



Guiding Principles Assessment Rubric

GUIDING PRINCIPLE #1

(INTASC Standard #1)

Making Content Connections – We seek to graduate teachers who comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) between disciplines, and c) to students’ lives.

Element	Exemplary	On Target	Below Expectations
1a. Displays solid content knowledge	Displays depth and breadth of content knowledge and is reading and applying current research supporting best practice for the content area.	Displays solid content area knowledge. Makes content connections across disciplines. Is aware of best practice approaches for content area.	Makes content errors. Does not self-correct content errors. Does not take initiative to research content area or supporting materials.
1b. Approaches content through multiple representations (interdisciplinary, higher order, diverse perspectives, inquiry, links ideas to prior learning)	Consistently incorporates interdisciplinary approaches to teaching and learning. Plans for active learning that promotes higher order thinking skills and inquiry. Demonstrates an awareness of multiple perspectives and opens discussions about subject matter so that multiple perspectives can emerge. Strategically introduces resources and activities that challenge learner assumptions creating a community of critical thinkers.	Regularly incorporates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry across content areas. Plans for active learning that promotes higher order thinking skills and inquiry.	Occasionally includes interdisciplinary experiences. Displays limited awareness of how to plan to present content in different ways. Learning engagements promote conformity. Students are expected to produce the same performance.
1c. Evaluates resources for accuracy, comprehensiveness, usefulness for representing ideas and concepts	Teaches learners to evaluate quality of resources. Learners are responsible for choosing quality resources to support their learning. Selects resources and materials for their comprehensiveness, accuracy and usefulness for representing concepts. Considers developmental needs of students. Demonstrates ability to locate resources and spends time and attention in selection.	Selects resources and materials for their comprehensiveness, accuracy and usefulness for representing concepts. Considers developmental needs of students. Demonstrates ability to locate resources and spends time and attention in selection.	Uses primarily texts or resources readily at hand.

GUIDING PRINCIPLE #2

(INTASC Standard #6)

Communicating Effectively – We seek to graduate teachers who communicate effectively in a variety of sign systems; e.g. verbal, nonverbal, written, mathematical, and media communication.

Element	Exemplary	On Target	Below Expectations
2a. Oral and Written Communication	Oral and written language is grammatically correct and concise. An expressive, well-chosen vocabulary enriches lessons.	Oral and written language is clear and correct. Vocabulary is appropriate to the context. Handwriting is legible.	May be working on personal grammar or word choice issues. May be working on voice control. Vocabulary may be inappropriate for context. May need to improve handwriting. Written language may include spelling, syntax or grammatical errors.
2b. Discussion and Questions	Knows how to ask questions and stimulate discussion for particular purposes. Promotes risk-taking, divergent thinking and curiosity. Students learn to question and assume considerable responsibility for the success of the discussion. Students insure that all voices are heard.	Uses appropriate wait time in discussions. Asks high quality questions that challenge students to justify responses, probes learner understandings, and helps learners articulate ideas. True discussion. Teacher insures all voices are heard.	Questions are usually low level and one word responses are accepted. Limited participation from learners is evident. Wait time is inconsistent.
2c. Respects cultural and gender differences in language and communication styles	Actively seeks resources to promote respect for cultural and gender differences. These materials are seamlessly woven into the fabric of the curriculum. Students assume responsibility for this in their communication, as well as teacher modeling it at all times.	Respect for differences is modeled by teacher consistently. Resources are added to the curriculum when appropriate. Reflections document a growing understanding of diversity and how that informs their practice.	Little attention to cultural and gender differences is communicated.
2d. Media and technology	Plans opportunities for learners to use a variety of media in their own learning and inquiry. Has active technology component in curriculum.	Effectively uses a variety of media communication tools to enrich learning opportunities.	Uses few media communication tools to enrich learning opportunities.

GUIDING PRINCIPLE #3

(INTASC Standards #2, 3, 7)

Building a Learning Community—We seek to graduate teachers who build a learning community based on the diversity of students’ backgrounds and the ways in which they learn by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for alienated and powerless students.

Element	Exemplary	On Target	Below Expectations
3a. Developmental Characteristics	Learners are engaged in developmentally appropriate activities in which they assume responsibility for shaping their learning tasks. Assesses individual and group performance in order to design instruction that meets learner’s cognitive, social, emotional and physical needs.	Learners are engaged in developmentally appropriate activities. Assesses individual and group performance in order to design instruction that meets learner’s cognitive, social, emotional and physical needs.	Designs some activities in a developmentally manner. Displays minimal knowledge of developmental characteristics of age group and uses inappropriate activities or assignments.
3b. Active Engagement	Students are engaged in activities that are extending and expanding their own learning. May include whole class around a central theme or learners may be pursuing independent inquiries and testing their own hypotheses.	Engages students in generating knowledge and inquiry. May include whole class inquiry organized around central theme determined by the teacher or group. Students are actively engaged with concepts	Learners engaged in activities generated only from mandated curriculum and topics assigned by the teacher that require little to no inquiry or testing of ideas. Students are passively consuming knowledge.
3c. Teaching to Individual Learning Aptitudes	Articulates clearly individual learner goals. Differentiation allows learners to succeed and be challenged.	Differentiation is evident in the planning and delivery of lessons. Adaptations are included in all lesson plans.	All learners receive the same delivery of instruction.
3d. Use of Resources to Meet Individual Needs	Actively seeks resources from community and/or professional organizations and uses these sources for the benefit of varied learners.	Routinely uses supplemental materials for special needs, ENL and/or gifted learners.	Rarely uses supplemental materials for learners with special needs.
3e. Creates Environment where Differences are Respected	Teacher models respect for differences. Learners also demonstrate respect for differences based on influence from class environment.	Classroom procedures and activities promote respect for differences. Teacher models respect at all times.	Teacher avoids recognition of differences. Few lessons, discussions, resources and/or activities promote a culture of respect for differences.
3f. Purposeful Planning	Learning activities are highly relevant to curriculum goals, learning theory, subject matter, student experiences and student development. Activities provide for differentiation, are well organized and meet state requirements. Learners effectively choose from a variety of strategies to promote their own intellectual growth.	Learning activities meet curriculum goals. Planning considers learning theory, subject matter, student experiences and student development. Adaptations accommodate learning differences. Plans are linked to state standards. Uses multiple teaching and learning strategies.	Learning activities may not match school and/or state standards. Activities may not follow organized progression. Relies primarily on single teaching methodology.
3g. Short and Long Term Planning	Responds to unanticipated sources of input, evaluates plans in relation to short and long-term goals. Plans are grounded in a sequential framework. Plans follow an appropriate scope and sequence.	Connects past and future teachings with long-term plans. Plans are prepared in advance and are linked to learners’ needs and performances.	Short-term planning is evident, but lessons may not be consistently prepared in a timely manner. There is minimal evidence of long-term planning.

GUIDING PRINCIPLE #4

(INTASC Standard #4, 8)

Flexibly Employing Teaching and Evaluation Strategies – We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

Element	Exemplary	On Target	Below Expectations
4a. Selection of Instructional Strategies	Actively seeks out and uses resources from professional organizations, community resources, study trips, etc. Successfully plans and uses a variety of strategies in instruction. Learners effectively choose from a collection of strategies to support their own academic growth.	Regularly uses multiple resources for teaching. Deliberately attempts to allow for multiple ways of knowing. Instructional materials match instructional goals and support learners' academic growth.	Exhibits limited awareness and/or use of resources. Beginning to find ways to support learning with instructional materials.
4b. Best Practice	Facilitates inquiry through carefully planned lessons that involve learners in the process from planning to completion.	Implements effective instructional strategies in each lesson that target content area and meet needs of learners. Strategies ensure learners are actively constructing knowledge rather than passively consuming.	Relies primarily on direct instruction/lecture method. Students are passive learners. Little evidence of modeling or constructivist approach to learning.
4c. Varies Role	Efficiently moves through multiple roles as needed. Learners are actively engaged and self-directed.	Role varies depending on activity (facilitator, coach, mentor, model, audience, instructor, etc.)	Primary role is transmitter of knowledge. Limited use of small groups, but teacher often problem solves for the learners.
4d. Variety of Assessment Strategies	Plans a system of assessment that uses a variety of formal and informal assessments and has a systematic plan for analysis and application of the data. Data is used consistently to drive instructional decisions.	Uses a variety of formal and informal assessments (observation, portfolios, tests, performance-based task, projects, self-assessment, peer-assessments, etc) to enhance knowledge of learners.	Explores a variety of formal and informal assessments.
4e. Data Collection	Highly effective assessment system is established. Students are involved in collection and analysis of data.	Assessment system for grading and recording is effective and up-to-date.	Grading of papers and written records are adequate, but require monitoring to avoid errors.
4f. Data Analysis and Application	Learners are involved in setting criteria for evaluation. Feedback is individualized and includes self-assessment. Descriptive rubrics are designed and shared with learners.	Learners are given evaluation criteria in advance (rubrics, point systems, etc). Feedback includes qualitative comments identifying strengths or needs.	Feedback to students may or may not be timely. Minimal qualitative feedback is included. Learners are not aware of scoring criteria prior to submission of assignment.

GUIDING PRINCIPLE #5

(INTASC Standard #5)

Managing a Classroom – We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking in a wide variety of settings.

Element	Exemplary	On Target	Below Expectations
5a. Positive Climate	Teacher helps learning community create shared values and expectations. Classroom environment embodies openness, mutual respect, inquiry and peacemaking	Classroom environment is positive. Learners are affirmed appropriately. Extrinsic rewards are minimally offered or not necessary to motivate students. Teacher demonstrates ethic of care toward all learners.	More reprimands than compliments are offered. Rewards are frequently used to motivate learners to cooperate. May have difficulty establishing a positive rapport with some learners.
5b. Expectations	Teachers and learners collaborate to define expectations.	Reasonable, but high expectations for conduct and academic achievement are evident and clear to all learners. Teacher reviews and prompts behaviors when appropriate.	Learners may be confused about expectations. Rules may or may not be consistently or fairly applied. Communicates, either explicitly or implicitly modest expectations for some learners.
5c. Organizing, Monitoring and Responding	Invites learners to respectfully analyze the classroom social environment and makes adjustments that enhance the classroom community. Monitors behavior using subtle and/or preventive strategies.	Analyzes the environment and makes decisions and adjustments that enhance classroom community. Demonstrates personal self control. Discipline plan includes preventative strategies such as warnings and predetermined consequences.	Generally aware of learners' behavior. Some misbehavior may be missed or overlooked. Demonstrates few strategies for responding to disruptive behavior. Responses may do little to resolve underlying issues.

GUIDING PRINCIPLE #6

Building a Sense of Calling - We seek to graduate teachers who sense a strong call to serve and to nurture students with patience and humor.

Element	Exemplary	On Target	Below Expectations
6a. Nurture students with patience and humor	Establishes excellent rapport with learners. Known by stakeholders as someone who provides instruction in the milieu of patience and humor.	Establishes good rapport with learners. Often provides instruction with patience and humor. Stakeholders view teacher as providing appropriate nurture to all learners.	May have difficulty establishing rapport with some learners. May have difficulty being patient with some learners. May or may not be viewed as having a good sense of humor by stakeholders.
6b. Evidence of service	Actively participates in service to the school and/or community. Seeks opportunities for leadership positions that improve the learning environment. Contributes by presenting at professional meetings and conferences.	Evidence of providing service to the school and/or community. Willingly participates in school functions (committees, open house, PTA, clubs, sports, etc.) Actively assists other educators. Participated in cross cultural opportunity (e.g. SST, VS, etc) with students at the developmental level in which they are being licensed.	Little evidence of service to the school and/or community. Participates at school functions only when specifically asked. Reluctant to share with others or assume professional responsibility.
6c. Commitment to teaching	Enthusiastic about the teaching profession manifested at an in-service level of professionalism (leadership, initiative, professional development, etc.)	Evidence of professionalism (appropriate dress, attendance, punctuality, timeliness in meeting deadlines, responsibility, etc.)	Difficulty in demonstrating an appropriate level of professionalism. May include inappropriate dress, unexcused absences, tardiness, inability to meet deadlines, etc.)

GUIDING PRINCIPLE #7

(INTASC Standard #9)

Reflecting on Teaching and Learning – We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflect on her/his own teaching in reference to her/his own guiding principles.

Element	Exemplary	On Target	Below Expectations
7a. Reflective Practice	Plans to improve practice based on evaluation outcomes. Critically analyzes lessons for strengths and weaknesses. Articulates alternative actions for probable successes with different approaches. Actively seeks constructive criticism.	Uses classroom observation, assessment data and research-based literature to reflect on how to improve practice. Can accurately determine if a lesson met stated goals. Able to articulate how lesson may be improved. Committed to reflections, self-assessment and learning as an on-going process. Welcomes constructive criticism.	Reflects primarily on what happens in the classroom. Difficulty in determining if a lesson was effective or if it achieved learning goals. May misjudge success of a lesson. Difficulty accepting constructive criticism well.
7b. Professional Development	Stays current. Participates in professional communities. Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge, conducting action research, presenting to the faculty or at professional meetings etc.	Seeks out literature, colleagues, conferences, mentors, etc to grow professionally. Student teaching requirements are completed with quality and depth.	Participates only in professional activities that are provided. Student teaching requirements are not completed at an appropriate level of quality.
7c. Relationships with Colleagues	Initiates conversations with colleagues about upcoming issues. Ongoing collegial relationships seek to further knowledge and competence. Routinely shares resources and ideas.	Interactions with colleagues are positive and respectful. Openly shares ideas and collaborates with cooperating teacher. Seeks opportunities to work with colleagues to learn and grow professionally.	Keeps to self. Reluctant to share ideas or discuss problems with cooperating teacher, college supervisor and/or peers. Interactions with colleagues may seem self-serving.

GUIDING PRINCIPLE #8

(INTASC Standard #10)

Establishing Community Relationships – We seek to graduate teachers who establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment

Element	Exemplary	On Target	Below Expectations
8a. Collaborates with Stakeholders	Develops relationships with community members/resources to foster student learning. Actively seeks relationships with colleagues and support personnel to enhance the learning environment.	Shows some initiative at identifying community resources to foster student learning. Seeks relationships with colleagues and support personnel to help meet the needs of learners.	Seeks the advice of colleagues and support personnel primarily when there is a problem. Only uses community resources when information has been provided.
8b. Respectful Communication with Families	Partnerships with families evident. Creates avenues for connections/communications/ community with families.	Provides on-going feedback to families about learners' progress. Seeks to develop relationships with parents. Openly welcomes parents to the classroom. Responds to parent concerns with sensitivity.	Reluctant to make parent contact except when concern for failure or misbehavior.
8c. Sensitivity to Learners' Needs	Persistently prioritizes establishing a learning culture where differences are accepted, expected and celebrated. Teams with others to obtain support services. Respects learner privacy and confidentiality of information.	Concerned about whole learner (cognitive, emotional, social, physical) and is alert to signs of difficulty. Attempts to teach a culture of inclusivity to stop racism, harassment etc. Respects learner privacy and confidentiality of information.	Does not easily identify cues of learner distress, special needs etc. May have difficulty maintaining confidentiality.

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