### Introduction to Education Rubric

In order to be rated in a particular column, all items with AND must be met. Please note the formatting of the rubric to assist students to understand expectations and will improve consistent evaluation by reviewers. **BLUE** font is the row theme. **ITALICIZED** words represent what is different between levels of performance (i.e., columns).

Organization of the portfolio is by TAG Theme and by row (there will be three chapters, with a total of eight sections)

Example: Chapter One: TAG Theme 1: Aims of education and role of schools in a democratic society  
Section 1: Educational Models  
Section 2: Decision-making in education systems  
Chapter Two: TAG Theme 2: Culturally Responsive and Inclusive Education

Evidence of learning includes artifacts that document and demonstrate the candidates understanding of the course content. The suggested acceptable artifacts are possible sources of evidence and should be used as a guide, but is a non-exhaustive list of examples or possibilities.

<table>
<thead>
<tr>
<th>Topic &amp; CFTCS Stds</th>
<th>Suggested Acceptable Artifacts</th>
<th>Accomplished</th>
<th>Proficient</th>
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| **Section 1.1: Educational Models**  
2.1.2 – Compare educational models and explain how they impact the classroom. | Compare educational models, and explain how they impact the classroom. Evidence may use, but are not limited to, the following:  
- Graphic organizer, chart, visual aid, picture, photograph, reference page, presentation slides,  
- Description of models, advantages and disadvantages, and the impact on the classroom  
Pedagogical approaches examples include, but are not limited to:  
- Co-teaching, direct instruction, constructivism, group work, cooperative learning, pull out instruction, peer instruction, response to intervention, learning centers, and tutoring | Provides evidence of more than three pedagogical approaches and their impact on the P-12 classroom  
AND  
Includes professional citations for each  
AND  
Compares how these pedagogical approaches impact the P-12 classroom | Provides evidence of at least three pedagogical approaches and their impact on the P-12 classroom  
AND  
Compares how these pedagogical approaches impact the P-12 classroom | Provides evidence of less than three pedagogical approaches and their impact on the P-12 classroom  
AND/OR  
Comparison is limited or unclear | Provides evidence of less than three pedagogical approaches and their impact on the P-12 classroom  
AND/OR  
Comparison is absent |

| **Section 1.2: Decision-making in education systems**  
2.2.7 -- Identify how decisions are made in education systems. | Attendance at or evidence of research from minutes/results from ONE of the following:  
- School board meeting  
- PTO/PTA meeting  
- Department teacher-leader meeting  
- School/educational program steering/ advisory committee | Achieves all components of "Proficient"  
AND  
Describes the possible impacts, both positive and negative, that the decision may have upon the education system | Provides a summary describing the decision-making process and outcome of discussion/debate  
AND  
Includes a copy of | Identifies an agenda item that required in-depth discussion or debate among meeting attendees  
AND  
Includes a copy of | Does not provide evidence of attendance  
AND/OR  
Does not demonstrate an awareness of how decisions are made in educational systems |

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CFTCS Career Field Technical Content Standards (2016)
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<tr>
<td>meeting AND • Written reflection identifying how decisions were made</td>
<td>meeting agenda AND Identifies various groups of stakeholders/attendees AND Identifies an item from the meeting that required a decision</td>
<td>provides evidence of interactions with families/caregivers AND Reflection on the value of family/caregiver support that improves understanding and encourages progress</td>
<td>provides evidence of interactions with families/caregivers AND Reflection on the value of family/caregiver support</td>
<td>provides evidence of interactions with families/caregivers AND Reflection on the value of family/caregiver support is general and lacks detail</td>
<td>Does not provide evidence of interactions with families/caregivers AND/OR Reflection is absent or incoherent</td>
</tr>
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### Chapter Two: Culturally Responsive and Inclusive Education

#### 2.1 Section 2.1: Family Engagement

4.6.1 – Describe the advantages and importance of family or caregiver involvement in learner development

- Resource list:
  - Parent newsletter
  - School communication
  - Partnerships with families
  - Social Media
  - Essay: Advantages/Importance of effective engagement between school and parents or caregivers

- Provides evidence of interactions with families/caregivers AND Reflection on the value of family/caregiver support that improves understanding and encourages progress

#### 2.2 Section 2.2: Learner Exceptionalities

2.1.6 – Compare theories and philosophies of education and training impacting learners with exceptionalities.

- Explanation may include:
  - Chart
  - Venn diagram, etc.

- Interview a special education teacher and identify the educational theory used

- Compares and contrasts more than two professionally accepted educational theories and/or philosophies AND Describes the impact on learners with exceptionalities and provides examples

- Compares and contrasts at least two professionally accepted educational theories and/or philosophies AND Describes the impact on learners with exceptionalities

- Incomplete comparison of educational theories and/or philosophies AND Limited description of the impact on learners with exceptionalities

- Comparison of educational theories and/or philosophies is inaccurate or absent AND Description of the impact on learners with exceptionalities is inaccurate or absent
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| **2.3** Section 2.3: Community Demographics | Possible evidence to accompany written explanation:  
• Chart or graph of community demographics of rural, urban, suburban  
• Use of census data over two decades  
• Free and reduced lunch  
• Single head of household, education level, race, ethnicity, income  
• Newspaper articles  
• Interviews with principals/superintendent | Provides evidence of changing demographics in at least two local communities  
AND  
Description and reflection on a school’s response or might respond  
AND  
Includes citations | Provides evidence of changing demographics in at least two local communities  
AND  
Include citations  
AND  
Description and reflection on a school’s response or might respond  
AND  
Includes citations | Evidence of changing demographics in at least two local communities is not cited or not credible  
AND  
Description and reflection on a school’s response or might respond  
AND  
Includes citations | Evidence of changing demographics in at least two local communities is absent  
AND  
Description and reflection on a school’s response or might respond  
AND  
Includes citations | Evidence of changing demographics in at least two local communities is absent  
AND  
Description and reflection on a school’s response or might respond  
AND  
Includes citations |
| **2.4** Section 2.4: Culture | In addition to an evidence artifact, include a brief one to two paragraph reflection.  
Possible evidence to accompany artifact:  
• An “All About Me” storybook  
• A video, poem, rap song, or other visualization | Describes personal culture  
-and how other cultures in the United States are similar to and different from your own personal culture  
AND  
Includes a personal reflection on the role of teachers in creating an inclusive learning environment for students of all cultures  
AND  
Includes examples of how their own perspective impacts who you are as an educator | Describes personal culture  
-and how other cultures in the United States are similar to and different from your own personal culture  
AND  
Includes a personal reflection on the role of teachers in creating an inclusive learning environment for students of all cultures  
AND  
Includes examples of how their own perspective impacts who you are as an educator | Provides a limited description of personal culture  
AND/OR  
-how other cultures in the United States are similar to and different from your own personal culture  
AND/OR  
Personal reflection on the role of teachers in creating an inclusive learning environment for students of all cultures is lacking in detail and/or substance | Personal culture is absent  
AND/OR  
-how other cultures in the United States are similar to and different from your own personal culture  
AND/OR  
Personal reflection on the role of teachers in creating an inclusive learning environment for students of all cultures is absent or incomplete | Personal culture is absent  
AND/OR  
-how other cultures in the United States are similar to and different from your own personal culture  
AND/OR  
Personal reflection on the role of teachers in creating an inclusive learning environment for students of all cultures is absent or incomplete |
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| 3.1 **Section 3.1:** Philosophy of Education | Culminating activity:  
- Written essay, Video, Poem, Personal statement, Poster, 3D representation, Visualization, Metaphor  
- Coherent – tells a story, uses professional language | Provides evidence of a professional philosophy of education that includes application of  
- Contemporary educational theories  
- Latest research on teaching and learning  
- A self-evaluation of compatibility for a career in education | Provides evidence of a professional philosophy of education that includes  
- Contemporary educational theories  
- Latest research on teaching and learning  
- A self-evaluation of compatibility for a career in education | Provides limited evidence of a professional philosophy of education of one or more of the following:  
- Contemporary educational theories  
- Latest research on teaching and learning  
- A self-evaluation of compatibility for a career in education | Evidence is incomplete or does not address one or more of the following:  
- Contemporary educational theories  
- Latest research on teaching and learning  
- A self-evaluation of compatibility for a career in education |
| 3.2 **Section 3.2:** Career Paths | Provide written or visual documentation, identifying and organizing various career opportunities and the requirements for education, training, certification, licensure, and experience. | Provides evidence of career opportunities that reflects one’s own career interests, pathways, and describes post-secondary options  
*Evidence addresses:*  
- Education options  
- Scope of career opportunities | Provides evidence of career opportunities that reflects one’s own career interests and pathways  
*Evidence addresses:*  
- Education options  
- Scope of career opportunities | Provides evidence of career opportunities that is unclear  
*Evidence addresses:*  
- Education options  
- Scope of career opportunities | Provides evidence of career opportunities that is inaccurate or absent  
*Evidence addresses:*  
- Education options  
- Scope of career opportunities |