

**Candidate Dispositions
Teacher Education Unit
Buffalo State College**

Initial and advanced candidates and candidates preparing for other education-related professional roles at Buffalo State College should exhibit dispositions identified by the Interstate New Teacher Assessment and Support Consortium (INTASC) standards including the following over-arching standard related to ethical behavior:

Teachers and other school personnel exhibit behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.

Interstate New Teacher Assessment and Support Consortium
(INTASC)

Dispositions

Principle One: 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.
1. Dispositions: The candidate
<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. • appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. • has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. • is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
Principle Two: The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
2. Dispositions: The candidate
<ul style="list-style-type: none"> • 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. • is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
Principle Three: The candidate understands how students differ in their approaches to learning and creates instruction opportunities that are adapted to diverse learners.
3. Dispositions: The candidate
<ul style="list-style-type: none"> • believes that all children can learn at high levels and persists in helping all children achieve success. • appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." • respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. • is sensitive to community and cultural norms. • makes students feel valued for their potential as people, and helps them learn to value each other.

<ul style="list-style-type: none"> • brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
<ul style="list-style-type: none"> • creates a learning community in which individual differences are respected.
<p>Principle #4: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>
<p>4. Dispositions: The candidate</p>
<ul style="list-style-type: none"> • values the development of students' critical thinking, independent problem solving, and performance capabilities.
<ul style="list-style-type: none"> • values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
<p>Principle Five: 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.</p>
<p>5. Dispositions: The candidate</p>
<ul style="list-style-type: none"> • takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
<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.
<ul style="list-style-type: none"> • values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
<ul style="list-style-type: none"> • recognizes the value of intrinsic motivation to students' life-long growth and learning.
<ul style="list-style-type: none"> • 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.
<p>Principle Six: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
<p>6. Dispositions: The candidate</p>
<ul style="list-style-type: none"> • recognizes the power of language for fostering self-expression, identity development, and learning.
<ul style="list-style-type: none"> • values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
<ul style="list-style-type: none"> • is a thoughtful and responsive listener.
<ul style="list-style-type: none"> • appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
<p>Principle Seven: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>7. Dispositions: The candidate</p>
<ul style="list-style-type: none"> • values both long term and short term planning.
<ul style="list-style-type: none"> • believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
<ul style="list-style-type: none"> • values planning as a collegial activity.
<p>Principle Eight: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>
<p>8. Dispositions: The candidate</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.
<ul style="list-style-type: none"> • is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
<p>Principle Nine: The candidate is a reflective practitioner who continually evaluates the</p>

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.
9. Dispositions: The candidate
<ul style="list-style-type: none">• values critical thinking and self-directed learning as habits of mind.
<ul style="list-style-type: none">• is committed to reflection, assessment, and learning as an ongoing process.
<ul style="list-style-type: none">• is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
<ul style="list-style-type: none">• recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
Principle Ten: The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
10. Dispositions: The candidate
<ul style="list-style-type: none">• values and appreciates the importance of all aspects of a child's experience.
<ul style="list-style-type: none">• is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
<ul style="list-style-type: none">• is willing to consult with other adults regarding the education and well-being of his/her students.
<ul style="list-style-type: none">• respects the privacy of students and confidentiality of information.
<ul style="list-style-type: none">• is willing to work with other professionals to improve the overall learning environment for students.