

Division of Education – Indiana University Kokomo
Metastandards Rubric
Early Childhood (P-3) Initial Teacher Education Program

Metastandard #1 Child Development and Learning				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate know and understand how children learn and develop and also that children differ in their development and approaches to learning.	Candidate demonstrates and practice theoretically based teaching and learning strategies to promote cognitive growth and development of all children.	Candidate use educational learning theories to plan developmentally appropriate curricula and create 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.
Objective	Candidate will be able to recognize and discuss the major concepts, principles, theories, and research related to the development of children	Candidate will be able to practice theoretically grounded and research-based teaching and learning strategies with their 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.
Components				
1.1 Knowledge of major development theories and theorists across all domains (physical, cognitive, social, emotional, language, aesthetic)	Candidate identifies the core domain developmental theories and theorists in the field	Candidate shows adequate understanding of the major domain development theories and theorists in the field	Candidate classifies major domain development theories and theorists in the field	Candidate critiques major domain development theories and theorists and their contribution to the field
1.2 Knowledge of developmental behaviors and needs across the early childhood lifespan.	Candidate identifies typical developmental behaviors and the needs of children	Candidate employs appropriate knowledge of developmental behaviors and needs across the early childhood and middle childhood lifespan	Candidate compares and contrasts developmental behaviors and needs across the early childhood and middle childhood lifespan	Candidate evaluates child development behaviors and needs across the early childhood age span
1.3 Knowledge of the multiple influences on children’s development and behavior (e.g., culture, language, economic	Candidate defines the myriad influences on children’s development and behavior	Candidate demonstrates adequate familiarity with the various influences on children’s development and behavior	Candidate analyzes the various influences on children’s development and behavior.	Candidate debates the myriad influences that interact to affect child development and behavior.

conditions, disabilities, health)				
1.4 Knowledge of early intervention and related programs that support and improve children's development	Candidate explains and describes how early intervention can affect a child's social, emotional, cognitive, physical and linguistic development	Candidate shows knowledge of particular intervention programs and their purposes	Candidate differentiates between specific intervention programs and their purposes	Candidate critiques the various intervention programs and their typical outcomes
1.5 Ability to apply child development knowledge to create healthy learning environments for all children	Candidate identifies the importance of healthy learning environments in promoting a child's social, emotional, cognitive, physical and linguistic development	Candidate employs planning and application to reflect appropriate knowledge of how child development principles and knowledge should be incorporated into the child's program	Candidate designs and plans environments to reflect child development principles for all children	Candidate evaluates child development theory to create healthy learning environments for all children

Metastandard #2 Diversity

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	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 understand 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
Objective	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.
Components				
2.1. Knowledge of the multiple influences on children’s development and behavior (e.g., culture, language, economic conditions, disabilities, health)	Candidate begins to understand the myriad influences on children’s development and behavior	Candidate demonstrates adequate familiarity with the various influences on children’s development and behavior	Candidate demonstrates acceptable to advanced familiarity with the various influences on children’s development and behavior.	Candidate demonstrates thorough knowledge of how the myriad influences interact to affect and child development and behavior.
2.2 Knowledge of Students’ Cultural Identities	Candidate understands the importance of the recognition of diverse identities of groups of students within the school and the classroom.	Candidate understands the importance of the recognition of diverse identities of individual students within the school and the classroom.	Candidate understands the differences and tensions between ascribed and asserted identities, especially in light of unequal power relations between groups.	Candidate understands diverse identities of groups and individual students and incorporates diverse identities into the curriculum.
2.3 Valuing Cultural Diversity	Candidate understands the importance of values, virtues, and ethical traits shared by	Candidate incorporates into the curriculum the values, virtues, and ethical codes	Candidate utilizes best practice to incorporate into the curriculum the values, virtues,	Candidate creates new a curriculum in order to help students understand that no

	various cultural groups and individuals.	shared by various cultural groups and individuals.	and ethical codes shared by various cultural groups and individuals.	perspective is “value neutral” and that knowledge reflects the interests, cultural biases, power, positions, and histories of individuals or group involved.
2.4 Complex Nature of Diversity	Candidate understands the diversity of cultures and groups within the U.S.	Candidate understands the complex characteristics of cultures and groups and the ways in which race, ethnicity, language, and social class interact to influence behavior.	Candidate understands the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.	Candidate understands the complex characteristics of cultures and groups and effectively works with all students to meet their education needs.
2.5 Culturally Sensitive Techniques	Candidate is familiar with culturally sensitive techniques to assess complex cognitive and social skills.	Candidate uses culturally sensitive techniques to assess complex cognitive and social skills.	Candidate applies multiple culturally sensitive techniques to assess complex cognitive and social skills.	Candidate effectively integrates multiple culturally sensitive techniques to assess complex cognitive and social skills.
2.6 Multiple Perspectives	Candidate understands the limitations of having only one perspective on issues and the benefit of multiple perspectives.	Candidate provides a range of multiple perspectives on various issues within the classroom.	Candidate provides multiple perspectives to help students develop strategies and skills to engage with those who are not like themselves.	Candidate creates a new curriculum presenting various issues in a way that begins in the voices of less powerful groups without presenting their perspectives in an overly deterministic or stereotyped manner.
2.7 Understanding Exceptionality	Candidate understands that children with exceptionalities should integrate within the regular education classroom and are familiar with the state and federal statutes that guide that practice.	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.	Candidate creates curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom. Candidate work collaboratively with special education teachers and staff.	Candidate creates universally designed curriculum that affords children with exceptionalities the opportunity to participate in the overall community of life within the regular classroom. Candidate develops collaborative relationships with special education teachers and staff.

Metastandard #3 Curriculum

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	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 develop 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-appropriate curriculum.	Candidate incorporates and vary strategies and concepts in developing integrated curriculum based upon students, subject matter, community, and curriculum goals
Objective	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
Components				
3.1 Knowledge of the myriad factors that influence curriculum choices (e.g., children’s individual needs, standards, professional values)	Candidate identifies factors that influence curriculum choices	Candidate demonstrates an understanding of the many factors that influence curriculum choices	Candidate specifies factors that influence curriculum choices	Candidate evaluates factors that influence curriculum choices
3.2 Ability to plan appropriate learning engagements that teach the necessary content, skills, and attitudinal outcomes for all children	Candidate identifies components necessary to plan for integrating content, skills, and attitudinal outcomes for all children	Candidate demonstrates an ability to plan for integrating content, skills, and attitudinal outcomes which may include the use of technology, for all children	Candidate ability to plan for integrating content, skills, and attitudinal outcomes which may include the use of technology, for all children	Candidate evaluates and critiques their ability by planning for integration of content, skills, and attitudinal outcomes which may include the use of technology, for all children
3.3 Recognize the role of assessment in curriculum	Candidate identifies and describes various roles of	Candidate employs the various roles of assessment	Candidate differentiates and classifies the various roles of	Candidate justifies the various roles of assessment in the

development	assessment in the curriculum building process is slight or inadequate	in the curriculum building process	assessment in the curriculum building process.	curriculum building process
3.4 Organize curriculum for instruction that builds upon children’s foundational knowledge and skills	Candidate identifies and explains components of spiraled curriculum	Candidate applies and demonstrates ability to organize spiraled curriculum	Candidate creates and organizes appropriate spiraled curriculum	Candidate evaluates and assesses a spiraled curriculum
3.5 Ability to critique professional organizations’ standards in terms of their applicability to young children’s learning needs	Candidate identifies organizations’ learning standards and their applicability to young children	Candidate demonstrates skills and strategies for critiquing organizations’ learning standards and their applicability to young children	Candidate analyzes organizations’ learning standards and their applicability to young children	Candidate evaluates organizations’ learning standards and their applicability to young children
3.6 Ability to plan and teach from personally prepared lesson plans	Candidate identifies key components in their own lesson plans	Candidate demonstrates an ability to plan and teach from their own lesson plans	Candidates design, plan and teach from their own lesson plans.	Candidate designs, teaches and evaluates their own lesson plans
3.7 Demonstrate commitment to providing all children with meaningful, relevant, and purposeful learning engagements	Candidate describes and reviews their commitment to providing individually appropriate and relevant learning experiences for all children	Candidate demonstrates commitment to providing individually appropriate and relevant learning experiences for all children which may include the use of technology.	Candidate outlines a commitment to providing individually appropriate and relevant learning experiences for all children which may include the use of technology.	Candidate critiques their commitment to providing individually appropriate and relevant learning experiences for all children which may include the use of technology.

Metastandard #4 Instruction

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Candidate knows and understand a variety of teaching strategies using verbal, non-verbal and media communication techniques to encourage critical thinking, problem solving and performance skills.	Candidate will understand the principles of instruction based on pedagogical principles, while developing their 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 understand multiple instructional strategies including technology to encourage critical thinking, problem solving and performance skills
Objective	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
Components				
4.1 Knowledge of core teaching approaches supported by research	Candidate reviews the core research-based teaching strategies	Candidate applies core research-based teaching approaches, to include technological advances	Candidate shows professional understanding of the core research-based teaching approaches to include technological advances	Candidate assesses their knowledge and mastery of the core research-based teaching approaches to include technological advances
4.2 Knowledge of how children’s needs, characteristics, and interests affect choice of instructional approaches	Candidate identifies and describes various factors affecting instructional approach choices.	Candidate demonstrates appropriate awareness of the factors involved in choosing instructional approaches	Candidate demonstrates skillful awareness of the factors involved in choosing instructional approaches	Candidate evaluates their competence in incorporating the various factors into instructional choice-making
4.3 Knowledge of how to plan for and support play in ECE, and challenging curricula in early childhood	Candidate identifies importance of play to development and the importance of planning and developing a challenging curriculum for all children	Candidate employs adequate familiarity with the role of play in the ECE setting and challenging curricula in early childhood and how to support these for	Candidate demonstrates familiarity with the role of play in the ECE setting and challenging curricula in early childhood and how to support these for learning and growth	Candidate assesses the role of play in the ECE setting, as well as providing challenging curricula to support children’s learning and growth

		learning and growth		
4.4. Knowledge of appropriate guidance approaches for meeting children’s needs and addressing challenging behavior	Candidate defines and describes guidance approaches as well as how to match them with particular guidance needs.	Candidate implements a variety of guidance approaches as well as how to match them with particular situational needs.	Candidate designs a variety of guidance approaches as well as how to match them with particular situational needs.	Candidate critiques a variety of guidance approaches as well as how to match them with a particular situational needs
4.5 Ability to use knowledge of the individual child in planning curriculum, instruction, and materials	Candidate identifies how planning, teaching approaches, materials, and technology chosen in teaching ought to reflect the individual child’s learning needs.	Candidate applies knowledge of individual children’s learning needs in planning, teaching approaches, materials, and technology chosen	Candidate creates planning, teaching approaches, materials, and technology which reflects knowledge of individual children’s learning needs	Candidate assesses their ability to provide for the individual child’s learning needs in all planning, teaching approaches, materials, and technology
4.6 Ability to vary instructional approaches	Candidate labels varying instructional approaches produce different educational results.	Candidate constructs and applies varies instructional approaches as necessary	Candidate creates varies instructional approaches as necessary	Candidate selects a wide repertoire of instructional approaches consistent with best practices
4.7 Ability to foster appropriate social interactions to promote learning	Candidate identifies and discusses DAP that promote or foster social learning interactions	Candidate utilizes DAP for fostering and promoting social learning interactions	Candidate implements DAP for fostering and promoting social learning interactions	Candidate selects vary DAP for fostering and promoting social learning theory interactions
4.8 Demonstrate commitment to individualizing approaches, strategies, and tools for positively influencing children’s learning	Candidate identifies and states their commitment to individualizing teaching practices	Candidate illustrates a commitment and/or inclination to individualize teaching practices	Candidate analyzes their commitment and/or inclination to individualize teaching practices and modifies as required	Candidate evaluates and critiques their commitment to individualize teaching practices.

Metastandard #5 Assessment

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	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 plan curriculum appropriately.	Candidate understands the role of assessment as feedback to parents and ensuring the continuous intellectual, social, and physical development of the learner.
Objective	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 their preservice capacity
Components				
5.1 Knowledge of central goals, benefits, uses, and limitations of various assessments	Candidate identifies core principles and goals of appropriate assessment	Candidate employs core principles and goals of appropriate assessment	Candidate analyzes core principles and goals of appropriate assessment	Candidate assesses their mastery of the core principles and goals of appropriate assessment
5.2 Knowledge of key laws, basic ethics, and relevant professional standards in using assessments and communicating assessment data	Candidate explains core laws and professional standards and/or ethics involved in using assessment tools and practices and in communicating data	Candidate applies core laws and professional standards and/or ethics involved in using assessment tools and practices and in communicating data	Candidate differentiates core laws and professional standards and/or ethics involved in using assessment tools and practices and in communicating data	Candidate critiques their awareness of the laws, ethical principles, and professional standards involved in assessing young children and communicating assessment data
5.3 Awareness of current standardized and/or published assessment tools used with ECE-age children and their purposes	Candidate states the purpose of particular assessment tools	Candidate demonstrates the use of current standardized/published assessment tools across the age/grade span and the ECE curriculum	Candidate applies their familiarity with current standardized/published assessment tools across the age/grade span and the ECE curriculum	Candidate evaluates the efficacy of assessment tools thorough knowledge of currently used standardized/published assessment tools for young children

5.4 Ability to choose assessment tools and practices based on DAP principles, specific learner characteristics and planning needs	Candidate identifies assessment choices and matches with the learner's characteristics and/or planning needs	Candidate uses an appropriate variety of tools and practices to understand children as individuals as well as to plan for them.	Candidate analyzes a variety of tools and practices to understand children as individuals as well as to plan for them.	Candidate assesses their competence in choosing and/or using an appropriate variety of tools and practices to assess individual children for particular planning needs
5.5 Ability to use observation and documentation strategies to learn about the children in one's care	Candidate uses observational strategies in learning about children and document in a systematic manner	Candidate uses observational strategies as well as documents the data collected in order to plan curriculum and/or interventions	Candidate outlines and plans observational strategies as well as documents the data collected in order to plan curriculum and/or interventions	Candidate originates and evaluates their own uses of observational data to inform practice and plan curriculum and or interventions
5.6 Commitment to developing assessment partnerships with all stakeholders	Candidate identifies the importance of creating assessment partnerships	Candidate shows a professional commitment to devising and tailoring assessment systems that include all stakeholders	Candidate creates their own professional commitment to devising and tailoring assessment systems that include all stakeholders	Candidate evaluates their commitment to involving all stakeholders appropriately in assessing young children through a respectful and thorough system

Metastandard #6 Professionalism / Learning Communities

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	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.
Objective	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 their 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 their professional development.	Candidate will participate in professional experiences and opportunities which further their professional development include use of student learning as a professional gauge.
Components				
6.1 Knowledge of the history of the early childhood field	Candidate locates and identifies knowledge of the history of the field	Candidate demonstrates knowledge of the history of the field	Candidate compares and contrasts knowledge of the history of the field	Candidate evidences a deep knowledge base for the historical roots of the field
6.2 Knowledge of core early childhood policies, values, and professional practices	Candidate locates and reviews knowledge of core NAEYC related policies, recommended practices, and values	Candidate applies appropriate knowledge of core policies, values, and recommended practices	Candidate analyzes core policies, values, and recommended practices	Candidate consistently demonstrates broad knowledge about professional policies, values, and practices
6.3 Knowledge of the NAEYC Code of Ethical Conduct	Candidate identify and label knowledge about the NAEYC Ethics Code	Candidate illustrates knowledge about the core principles of the NAEYC Ethics Code	Candidate specify the core principles of the NAEYC Ethics Code	Candidate demonstrates thorough knowledge about the content of the NAEYC Ethics Code
6.4 Ability to reflect upon and critique one's work and practices	Candidate identifies appropriate personal work ethics and practices	Candidate employs appropriate work ethics and practices	Candidate routinely analyze their work ethic and practices	Candidate demonstrates superior ability to reflect and critique their work /practices
6.5 Ability to communicate with all stakeholders	Candidate identifies and discusses communication skills required of professionals	Candidate uses professional communication skills	Candidate modifies their professional communication skills consistent with the specific stakeholders	Candidate evaluates their communication skills and refine them to reach all stakeholders through varied means

6.6 Commitment to lifelong learning and maintaining an informed practice	Candidate defines their own commitment to lifelong learning and future professional development	Candidate demonstrates a commitment to lifelong learning and continuous professional development	Candidate demonstrates strong commitment to lifelong learning and continuous professional development	Candidate appraises their commitment to lifelong learning and professional development, based on professional situation and identified needs
6.7 Commitment to the early childhood profession and one's colleagues	Candidate summarizes their commitment to the profession and/or to one's colleagues	Candidate demonstrates a commitment to the profession and to one's colleagues	Candidate demonstrates strong commitment to the profession and to one's colleagues	Candidate prioritizes an active commitment to the profession and one's colleagues
6.8 Commitment to advocating for all young children and their families	Candidate states a commitment to serving in an advocate position	Candidate employs a commitment to advocating for young children and their families	Candidate states strong commitment to advocating for young children and their families	Candidate defends and supports their professional commitment to viewing themselves as an active advocate for all young children and their families

Metastandard #7 Family/Community Involvement

	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	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.
Objective	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.
Components				
7.1 Knowledge of family and community characteristics	Candidate shows evidence of understanding core family and community characteristics	Candidate demonstrates an understanding of the core family and community characteristics that affect ECE practice	Candidate applies their understanding of the core family and community characteristics that affect ECE practice	Candidate evaluates their knowledge and mastery of the core family and community characteristics that affect ECE practice
7.2 Knowledge of significant family theory and research	Candidate identifies knowledge of family theory and research	Candidate demonstrates sufficient knowledge of the key family theorists and research	Candidate applies knowledge of the key family theorists and research	Candidate evaluates the key family theorists and issues in the field
7.3 Knowledge of the multiple influences on families' involvement in their young children's growth and learning	Candidate states the myriad influences on family involvement in their children's development	Candidate demonstrates adequate familiarity with the various influences on family involvement in their children's development	Candidate analyzes the various influences on family involvement in their children's development	Candidate evaluates the influences on families' involvement to interact and affect young children's development
7.4 Ability to use family theory to plan appropriate support for parental and	Candidate identifies factors important to planning and matching the family's and/or	Candidate applies appropriate knowledge of how family dynamics and	Candidate suggests how family dynamics and involvement principles should	Candidate evaluates and reflects on the efficacy of applying family systems

community involvement in young children's growth and learning	community's needs in supporting their young children's growth and learning	involvement principles should be incorporated into programming efforts	be incorporated into programming efforts	theory to creating healthy learning environments and programs for all children
7.5 Demonstrate sensitivity and respect for the myriad factors and variances in family and community relationships with their children	Candidate states their respect for the variances in how families and communities relate to their young children	Candidate applies awareness and respect for diversity in how families and communities relate to their young children	Candidate designs program initiatives that illustrates awareness and respect for diversity in how families and communities relate to their young children	Candidate evaluates their sensitivity and respect for the diversity in how families and communities relate to their young children

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.