KAI-3 Critical Dispositions- Student Teaching ONLY

1.0 ⊞ InTASC Standards 1-3 Learner and Learning **The teacher candidate respects learners' developmental strengths and needs.**	3.0 **Exceeds Expectations**	2.5 **Approaching Exceeds Expectations**	2.0 **Meets Expectations**	1.5 **Approaching Meets Expectations**	1.0 **Needs Improvement**
	The teacher candidate demonstrates respect for all learners by considering diverse perspectives when implementing developmentally appropriate practices to address learners' strengths and needs.	*No Description*	The teacher candidate demonstrates respect for learners by implementing developmentally appropriate practices to address learners' strengths and needs.	*No Description*	The teacher candidate demonstrates minimal respect for learners' development needs by displaying behaviors that seem uninformed, intolerant, or biased.

1.0 ▦ InTASC Standards	**3.0** Exceeds Expectations	**2.5** Approaching Exceeds Expectations	**2.0** Meets Expectations	**1.5** Approaching Meets Expectations	**1.0** Needs Improvement
1-3 Learner and Learning **The teacher candidate believes that all students can learn and achieve.**	The teacher candidate believes all students can learn by creating equitable learning opportunities that support learner differences and upholding high expectations that result in achievement.	*No Description*	The teacher candidate believes all students can learn by creating opportunities to support learner differences and encouraging high expectations for achievement.	*No Description*	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 ⊞ InTASC Standards	**3.0** Exceeds Expectations	**2.5** Approaching Exceeds Expectations	**2.0** Meets Expectations	**1.5** Approaching Meets Expectations	**1.0** Needs Improvement
1-3 Learner and Learning **The teacher candidate commits to knowing about the cultures and communities that impact their students.**	The teacher candidate seeks out and engages in opportunities to enhance their understanding of cultures and communities that impact their students.	*No Description*	The teacher candidate engages in opportunities to learn about the cultures and communities that impact their students.	*No Description*	The teacher candidate m minimal efforts toward learning about the cultures and communities that impact their students.
1.0 ⊞ InTASC Standards 1-3 Learner and Learning **The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.**	**3.0** Exceeds Expectations The teacher candidate consistently commits effort toward providing equitable learning and development opportunities for all.	**2.5** Approaching Exceeds Expectations *No Description*	**2.0** Meets Expectations The teacher candidate commits effort toward providing equitable learning and development opportunities for all.	**1.5** Approaching Meets Expectations *No Description*	**1.0** Needs Improvement The teacher candidate displays minimal effort toward providing equitable learning and developmen opportunitie for all.

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

1.0 ⣿ InTASC Standards	**3.0** **Exceeds Expectations**	**2.5** **Approaching Exceeds Expectations**	**2.0** **Meets Expectations**	**1.5** **Approaching Meets Expectations**	**1.0** **Needs Improvement**
4-5 Content **Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.**	The teacher candidate consistently commits to making learning opportunities accessible to all learners resulting in mastery of disciplinary content and skills.	*No Description*	The teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	*No Description*	The teacher candidate inconsistently makes learning opportunities accessible to all learners, resulting in inconsequential learning.
1.0 ⣿ InTASC Standards 4-5 Content **Teacher candidate is committed to linking subject content to real life issues.**	**3.0** **Exceeds Expectations** The teacher candidate links subject content to real life issues, promoting the development of critical and creative thinking.	**2.5** **Approaching Exceeds Expectations** *No Description*	**2.0** **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*	**1.0** **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 ⣿ InTASC Standards 6-8 Instructional Practice **The teacher candidate commits to making accommodations in assessments for all learners.**	3.0 **Exceeds Expectations** The teacher candidate makes accommodations in multiple assessments to promote growth and guide instructional decision making by considering individual student needs.	2.5 **Approaching Exceeds Expectations** *No Description*	2.0 **Meets Expectations** The teacher candidate makes accommodations in assessments to promote growth by considering individual student needs.	1.5 **Approaching Meets Expectations** *No Description*	1.0 **Needs Improvement** The teacher candidate makes limited accommoda in assessment for learners.
1.0 ⣿ InTASC Standards 6-8 Instructional Practice **The teacher candidate is committed to planning learning opportunities that promote student growth.**	3.0 **Exceeds Expectations** The teacher candidate takes responsibility for planning learning opportunities that result in student growth, contributing to a culture of growth mindset.	2.5 **Approaching Exceeds Expectations** *No Description*	2.0 **Meets Expectations** The teacher candidate takes responsibility for planning learning opportunities that result in student growth.	1.5 **Approaching Meets Expectations** *No Description*	1.0 **Needs Improvement** The teacher candidate attempts to plan learning opportunities that occasionally result in student growth.

1.0 ⊞ InTASC Standards 6-8 Instructional Practice **The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.**	3.0 **Exceeds Expectations**	2.5 **Approaching Exceeds Expectations**	2.0 **Meets Expectations**	1.5 **Approaching Meets Expectations**	1.0 **Needs Improvement**
	The teacher candidate seeks out opportunities to learn and apply new and emerging technologies that are engaging and result in learning.	*No Description*	The teacher candidate explores ideas for using new and emerging technologies that are engaging and support learning.	*No Description*	The teacher candidate lacks initiative for exploring new and emerging technologies that support learning.

| 1.0 ⊞ InTASC Standards 9-10 Professional Responsibility **Teacher candidate maintains a positive attitude in professional settings.** | 3.0 **Exceeds Expectations** Teacher candidate maintains a positive attitude when interacting with stakeholders by speaking professionally and listening with authentic interest to the perspectives of others. | 2.5 **Approaching Exceeds Expectations** *No Description* | 2.0 **Meets Expectations** Teacher candidate maintains a positive attitude when interacting respectfully with stakeholders. | 1.5 **Approaching Meets Expectations** *No Description* | 1.0 **Needs Improvement** Teacher candidate periodically displays a disrespectful or impatient attitude when working with stakeholders |

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

1.0 ⊞ InTASC Standards	3.0 **Exceeds Expectations**	2.5 **Approaching Exceeds Expectations**	2.0 **Meets Expectations**	1.5 **Approaching Meets Expectations**	1.0 **Needs Improvement**
9-10 Professional Responsibility **Teacher candidate values appropriate interpersonal relationships in all settings.**	Teacher candidate values and sets personal and professional boundaries that nurture appropriate interpersonal relationships with students/families/colleagues.	*No Description*	Teacher candidate sets personal and professional boundaries that support appropriate interpersonal relationships with students/families/colleagues.	*No Description*	Teacher candidate does not set personal and professional boundaries effectively, resulting in inappropriate or unprofessional interpersonal relationships with students/fam

1.0 ⊞ InTASC Standards	**3.0** Exceeds Expectations	**2.5** Approaching Exceeds Expectations	**2.0** Meets Expectations	**1.5** Approaching Meets Expectations	**1.0** Needs Improvement
9-10 Professional Responsibility **Teacher candidate is dependable, prepared and on time.**	Teacher candidate is consistently prepared, submits quality work ahead of scheduled deadlines, and proactively communicates circumstances that may affect timeliness and preparation.	*No Description*	Teacher candidate is prepared, meets established deadlines, and communicates circumstances that may affect timeliness and preparation.	*No Description*	Teacher candidate is inconsistently prepared, inconsistently meets deadlines, or does not communicate reason for lack of preparedness or timeliness.

1.0 ⊞ InTASC Standards 9-10 Professional Responsibility **Teacher candidate is approachable, nonthreatening, and positive.**	3.0 **Exceeds Expectations** Teacher candidate is welcoming and positive, and invites interactions with stakeholders.	2.5 **Approaching Exceeds Expectations** *No Description*	2.0 **Meets Expectations** Teacher candidate is positive and open to interaction with stakeholders.	1.5 **Approaching Meets Expectations** *No Description*	1.0 **Needs Improvement** Teacher candidate is negative or unapproach avoids interaction with stakeholders
1.0 ⊞ InTASC Standards 9-10 Professional Responsibility **Teacher candidate receives and uses constructive professional feedback.**	3.0 **Exceeds Expectations** Teacher candidate invites and accepts constructive feedback and uses it for professional improvement.	2.5 **Approaching Exceeds Expectations** *No Description*	2.0 **Meets Expectations** Teacher candidate is receptive to constructive feedback and uses it for improvement.	1.5 **Approaching Meets Expectations** *No Description*	1.0 **Needs Improvement** Teacher candidate is unreceptive to constructive feedback or shows limited effort to make recommende improvemen

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

1.0 ▦ InTASC Standards 9-10 Professional Responsibility **Teacher candidate communicates professionally in oral language when working with stakeholders.**	**3.0** Exceeds Expectations	**2.5** Approaching Exceeds Expectations	**2.0** Meets Expectations	**1.5** Approaching Meets Expectations	**1.0** Needs Improvement
	Teacher candidate communicates professionally through oral language to create a culture of collaboration with stakeholders.	*No Description*	Teacher candidate communicates professionally through oral language to work with stakeholders.	*No Description*	Teacher candidate displays limited professional when communicati orally with stakeholders

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

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No linked outcomes.

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No linked outcomes.