# KAI-3 Critical Dispositions- Student Teaching ONLY

1.0 InTASC Standards		_	Masta	_	Neede
	3.0	2.5	2.0 Meets	1.5	1.0 Needs
1-3 Learner and Learning	Exceeds	Approaching Exceeds	Expectations	Approaching Meets	Improvement
The teacher candidate respects	Expectations	Expectations	The	Expectations	The
learners' developmental	The	-	teacher	-	teacher
strengths and needs.	teacher	No	candidate	No	candidate
	candidate	Description	demonstrate	es Description	demonstrate
	demonstrate	es	respect for		minimal
	respect for all		learners		respect for
	learners		by		learners'
	by		implementin	a	developmen
	considering		developmen	-	needs by
	diverse		appropriate		displaying
	perspective	S	practices		behaviors
	when		to address		that seem
	implementin	g	learners'		uninformed,
	developmer	-	strengths		intolerant,
	appropriate		and		or biased.
	practices		needs.		
	to				
	address learners'				
	strengths				
	and				
	needs.				

# 1.0 IIII InTASC Standar

The teacher candidate be that all students can learn achieve.

ards	3.0	2.5	2.0 Meets	
ng	Exceeds	Approaching	Expectations	1
elieves	Expectations		The	l
n and	The	Expectations	teacher	
	teacher	No	candidate b	eli
	candidate b	elieves <sup>Description</sup>	all	
	all		students	
	students		can learn	
	can learn		by	
	by		creating	
	creating		opportunitie	s
	equitable		to support	
	learning		learner	
	opportunitie	S	differences	
	that		and	
	support		encouragine	g
	learner		high	
	differences		expectations	S
	and		for	
	upholding		achievemen	it.
	high			
	expectations	S		
	that result			
	in			
	achievemen	nt.		

ets



ations Approaching Improvement Meets **Expectations** lidate believes<sub>VO</sub>

Description

1.0 Needs

The teacher candidate m displays a belief that all students can learn by a lack of support for learner differences and setting low expectations

#### 1.0 IIII InTASC Standards Meets Needs 3.0 2.0 1.0 1.5 **Exceeds** Approaching Expectations Approaching Improvement 1-3 Learner and Learning **Expectations** Exceeds Meets The The teacher candidate commits to The **Expectations** Expectations knowing about the cultures and teacher teacher The communities that impact their candidate engages/o candidate m teacher No students. candidate seeks Description in Description minimal opportunities efforts out and engages to learn toward about the learning in cultures about the opportunities and cultures to enhance communities and that communities their that impact understanding their impact of cultures students. their and students. communities that impact their students. 1.0 IIII InTASC Standards 3.0 2.5 2.0 Meets 1.0 Needs 1.5 Exceeds Approaching Expectations Approaching Improvement 1-3 Learner and Learning Exceeds Expectations Meets The The The teacher candidate displays a **Expectations** Expectations commitment to provide equitable teacher teacher The learning and development candidate candidate No No teacher opportunities for all. candidate consistently ription commits Description displays effort minimal commits toward effort effort providing toward toward equitable providing providing learning equitable equitable

learning

development

opportunities

and

for all.

and

for all.

development

opportunities

learning

developmen

opportunitie

and

for all.

#### 1.0 IIII InTASC Standards Meets Needs 3.0 2.0 1.0 1.5 **Exceeds** Approaching Expectations Approaching Improvement 1-3 Learner and Learning **Expectations** Exceeds Meets The The teacher candidate engages The **Expectations Expectations** learners in decision-making for teacher teacher The purposeful learning. candidate candidate No teacher No Description Description engages misses candidate learners in opportunitie intentionally decisionplans for to engage making for learners in engaging purposeful decisionlearners learning making for in decisionas the purposeful opportunities learning. making, present resulting themselves. in purposeful learning. 1.0 III InTASC Standards 3.0 2.0 Meets 1.0 Needs 2.5 Exceeds Approaching Expectations Approaching Improvement 1-3 Learner and Learning **Expectations** Exceeds Meets The The The teacher candidate engages **Expectations** Expectations learners in collaborative learning. teacher teacher The candidate candidate teacher No No Description Description candidate engages misses learners in opportunitie engages collaborative to engage learners learning, learners in in resulting collaborative collaborative in shared learning, learning ownership resulting activities, of ideas. in varying resulting degrees in a of shared classroom ownership culture of of ideas. shared ownership of ideas and outcomes.

# 1.0 InTASC Standards

### 4-5 Content

Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.

# 1.0 Intasc Standards

4-5 Content

Teacher candidate is committed to linking subject content to real life issues.

tandards commits to portunities rners anding and skills.	3.0 Exceeds Expectations The teacher candidate consistently commits to making learning opportunitie accessible to all learners resulting in mastery of disciplinary content	2.5 Approaching Exceeds Expectations No Description	20 Meets Expectations The teacher candidate commits to making learning opportunities accessible to all learners resulting in understandid disciplinary content and skills.		10 Needs Improvement The teacher candidate inconsistent makes learning opportunities accessible to all learners, resulting in inconsequer learning.
tandards s committed ontent to real	and skills.	2.5 Approaching Exceeds Expectations No Description	20 Meets Expectations The teacher candidate links subject content to real life issues, resulting in relevant connections for learners.	1.5 Approaching Meets Expectations No Description	10 Needs Improvement The teacher candidate misses opportunities to link subject content to real life issues, resulting in learners seeing varying degrees of relevance.

#### 1.0 IIII InTASC Standards Meets Needs 3.0 2.0 1.0 1.5 **Exceeds** Approaching Expectations Approaching Improvement 6-8 Instructional Practice Expectations Exceeds Meets The The teacher candidate commits to The **Expectations** Expectations making accommodations in teacher teacher The assessments for all learners. candidate candidate No teacher No Description makes Description makes candidate accommodations limited makes accommoda accommodations in in multiple assessments in assessment assessments to promote for to promote growth by learners. considering growth individual and guide student instructional needs. decision making by considering individual student needs. 1.0 InTASC Standards Meets Needs 3.0 2.5 2.0 1.0 Exceeds Approaching Expectations Approaching Improvement 6-8 Instructional Practice **Expectations** Exceeds Meets The The The teacher candidate is **Expectations Expectations** committed to planning learning teacher teacher The opportunities that promote teacher candidate candidate No No student growth. Description takes Description attempts candidate responsibility to plan takes learning for responsibility opportunitie planning for learning that planning opportunities occasionally learning that result result in opportunities in student student that result in student growth. growth. growth,

contributing to a culture of growth mindset.

<ul> <li>InTASC Standards</li> <li>Intractice</li> <li>Intractice</li> <li>Interactional Practice</li> <li>The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.</li> </ul>	3.0 Exceeds Expectations The teacher candidate seeks out opportunitie to learn and apply new and emerging technologies that are engaging and result in learning.		20 Meets Expectations The teacher candidate explores ideas for using new and emerging technologies that are engaging and support learning.	1.5 Approaching Meets Expectations No Description	10 Needs Improvement The teacher candidate lacks initiative for exploring new and emerging technologies that support learning.
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## 1.0 Intasc Standards

9-10 Professional

Responsibility

Teacher candidate maintains a positive attitude in professional settings.

3.0	
ve	ممطع

Exe ceeds **Expectations Exceeds** 

Teacher candidate

maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others.

Approaching Expectations **Expectations** 

> No Description

Meets

Teacher

candidate

maintains

a positive

interacting respectfully

stakeholders.

attitude

when

with

2.0



### Approaching Improvement Meets **Expectations**

No

Description

displays a disrespectfu or attitude when

1.0 Needs

Teacher

candidate

periodically

impatient working with

stakeholders

#### 1.0 IIII InTASC Standards Meets Needs 3.0 2.0 1.0 1.5 Exceeds Approaching Expectations Approaching Improvement 9-10 Professional **Expectations** Exceeds Meets Teacher Teacher Responsibility **Expectations Expectations** candidate candidate Teacher Teacher candidate commits to displays displays a No candidate No professional appearance in dress commitment Description lack of Description displays and grooming. attention to continuous professionalism commitment to through appropriate to appropriate professionalism and appearance, professional through appropriate attire, and appearance cleanliness. attire. appearance, and/or attire, and cleanliness. cleanliness. 10 InTASC Standards Meets Needs 3.0 2.5 2.0 1.0 **Exceeds** Approaching **Expectations** Approaching Improvement 9-10 Professional **Expectations** Exceeds Meets Teacher Teacher Responsibility **Expectations Expectations** candidate candidate Teacher Teacher candidate commits to upholds lacks candidate No No upholding the role of educator in Description the Description commitment continuously all legal/ethical ways, including profession's upholds in honesty, integrity, fairness, code of upholding the confidentiality, an understanding ethics and the profession's of FERPA rules, and a Code of profession's legal code of Ethics. responsibilities. code of ethics and ethics and legal legal responsibilities. responsibilit

# 1.0 Intasc Standards

9-10 Professional

Responsibility

Teacher candidate values appropriate interpersonal relationships in all settings.

ds	3.0 Exceeds Expectations	2.5 Approaching Exceeds	20 Meets Expectations	1.5 Approaching Meets	1.0 Needs Improvement
	Teacher	Expectations	Teacher candidate	Expectations	Teacher candidate
	candidate	No	sets	No	does not
_	values	Description	personal	Description	set
s.	and sets		and		personal
	personal		professional		and
	and		boundaries		professional
	professional	l	that		boundaries
	boundaries		support		effectively,
	that		appropriate		resulting
	nurture		interpersona		in
	appropriate		relationships	6	inappropriat
	interpersona		with		or
	relationships	5	students/fan	nilies/colleagues.	unprofessio
	with				interpersona
	students/fan	nilies/colleagues.			relationships with students/fan
					Students/Ian

10 InTASC Standards 9-10 Professional Responsibility Teacher candidate is dependable prepared and on time.	3.0 Exceeds Expectations Teacher candidate is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicat circumstanc that may affect timeliness and preparation.	es es	20 Meets Expectations Teacher candidate is prepared, meets established deadlines, and communica circumstand that may affect timeliness and preparation	es
9-10 Professional Responsibility Teacher candidate is dependable	Exceeds Expectations Teacher candidate is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicat circumstanc that may affect timeliness and	Approaching Exceeds Expectations No Description	Expectations Teacher candidate is prepared, meets established deadlines, and communica circumstance that may affect timeliness and	÷

Approaching Improvement Meets

Expectations

No Description



is

1.0 Needs

Teacher

candidate inconsistent prepared, inconsistent meets deadlines, or does not communicat reason for lack of preparednes or timeliness.

#### 1.0 IIII InTASC Standards Meets Needs 2.0 1.0 Exceeds Approaching Expectations Approaching Improvement 9-10 Professional **Expectations** Exceeds Meets Teacher Teacher Responsibility **Expectations Expectations** candidate candidate Teacher Teacher candidate is is positive No No is candidate approachable, nonthreatening, Description Description and open negative is and positive. to or welcoming unapproach interaction and with avoids positive, stakeholders. interaction and with invites interactions stakeholders with stakeholders. 1.0 IIII InTASC Standards 3.0 2.0 Meets 1.0 Needs 2.5 **Exceeds** Approaching Expectations Approaching Improvement 9-10 Professional **Expectations** Exceeds Meets Teacher Teacher Responsibility **Expectations** Expectations candidate candidate Teacher Teacher candidate receives and is is No No candidate uses constructive professional Description receptive Description unreceptive invites feedback. to to and constructive constructive accepts constructive feedback feedback feedback and uses or shows and uses it for limited it for improvement. effort to make professional recommende improvement. improvemen

### 1.0 IIII InTASC Standards Meets Needs 2.0 1.0 1.5 **Exceeds** Approaching Expectations Approaching Improvement 9-10 Professional **Expectations** Exceeds Meets Teacher Teacher Responsibility **Expectations** Expectations candidate candidate Teacher Teacher candidate communicates displays communicates candidate No No professionally through nonverbal professionally Description Description limited communicates means (body language, tone of professional with professionally voice) when working with with stakeholders in stakeholders. stakeholders through nonverbal communicat through nonverbal nonverbal means by with means by employing stakeholders active through maintaining inactive listenina enthusiasm skills. listening and skills. employing active listening skills. 1.0 IIII InTASC Standards Meets 3.0 2.5 2.0 Needs 1.0 Exceeds Approaching Expectations Approaching Improvement 9-10 Professional **Expectations** Exceeds Meets Teacher Teacher Responsibility **Expectations** Expectations candidate Teacher candidate Teacher candidate communicates communicates displays No No candidate professionally through electronic Description professionally Description limited communicates means (email, social media, with professional professionally course management system). stakeholders when and through communicat collaboratively electronic with with means. stakeholders stakeholders through through electronic electronic means. means to support student learning.

## 1.0 Intasc Standards

9-10 Professional

Responsibility

Teacher candidate communicates professionally in oral language when working with stakeholders.

20	
3.0	
Exceeds	5

of

with

stakeholders.

**Expectations** Exceeds

**Expectations** Teacher No candidate

Description communicates

professionally through oral language to create a culture collaboration

Meets 2.0 Approaching Expectations

Meets Teacher candidate

communicates

professionally

stakeholders.

through

language to work

oral

with



Approaching Improvement

**Expectations** 

No Description displays limited professional when

1.0 Needs

Teacher

candidate

communicati orally with stakeholders

1.0 IIII InTASC Standards	3.0	2.5	2.0 Meets	1.5	1.0 Needs
9-10 Professional	Exceeds	Approaching	Expectations	Approaching Moots	Improvement
9-10 Professional Responsibility Teacher candidate accepts responsibility for personal actions and behaviors.	Expectations Teacher candidate consistently accepts responsibilit for personal action and behaviors; displays professional maturity by focusing	Exceeds Expectations No Description	Expectations Teacher candidate accepts responsibility for personal actions and behaviors; focuses on solutions.	Meets Expectations	Improvement Teacher candidate is reluctant to accept responsibility for personal actions and behaviors; focuses on blaming others rather
	on solutions rather than assigning blame.				than seeking solutions.

## Outcomes Linked to Criteria

### Criterion: InTASC Standards 1-3 Learner and Learning

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
1.0 Learner Development and Individual Learning Differences	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Section	Description
1.2 Development and Individual Differences	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

### Criterion: InTASC Standards 1-3 Learner and Learning

### \*CEC Initial Special Educator Preparation Standards (2015)

Section

Description

Section	Description
1.0 Learner Development and Individual Learning Differences	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

### Criterion: InTASC Standards 1-3 Learner and Learning

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
1.0 Learner Development and Individual Learning Differences	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Section	Description
1.1 Language, Culture and Family Background	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

### Criterion: InTASC Standards 1-3 Learner and Learning

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
3.0 Curricular Content Knowledge	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

### Criterion: InTASC Standards 1-3 Learner and Learning

# No linked outcomes.

### Criterion: InTASC Standards 1-3 Learner and Learning

## No linked outcomes.

### Criterion: InTASC Standards 4-5 Content

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
5.0 Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

### Criterion: InTASC Standards 4-5 Content

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
5.0 Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

### Criterion: InTASC Standards 6-8 Instructional Practice

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
4.0 Assessment	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

### Criterion: InTASC Standards 6-8 Instructional Practice

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
5.0 Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

### Criterion: InTASC Standards 6-8 Instructional Practice

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
5.0 Instructional Planning and Strategies	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

### Criterion: InTASC Standards 9-10 Professional Responsibility

# No linked outcomes.

## Criterion: InTASC Standards 9-10 Professional Responsibility

# No linked outcomes.

### Criterion: InTASC Standards 9-10 Professional Responsibility

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
6.0 Professional Learning and Ethical Practice	Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

### Criterion: InTASC Standards 9-10 Professional Responsibility

### \*CEC Initial Special Educator Preparation Standards (2015)

Section	Description
7.0 Collaboration	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**Criterion:** InTASC Standards 9-10 Professional Responsibility No linked outcomes.

Criterion: InTASC Standards 9-10 Professional Responsibility

No linked outcomes.

Criterion: InTASC Standards 9-10 Professional Responsibility

No linked outcomes.

**Criterion:** InTASC Standards 9-10 Professional Responsibility No linked outcomes.

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