

UCA Teacher Dispositions

	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>	<p>Contains all of the elements of Basic and some of the elements of Proficient.</p>	<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>	<p>Contains all of the elements of Proficient and some of the elements of Distinguished.</p>	<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>	<p>Contains all of the elements of Basic and some of the elements of Proficient.</p>	<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>	<p>Contains all of the elements of Proficient and some of the elements of Distinguished.</p>	<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>

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		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>	<p>Contains all of the elements of Basic and some of the elements of Proficient.</p>	<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>	<p>Contains all of the elements of Proficient and some of the elements of Distinguished.</p>	<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>	<p>Contains all of the elements of Basic and some of the elements of Proficient.</p>	<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>	<p>Contains all of the elements of Proficient and some of the elements of Distinguished.</p>	<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>

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	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>	<p>Contains all of the elements of Basic and some of the elements of Proficient.</p>	<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>	<p>Contains all of the elements of Proficient and some of the elements of Distinguished.</p>	<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>	<p>Contains all of the elements of Basic and some of the</p>	<p>*Candidate facilitates and inspires student learning and creativity with technology only occasionally or activities do not have depth (using technology only for lower</p>	<p>Contains all of the elements of Proficient and some</p>	<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. *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.</p>	<p>elements of Proficient.</p>	<p>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 models digital citizenship and responsibility infrequently. *Candidate engages in professional growth and leadership with technology infrequently.</p>	<p>of the elements of Distinguished.</p>	<p>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.</p>
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