

Initial 5-12 Teacher Education Program/Portfolio Rubric
Meta-Standards/Proficiencies/Objectives/Courses/Evidence

Meta-Standard #1: Adolescent and Young Adult Development and Learning				
	Basic <small>(Knowledge and Comprehension)</small>	Proficient <small>(Application)</small>	Mastery <small>(Analysis and Synthesis)</small>	Exemplary <small>(Evaluation)</small>
Proficiency	Pre-service teachers understand the range of developmental characteristics of early adolescents and young adults within social, cultural, and societal contexts.	Pre-service teachers use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Pre-service teachers facilitate student learning by utilizing the knowledge of early adolescents and young adults' complex developmental characteristics and how these change in relation to family setting and society.	Pre-service teachers consider the range of developmental characteristics of early adolescents and young adults to gauge the effectiveness of a supportive, congenial, and purposeful learning environment.
Objective	Pre-service teachers will recognize and discuss the major concepts, principles, theories, and research related to the development of early adolescents and young adults.	Pre-service teachers will practice theoretically grounded and research-based teaching and learning strategies with their peers.	Pre-service teachers will create developmentally appropriate curricula and implement with all students sound theory-based instructional strategies.	Pre-service teachers will evaluate the effectiveness of theoretically based teaching and learning strategies through action research.
Courses	P250 K205	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Management Plan Lesson Plans Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #2: Diversity

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand how early adolescent and young adult learners differ socially and culturally and in their approach to learning	Pre-service teachers use their understanding of early adolescent and young adult challenges to provide opportunities to enhance students' reflective decision making skills.	Pre-service teachers use their understanding of early adolescent and young adult diversity in learning, challenges, family setting, culture, and social settings to adapt instructional opportunities to meet students' needs.	Pre-service teachers understand the complexity of early adolescent and young adult development and how changes in social, cultural, and societal contexts affect development.
Objective	Pre-service teachers will recall developmental stages, positions of difference, and a variety of approaches to learning.	Pre-service teachers will develop learning experiences that address a variety of learning approaches focusing on enhancing students' reflective decision-making skills.	Pre-service teachers will create learning opportunities to meet students' diverse needs in regards to culture, family, learning, society, and adolescent/young adult challenges.	Pre-service teachers will create supportive learning environments based on appropriate developmental means.
Courses	P250 K205 M101	H340 M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects Practicum	Lesson Plans Tests Papers Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #3: Curriculum/Content Knowledge

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand established state-mandated curriculum, key concepts, tools of inquiry, and structure of their specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Pre-service teachers use their knowledge of the interdisciplinary nature of their subject matter to foster well-rounded student learning.	Pre-service teachers use their knowledge of subject matter, its interactions and interdisciplinary nature to provide meaningful learning for students.	Pre-service teachers plan, implement, and modify original curriculum and instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Objective	Pre-service teachers will recall and master content knowledge and appropriate knowledge and skills related to state-mandated curriculum.	Pre-service teachers will create interdisciplinary curriculum and lessons.	Pre-service teachers will develop and adapt quality content appropriate curriculum utilizing content and pedagogical knowledge.	Pre-service teachers will plan and implement integrated curriculum encompassing student, school, state, and community goals.
Courses	General Education Teaching Major Courses	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Curriculum Unit Lesson Plans	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #4: Instruction

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers know and understand the teaching/learning research base and the breadth of instructional options available.	Pre-service teachers understand the effectiveness of using a variety of instructional strategies and apply knowledge of effective communication techniques via technology.	Pre-service teachers employ a variety of instructional strategies as well as entertaining technological instructional resources to advance students' into high level thinking skills.	Pre-service teachers understand the value of using high quality instructional resources, including technology to encourage students' development of critical thinking, problem solving, and performance skills.
Objective	Pre-service teachers will recall and explain a variety of instructional options and how each are related to educational research.	Pre-service teachers will develop and deliver instruction based on sound pedagogical principles using effective media communication techniques.	Pre-service teachers will develop and implement instruction using a variety of strategies including technological instructional resources.	Pre-service teachers will integrate multiple instructional strategies, including technology, to encourage critical thinking, problem solving and performance skills.
Courses	M101 P250	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Lesson Plans Practicum Presentations	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #5: Assessment				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers know and understand a variety of authentic and equitable assessment strategies.	Pre-service teachers understand how to use formal and informal assessments to obtain useful information about student learning and development.	Pre-service teachers are knowledgeable about a variety of assessment strategies and utilize multiple assessments in curriculum planning and implementation.	Pre-service teachers use a variety of assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Objective	Pre-service teachers will recall a variety of authentic and equitable assessment methods.	Pre-service teachers will use formal and informal assessment strategies to evaluate the development of their students.	Pre-service teachers will develop, implement, and utilize curriculum, which encompass a variety of assessment methods.	Pre-service teachers will evaluate, utilize, and appropriately share assessment results to continue student progress intellectually, socially, and physically.
Courses	P250 K205 M101 H340	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Lesson Plans Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #6: Professionalism/Learning Communities

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand the unique philosophical foundations and organizational structure of secondary education and the role the teacher plays within this structure.	Pre-service teachers incorporate their knowledge of secondary schools into the design of educational programs that reflect sound principles of teaching and learning.	Pre-service teachers demonstrate a commitment to lifelong learning through reflection and professional behaviors.	Pre-service teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others, and actively seek out opportunities to grow professionally.
Objective	Pre-service teachers will recognize and explain the foundation and structure of secondary education including the role of the teacher.	Pre-service teachers will construct sound educational programs conducive to the structure and foundation of secondary schools.	Pre-service teachers will reflect on their own practice, on students' performance, and on developments in the field to continue their own growth as teachers.	Pre-service teachers will participate in professional experiences and opportunities that further their professional development and will use student learning as a professional gauge.
Courses	M101 H340	S487	M452 M462 M457 M441 M446 Student Teaching M312	Student Teaching Seminar
Evidence	Tests Papers Projects	Papers Projects	Classroom Dispositions Reflection Papers Practicum	Student Teaching Classroom Dispositions Professional Conferences Effective Teaching Project

Meta-Standard #7: Family/Community Involvement

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand the importance and role of the family and community on the development of early adolescents and young adults.	Pre-service teachers understand the importance of engagement with community resource persons and groups.	Pre-service teachers understand how to facilitate and support the education of early adolescents and young adults with the knowledge of the impact of family structure and home life.	Pre-service teachers understand the importance of fostering relationships with students, families, colleagues, community, and other school-related constituencies.
Objective	Pre-service teachers will explain the role of the family and community on the development of early adolescents and young adults.	Pre-service teachers will use community resources to build classroom environments and curriculum.	Pre-service teachers will develop a classroom environment and curriculum that supports the unique impressionistic early adolescent and young adult learning.	Pre-service teachers will develop and maintain positive working relationships with students, families, colleagues, community, and other school-related constituencies.
Courses	M101 P250 K205	M312 H340	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Curriculum Unit Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching