

**Division of Education—Indiana University Kokomo  
Metastandards Rubric  
Elementary (K-6) Initial Teacher Education Program**

<b>Metastandard #1: Child Development and Learning</b>				
	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands how children learn and develop and also that children differ in their development and approaches to learning.	Candidate demonstrates and practices theoretically based teaching and learning strategies to promote cognitive growth and development of all children.	Candidate uses educational learning theories to plan developmentally appropriate curricula and creates learning environments that promote positive social engagement and self-motivation.	Candidate determines the effectiveness of various theoretically based teaching and learning strategies for all children.
<b>Objective</b>	Candidate will be able to recognize and discuss the major concepts, principles, theories, and research related to the development of all children.	Candidate will be able to practice theoretically grounded and research-based teaching and learning strategies with his/her peers.	Candidate will be able to create developmentally appropriate curricula and implement with all children sound theory-based instructional strategies.	Candidate will be able to evaluate the effectiveness of theoretically based teaching and learning strategies through action research.
<b>Components</b>				
<b>1.1 Knowledge of major developmental theories</b>	Candidate demonstrates understanding of developmental theories and theorists in the field.	Candidate demonstrates understanding of developmental theories and can utilize them in implementing curriculum for the elementary classroom.	Candidate demonstrates understanding of developmental theories and can develop curriculum within the classroom that reflects and incorporates a variety of theories.	Candidate demonstrates understanding of developmental theories and can evaluate the effectiveness of curriculum that incorporates a variety of these theories.
<b>1.2 Knowledge of behaviors</b>	Candidate demonstrates knowledge of typical developmental behaviors of children.	Candidate demonstrates knowledge of typical developmental behaviors of children and can utilize developmentally appropriate curriculum.	Candidate demonstrates knowledge of typical developmental behaviors of children and create developmentally appropriate curriculum.	Candidate demonstrates knowledge of typical developmental behaviors of children and can evaluate curriculum to determine if it meets the developmental needs of children within the classroom.
<b>1.3 Multiple influences on development and behavior</b>	Candidate understands that there are a variety of factors that will influence development of children.	Candidate understands that there are a variety of factors that will influence development of children and can apply best practices, which may include the use of technology, to promote positive development and student learning.	Candidate understands that there are a variety of factors that will influence development of children and can develop curriculum that incorporates best practices which may include the use of technology to promote positive development and student learning.	Candidate understands that there are a variety of factors that will influence development of children and can evaluate curriculum to determine how effectively they employ best practices which may include the use of technology to promote positive development and student learning.
<b>1.4 Healthy learning environments for all children</b>	Candidate understands the importance of healthy learning environments in promoting a child's social, emotional, cognitive, physical and linguistic development.	Candidate incorporates knowledge of healthy learning environments in the creation of lesson plans and classroom activities that promote social, emotional, cognitive, physical and linguistic development.	Candidate incorporates a variety of best practices of healthy learning environments in the creation of lesson plans and classroom activities that promote social, emotional, cognitive, physical and linguistic development.	Candidate evaluates the learning environment to determine how effectively it promotes social, emotional, cognitive, physical and linguistic development.

## Metastandard #2: Diversity

	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands how children differ in their development and approaches to learning.	Candidate demonstrates an understanding of diverse learning styles and impact of a supportive learning environment.	Candidate creates instructional opportunities that are adapted to diverse learners in an environment that encourages emotional, social, and moral development.	Candidate understands the complexity of learners, nurturing and supporting the spectrum of learners in the environment including physical, emotional, social, cognitive, moral, aesthetic, cognitive, and language growth.
<b>Objective</b>	Candidate will be able to recall developmental stages and a variety of approaches to learning.	Candidate will develop learning experiences which address a variety of learning approaches, exploring aspects of diverse learning environments.	Candidate will integrate diverse instructional opportunities into a supportive environment.	Candidate will create an environment which supports and incorporates all learning styles by appropriate developmental means.
<b>Components</b>				
<b>2.1 Knowledge of students' cultural identities</b>	Candidate understands the importance of diverse identities of groups and individual students within the school and the classroom.	Candidate understands the importance of diverse identities of groups and individual students and can identify the differences and tensions between these identities.	Candidate understands the differences and tensions between these identities and can incorporate their diverse identities into the curriculum.	Candidate can evaluate his/her effectiveness at incorporating the diverse identities of groups and individual students into the curriculum and can make any necessary adjustments.
<b>2.2 Valuing cultural diversity</b>	Candidate understands the importance of values, virtues, and ethical codes shared by various cultural groups and individuals.	Candidate uses curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.	Candidate utilizes best practice to incorporate a variety of curriculum that addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.	Candidate develops and evaluates curriculum that effectively addresses the values, virtues, and ethical codes shared by various cultural groups and individuals.
<b>2.3 Complex nature of diversity</b>	Candidate understands the diversity of cultures and groups within the United States.	Candidate utilizes curriculum to demonstrate the complex characteristics of race, ethnicity, gender, language, and social class interact to influence behavior.	Candidate makes use of a variety of curricular and instructional techniques to demonstrate the complex characteristics of cultures and groups in an attempt to meet the educational needs of students.	Candidate evaluates the efficacy of curricular and instructional techniques in demonstrating the complex characteristics of cultures and groups and in attempting to meet the educational needs of students.
<b>2.4 Culturally sensitive techniques</b>	Candidate is familiar with culturally sensitive techniques to address complex cognitive and social skills.	Candidate is able to utilize some culturally sensitive techniques to address complex cognitive and social skills.	Candidate can build upon many culturally sensitive techniques to address complex cognitive and social skills.	Candidate can determine the effectiveness of culturally sensitive techniques employed in the classroom in addressing complex cognitive and social skills.

<p><b>2.5 Multiple perspectives</b></p>	<p>Candidate understands the limitations of having only one perspective on issues and the benefit of multiple perspectives.</p>	<p>Candidate provides a range of perspectives for students on various issues within the classroom.</p>	<p>Candidate provides multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.</p>	<p>Candidate is able to determine the effectiveness of providing multiple perspectives to help students develop strategies and skills to engage with those who are not like themselves.</p>
<p><b>2.6 Understanding exceptionalality</b></p>	<p>Candidate understands that children with exceptionalities should be included within the regular education classroom and are familiar with the state and federal statutes that guide that practice.</p>	<p>Candidate understands that children with exceptionalities should be included in the regular education curriculum is able to develop curriculum that will reflect an inclusive environment.</p>	<p>Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.</p>	<p>Candidate evaluates the efficacy of curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.</p>

**Metastandard #3: Curriculum/Content Knowledge**

	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands age-appropriate curriculum for children and has central knowledge of content in Mathematics, English/Language Arts, Science, Social Studies, Fine Arts, Health Education, Physical Education and Technology.	Candidate understands the role of curriculum and develops competence in strategies and tools for various development levels.	Candidate creates and modifies meaningful curriculum based upon knowledge of subject material, tools of inquiry and structures of each discipline, and age-appropriateness.	Candidate incorporates and varies strategies and concepts in developing integrated curriculum based upon students, subject matter, community, and curriculum goals.
<b>Objective</b>	Candidate will be able to recall and master age appropriate information central to content areas expected to teach in addition to core knowledge.	Candidate will be able to explain the role of curriculum and explore a variety of strategies and tools.	Candidate will be able to develop and adapt quality, age-appropriate curriculum utilizing content area information and specific key strategies for each.	Candidate will be able to plan and create integrated curriculum encompassing student, school, and community goals.
<b>Components</b>				
<b>3.1 Knowledge of content</b>	Candidate demonstrates content knowledge required by the subject matter domain.	Candidate demonstrates content knowledge required by the subject matter domain and can utilize their knowledge effectively within the curriculum.	Candidate can utilize their content knowledge effectively and can illustrate interconnections to other parts of the discipline and other disciplines..	Candidate can utilize their content knowledge effectively, illustrate interconnections to other parts of the discipline and other disciplines, and evaluate the effectiveness based on student learning.
<b>3.2 Representation of content</b>	Candidate understands that content should be presented utilizing good examples.	Candidate represents content well with examples that are linked to students' knowledge and experience.	Candidate represents content incorporating a variety of methods that are appropriate and link students' knowledge and experience.	Candidate is able to utilize student feedback and input to determine effectiveness of methods that are utilized to represent content.
<b>3.3 Knowledge of students' misconceptions about content</b>	Candidate understands students' may have misconceptions concerning concepts and relationships among concepts..	Candidate understands students' may have misconceptions concerning concepts and relationships among concepts and utilizes curricula that promote understanding.	Candidate understands students' may have misconceptions concerning concepts and relationships among concepts and creates curricula that promote understanding.	Candidate creates curricula that promote understanding concerning concepts and relationships among concepts and evaluates the effectiveness of that curriculum.
<b>3.4 Materials and resources</b>	Candidate understands the importance of choosing developmentally appropriate instructional materials and resources which includes the use of technology whenever possible.	Candidate chooses developmentally appropriate instructional materials and resources that engage students cognitively which includes the use of technology whenever possible.	Candidate creates relevant and developmentally appropriate instructional materials and resources which support and engage students cognitively which includes the use of technology whenever possible.	Candidate evaluates the effectiveness of the instructional materials and resources to support and engage students cognitively by assessing student progress which includes the use of technology whenever possible.
<b>3.5 Planning and supporting challenging curricula</b>	Candidate indicates an understanding of the importance of planning and developing a challenging curriculum for all children.	Candidate can implement challenging curriculum support children's learning and growth.	Candidate can design curriculum that utilizes a variety of techniques that support and challenge children's learning and growth.	Candidate uses a variety of assessment methods to determine if the curriculum implemented supports and challenges children's learning and growth.

**Metastandard #4: Instruction**

	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands a variety of teaching strategies using verbal, non-verbal and media communication techniques to encourage critical thinking, problem solving and performance skills.	Candidate understands the principles of instruction based on pedagogical principles, while developing her/his classroom performance skills.	Candidate understands the principles of instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Candidate obtains and understands multiple instructional strategies including technology to encourage critical thinking, problem solving and performance skills.
<b>Objective</b>	Candidate will be able to recall and explain a variety of instructional strategy through verbal, non-verbal and media communication techniques.	Candidate will be able to develop and deliver instruction based on sound pedagogical principles.	Candidate will be able to implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Candidate will be able to integrate multiple instructional strategies, including technology, to encourage critical thinking, problem solving and performance skills.
<b>Components</b>				
<b>4.1 Core teaching approaches supported by research</b>	Candidate shows evidence of understanding the core research-based teaching strategies.	Candidate utilizes some of the core research-based teaching approaches within practicum.	Candidate synthesize many of the core research-based teaching approaches within practicums and clinical experiences.	Candidate is able to make a judgment about the utilization of the core research-based teaching approaches within clinical experiences.
<b>4.2 Choice of instructional approaches</b>	Candidate demonstrates awareness of the various factors affecting the choice of instructional approach and makes technology a part of the instructional choices.	Candidate makes use of a variety of instructional approaches when delivering content and makes technology a part of the instructional choices.	Candidate blends a variety of instructional approaches when delivering content to maximize student learning and makes technology a part of the instructional choices.	Candidate explores a variety of instructional methods to determine the best instructional approach when delivering content to maximize student learning and makes technology a part of the instructional choices.
<b>4.3 Structure</b>	Candidate understands that lessons must be structured in a clear and organized format.	Candidate structures lessons in a comprehensive format that clearly includes a defined beginning and ending.	Candidate structures lessons in a comprehensive format that clearly includes a defined beginning and ending and increases opportunity for student learning and discovery.	Candidate assesses lessons structure and evaluates the format and the learning opportunities for students.
<b>4.4 Approaches for classroom management and addressing challenging behavior</b>	Candidate understands the importance of classroom management in addressing group and individual behaviors.	Candidate can implement suggested classroom management techniques to address group and individual behaviors.	Candidate can independently develop a variety of classroom management strategies to address group and individual behaviors.	Candidate can monitor and alter a variety of classroom management strategies as needed to address group and individual behaviors.
<b>4.5 Knowledge of the individual child in planning curriculum, instruction, and materials</b>	Candidate understands that teaching approaches, materials, and technology should address the child's individual learning needs.	Candidate can utilize teaching approaches, materials and technology that address the child's individual learning needs.	Candidate can develop teaching approaches, materials and technology that address the child's individual learning needs.	Candidate utilizes evidence to determine if teaching approaches, materials and technology are addressing the child's individual learning needs.
<b>4.6 Ability to vary instructional approaches</b>	Begins to recognize that varying instructional approaches produce different educational results and uses technology as part of instruction.	Adequately and appropriately varies instructional approaches as necessary and uses technology as part of instruction	Skillfully and appropriately varies instructional approaches as necessary and uses technology as part of instruction	Demonstrates a repertoire of instructional approaches consistent with best practice and uses technology as part of instruction

**Metastandard #5: Assessment**

	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands a variety of assessment methods and understands the importance of multiple strategies.	Candidate knows and understands formal and informal assessment strategies to evaluate the development of the children.	Candidate is knowledgeable about assessment methods and plans curriculum appropriately.	Candidate understands the role of assessment as feedback to parents and ensuring the continuous intellectual, social, and physical development of the learner.
<b>Objective</b>	Candidate will be able to recall a variety of assessment methods and the significance of multiple assessments.	Candidate uses formal and informal assessment strategies to evaluate the development of children.	Candidate will be able to develop, implement, and utilize curriculum which encompass a variety of assessment methods.	Candidate will be able to evaluate, utilize, and appropriately share assessment results to continue student progress intellectually, socially, and physically within his/her preservice capacity.
<b>Components</b>				
<b>5.1 Assessment criteria and standards</b>	Candidate recognizes the importance of standards and assessment criteria	Candidate can incorporate some standards and assessment criteria into lesson plans.	Candidate can effectively integrate a variety of standards and assessment criteria into lesson plans.	Candidate can effectively integrate a variety of standards and assessment criteria into lesson plans and can carry out the assessment to determine the effectiveness of the plan.
<b>5.2 Assessment of student learning</b>	Candidate identifies that assessment is used to determine long term and short term goals and can identify its importance in determining students' strength and weaknesses in all subject content areas.	Candidate uses assessment to determine long term and short term goals for students and is able to determine students' strength and weaknesses in all subject content areas.	Candidate creates assessment that is integrated into the curriculum and uses the results to analyze long term and short term goals and to determine students' strength and weaknesses in all subject content areas.	Candidate creates and evaluates assessment that is integrated into the curriculum and uses the results to analyze long term and short term goals and to determine students' strength and weaknesses in all subject content areas.
<b>5.3 Using assessment to promote learning</b>	Candidate identifies that assessment can be used as part of the learning experience and understands the importance of appropriate, timely feedback.	Candidate uses assessment as a learning experience and gives appropriate and timely feedback.	Candidate constructs their own assessments that reflects actual knowledge and guides the learning process for students.	Candidate constructs assessment that reflects actual knowledge and guides the learning process for students and makes adjustments and changes based on analysis of student learning.
<b>5.4 Using assessment to inform teaching</b>	Candidate identifies that assessment can be used to inform their teaching and to improve the quality of their instruction.	Candidate applies some assessment techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate actively uses a variety of assessment techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate evaluates the assessment techniques and materials used in the classroom and actively integrates this to inform teaching and to improve the quality of instruction.

**Metastandard #6: Professionalism/Learning Communities**

	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands practices and behaviors that identify and develop the competence of a professional career teacher.	Candidate demonstrates professionalism through collegiality, peer support, and professional self-assessment.	Candidate demonstrates a commitment to lifelong learning through reflection and professional behaviors.	Candidate actively engages in professional growth and a variety of development activities which include monitoring student learning.
<b>Objective</b>	Candidate will be able to identify qualities of a professional teacher and act in appropriate professional ways.	Candidate will be able to demonstrate and assess her/his own professionalism with peers, instructors, host teachers, students, and other professional relationships.	Candidate will be able to reflect on practices in accurate ways and discuss continuing efforts in her/his professional development.	Candidate will participate in professional experiences and opportunities which further her/his professional development, to include use of student learning as a professional gauge.
<b>Components</b>				
<b>6.1 Reflection and self-analysis</b>	Candidate demonstrates an understanding of the importance of reflection and self-analysis for improving professional practices.	Candidate engages in reflection in an attempt to improve her/his professional practice.	Candidate uses reflection and self-analysis to improve her/his professional practice in an ongoing manner.	Candidate seeks additional opportunities for reflection and self-analysis, solicits evaluation of her/his performance from varied sources, and utilize these analytic processes to improve her/his professional practice.
<b>6.2 Decision making</b>	Candidate understands the complexities of decision making processes within school settings (e.g., IEPs, 504 plans)	Candidate participates in a variety of decision making processes within school settings (e.g., IEPs, 504 plans)	Candidate analyzes the role of an educator in the complexities of decision making processes within school settings (e.g., IEPs, 504 plans)	Candidate assess his/her own effectiveness to institute change through the decision making processes within school settings (e.g., IEPs, 504 plans)
<b>6.3 Collaboration with other professionals</b>	Candidate demonstrates an understanding of the importance of collaboration with other professionals to improve schools and student learning.	Candidate collaborates on a limited basis with other professionals for the purpose of improving schools and student learning.	Candidate actively seeks collaboration with an expanding range of professionals, and uses these relationships to improve schools and student learning.	Candidate consistently uses collaboration to effectively improve schools and student learning.
<b>6.4 Participation in school and corporation activities</b>	Candidate demonstrates an understanding of the importance of participation in co-curricular activities.	Candidate participates on a limited basis in co-curricular activities.	Candidate participates in co-curricular activities in order to build a stronger learning community.	Candidate uses knowledge gained from participation in co-curricular activities in order to build a stronger learning community improve the effectiveness of schools and corporations.

**Metastandard #7: Family/Community Involvement**

	<b>Basic (Knowledge and Comprehension)</b>	<b>Proficient (Application)</b>	<b>Mastery (Analysis and Synthesis)</b>	<b>Exemplary (Evaluation)</b>
<b>Proficiency</b>	Candidate knows and understands the influence of the family, community and culture on the learning and development of the growth of children.	Candidate knows and understands multiple aspects of professional relationships and how to utilize and foster community services.	Candidate understands the importance of positive working relationships with school colleagues, support services, and community members to support children's well-being.	Candidate understands the role of professional relationships, especially family, in promoting the academic, social, and emotional growth of children.
<b>Objective</b>	Candidate will be able to explain the role of family, community, and culture on learning and child development.	Candidate will investigate the teacher's role in mandatory and optional community services.	Candidate develops and maintains positive working relationships with school and community connections.	Candidate develops and maintains a positive collaborative relationship with families to promote student growth within their preservice capacity.
<b>Components</b>				
<b>7.1 Communicating</b>	Candidate understands the role of parent communication in relation to student success.	Candidate explores a variety of ways to communicate effectively with parents.	Candidate communicates effectively with parents through a variety of means.	Candidate reflects on her/his communication with parents and evaluates the methods employed.
<b>7.2 Student learning</b>	Candidate understands the importance of communicating academic and behavioral expectations to the parent in a clear manner.	Candidate endeavors to communicate academic and behavioral expectations to the parents.	Candidate communicates academic and behavioral expectations to the parents in a clear manner and can identify when this has been achieved.	Candidate communicates academic and behavioral expectations to the parents in a clear manner and can assess the effectiveness of this communication and its impact on student learning.
<b>7.3 Parent involvement</b>	Candidate understands the value of involving parents as active participants in the classroom and school settings.	Candidate attempts to incorporate parents through curriculum and instruction choices.	Candidate uses a variety of means to bring parents and parental input into the classroom curriculum and instruction.	Candidate uses a variety of means to bring parents and parental input into the classroom curriculum and instruction and reflects on the impact and success.
<b>7.4 Advocacy</b>	Candidate understands the legal responsibilities of a teacher (e.g., child protection and welfare, issues of confidentiality)	Candidate upholds the legal responsibilities of a teacher (e.g., child protection and welfare, issues of confidentiality)	Candidate proposes ways to ensure that the legal responsibilities of a teacher are reflected in practice (e.g., child protection and welfare, issues of confidentiality)	Candidate appraise his/her effectiveness in carrying out the legal responsibilities of a well-informed teacher (e.g., child protection and welfare, issues of confidentiality)
<b>7.5 Collaboration with community</b>	Candidate is familiar with the various stakeholder groups that comprise the school community.	Candidate attempts to partner with stakeholders through curriculum and instruction choices.	Candidate partners with stakeholders through curriculum and instruction choices and uses them to strengthen schools, families, and student learning	Candidate evaluates the partnerships developed with stakeholders and determines optimal utilization to strengthen schools, families, and student learning

<p><b>7.6 Unity and diversity in communities</b></p>	<p>Candidate understands the complex relationships between unity and diversity in communities.</p>	<p>Candidate, through the use of curriculum, has the opportunity to compare and contrast the role of and relationships between unity and diversity in various communities.</p>	<p>Candidate creates a new curriculum in order to help students understand the complex relationships between unity and diversity in their local communities.</p>	<p>Candidate evaluates curriculum developed to help students understand the complex relationships between unity and diversity in their local communities and makes appropriate modifications</p>
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Components adapted from:

Banks, J.A., Cookson, P., Gay, G., Hawley, W. D., Irvine, J. J. Nieto, S., Schofield, J. W., Stephan, W. G. (2001). Diversity Within Unity: Essential Principles For Teaching and Learning in a Multicultural Society. *Phi Delta Kappan*, , (83) 3, 196-203.

Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and Curriculum Development, Alexandria, VA.

Nitko, A.J. & Brookhart, S.M. (2007). *Educational Assessment of Students*. New Jersey: Pearson/Merrill Prentice Hall.