open to adjustment and revision based on students needs and changing circumstances. The educator values planning as a collegial activity.

8. The educator understands and uses formal and informal strategies to evaluate and ensure to the continuous intellectual, social and physical development of the learner.

- 1) The educator values ongoing assessment as essential to the learning process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

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

9. The educator 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 how actively seeks out opportunities to grow professionally.

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

10. The educator fosters relationships with colleagues, parents, and community agencies to support students' learning and well-being.

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