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.

	Topic & CFTCS Stds	Suggested Acceptable Artifacts	Accomplished	Proficient	Emergent	Insufficient
			Chapter One: TAG Theme: 1. Aims of Education and Role of Schools in a Democratic Society			
1.1	**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*
1.2	**Section 1.2: Decision-making in education systems**	Attendance at or evidence of research from minutes/results from ONE of the following:	Achieves all components of "Proficient" *AND*	Provides a summary describing the decision-making process and	Identifies an agenda item that required in-depth discussion or debate	Does not provide evidence of attendance AND/OR

2.2.7 -- Identify how decisions are made in education systems.	• School board meeting • PTO/PTA meeting • Department teacher-leader meeting • School/educational program steering/ advisory committee	Describes the possible impacts, both positive and negative, that the decision may have upon the education system	outcome of discussion/ debate AND Includes a copy of	among meeting attendees AND Includes a copy of	Does not demonstrate an awareness of how decisions are made in educational systems

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		meeting AND • Written reflection identifying how decisions were made		meeting agenda AND Identifies various groups of stakeholders/ attendees AND Identifies an item from the meeting that required a decision	meeting agenda AND Identifies various stakeholders/ attendees AND Describes the discussion related to the agenda item	
	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*	Provides evidence of interactions with families/caregivers AND Reflection on the value of family/ caregiver support	Provides evidence of interactions with families/caregivers AND Reflection on the value of family/ caregiver support is *general and lacks detail*	Does not provide evidence of interactions with families/caregivers AND/OR Reflection is absent or incoherent
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** 2.2.13 – Analyze the community's shifting demographics, and recommend ways that the educational system can respond.	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 -includes citations 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 -includes citations AND Reflection how a school might respond	Evidence of changing demographics in at least two local communities is *not cited* or *not credible* AND Reflection is *superficial*	Evidence of changing demographics in at least two local communities is absent AND Reflection is *absent* or *inaccurate*
2.4	**Section 2.4: Culture** 3.7.7 – Determine personal contributions to working with culturally diverse communities and learners by reflecting on one's own personal 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 -how other cultures in the United States are similar to and different from your own personal culture AND Includes a personal reflectio 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 -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	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 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 *is absent or incomplete* AND/OR Personal reflection is *absent* or *incomplete*

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	Chapter Three: Ethics and Professionalization					
3.1	**Section 3.1:** **Philosophy of Education** 2.3.14 – Develop a personal 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** 1.1.2 -- Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.	Provide written or visual documentation, identifying and organizing various career opportunities and the requirements for each including the following: • Education options • Scope of career opportunities	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 *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