	2 (Basic)	2.5	3 (Proficient)	3.5	4 (Distinguished)
Content and	*Candidate does not value	Contains	Candidate identifies life-long	Contains	*Candidate values life-long
Pedagogical	life-long learning or does	all of the	learning as important for self	all of the	learning and seeks multiple
Knowledge	not seek multiple	elements	and students but does not seek	elements	perspectives in content and
	perspectives in content and	of Basic	multiple perspectives in	of	pedagogy for self and
	pedagogy for self and	and some	content and pedagogy.	Proficient	student development.
	student development.	of the	*Candidate sees value in	and some	*Candidate values flexible
	*Candidate expresses	elements	flexible learning environments	of the	learning environments that
	preference for traditional	of	that encourage learner	elements	encourage learner
	teaching methods that do	Proficient.	exploration, discovery, and	of	exploration, discovery, and
	not allow for flexible		expression but appears	Distingui	expression.
	learning environments,		uncertain about how create	shed.	*Candidate values planning
	learner exploration,		these environments.		as critical and differentiates
	discovery, or expression.		*Candidate sees planning as		and adjusts instruction
	*Candidate sees planning		critical but focuses on whole		based on learner needs.
	as burdensome or does not		class instruction and is unable		*Candidate is committed to
	recognize it as critical.		to differentiate and adjust		exploring how new and
	*Candidate appears		instruction based on learner		emerging technologies can
	uncertain or leery of how		needs.		promote student learning.
	new and emerging		*Candidate is committed to		
	technologies can promote		exploring how new and		
	student learning.		emerging technologies but is		
			uncertain how to use		
			technology to promote student		
			learning.		
Diversity	*Candidate appears	Contains	*Candidate identifies	Contains	*Candidate identifies
	unaware of individual	all of the	individual student differences,	all of the	individual student
	student differences,	elements	strengths and needs but	elements	differences, strengths and
	strengths and needs.	of Basic	appears uncertain about impact	of	needs and can use this
	*Candidate does not expect	and some	of those differences in	Proficient	information in instructional
	all students can learn.	of the	instructional contexts.	and some	contexts to promote student
		elements	*Candidate holds high	of the	learning.
		of	expectations for most students.	elements	*Candidate holds high

Collaboration	*Candidate has unclear understanding of how to establish positive and supportive learning environments. *Candidate does not realize role of learner is supporting peers. *Candidate does not prioritize respectful communication among all members of the learning community.	Proficient. Contains all of the elements of Basic and some of the elements of Proficient.	*Committed to establishing positive and supportive learning environments but appears uncertain about how to reach this goal. *Candidate values role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. *Candidate seeks to foster respectful communication among all members of the learning community.	of Distingui shed. Contains all of the elements of Proficient and some of the elements of Distingui shed.	expectations for all students. *Candidate is committed to establishing positive and supportive learning environments where all learners are valued members of a learning community. *Candidate values role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. *Candidate seeks to foster respectful communication among all members of the learning community.
Reflection	*Candidate does not identify reflection as a means of improving instructional practice or does not recognize value of student reflection. *Candidate does not identify multiple means of assessment and data-driven instructional practices to promote learner growth or does not recognize value of	Contains all of the elements of Basic and some of the elements of Proficient.	*Candidate values reflection as a means of improving instructional practice. *Candidate values multiple means of assessment and data-driven instructional practices to promote learner growth.	Contains all of the elements of Proficient and some of the elements of Distingui shed.	*Candidate values reflection as a means of improving instructional practice and recognizes value of student reflection. *Candidate values multiple means of assessment and data-driven instructional practices to promote learner growth and recognizes value of student self-assessment.

	student self- assessment.				
Integrity	*Candidate does not see	Contains	*Candidate sees student	Contains	*Candidate sees student
	student learning as the	all of the	learning as the responsibility	all of the	learning as the
	responsibility of the	elements	of the teacher.	elements	responsibility of the teacher
	teacher and is not	of Basic	*Candidate has a vague	of	and is committed to
	committed to deepening	and some	understanding of the	Proficient	deepening their own
	their own knowledge,	of the	expectations of the profession	and some	knowledge, skills, and
	skills, and dispositions to	elements	including codes of ethics,	of the	dispositions to support all
	support all students.	of	professional standards of	elements	students.
	*Candidate is unclear on	Proficient.	practice, and relevant law and	of	*Candidate understands the
	the expectations of the		policy.	Distingui	expectations of the
	profession including codes		*Candidate sees the role of	shed.	profession including codes
	of ethics, professional		teacher as an advocate for		of ethics, professional
	standards of practice, and		students but does not seek to		standards of practice, and
	relevant law and policy.		be an active member of a		relevant law and policy.
	*Candidate does not see		school and community		*Candidate sees the role of
	the role of teacher as an		responsible for continuous		teacher as an advocate for
	advocate for students and		improvement and change.		students and an active
	an active member of a		*Candidate respects students'		member of a school and
	school and community		families and but may not		community responsible for
	responsible for continuous		understand how to work		continuous improvement
	improvement and change.		collaboratively with them to		and change.
	*Candidate does not see		support student learning.		*Candidate respects
	value in working				students' families and works
	collaboratively with				collaboratively with them to
	students' families to				support student learning.
	support student learning.				
Technology	*Candidate does not	Contains	*Candidate facilitates and	Contains	*Candidate facilitates and
	facilitate or inspire student	all of the	inspires student learning and	all of the	inspires student learning and
	learning and creativity with	elements	creativity with technology only	elements	creativity with technology.
	technology.	of Basic	occasionally or activities do	of	*Candidate designs and
	*Candidate does not design	and some	not have depth (using	Proficient	develops digital age
	or develop digital age	of the	technology only for lower	and some	learning experiences and

learning experiences and assessments. *Candidate does not model digital age work and learning. *Candidate does not promote or model digital citizenship and responsibility. *Candidate does not engage in professional growth or leadership with technology.	elements of Proficient.	level Blooms level learning). *Candidate designs and develops digital age learning experiences and assessments only occasionally or activities do not have depth (using technology only for lower level Blooms level learning). *Candidate models digital age work and learning only occasionally or activities do not have depth (using technology only for lower level Blooms level learning). *Candidate promotes and	of the elements of Distingui shed.	assessments. *Candidate models digital age work and learning. *Candidate promotes and models digital citizenship and responsibility. *Candidate engages in professional growth and leadership with technology.
e 1		technology only for lower level Blooms level learning).		
		*Candidate engages in professional growth and leadership with technology infrequently.		