

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

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

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

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