

**Division of Education—Indiana University Kokomo**  
**Metastandards Rubric**  
**Initial Secondary (5-12) Teacher Education Program**

<b>Metastandard #1: Adolescent and Young Adult 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 understands the range of developmental characteristics of early adolescents and young adults within social, cultural, and societal contexts.	Candidate uses 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.	Candidate facilitates 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.	Candidate considers the range of developmental characteristics of early adolescents and young adults to gauge the effectiveness of a supportive, congenial, and purposeful learning environment.
<b>Objective</b>	Candidate will recognize and discuss the major concepts, principles, theories, and research related to the development of early adolescents and young adults.	Candidate will practice theoretically grounded and research-based teaching and learning strategies with their peers	Candidate will create developmentally appropriate curricula and implement with all students sound theory-based instructional strategies.	Candidate will 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 can explain developmental theories and theorists in the field.	Candidate utilizes developmental theories in implementing curriculum for the middle school and secondary school classroom.	Candidate develops curriculum within the classroom that reflects and incorporates a variety of developmental theories.	Candidate evaluates the effectiveness of curriculum that incorporates a variety of developmental theories.
<b>1.2 Knowledge of behaviors</b>	Candidate can explain typical developmental behaviors of early adolescents and young adults.	Candidate utilizes developmentally appropriate curriculum.	Candidate creates developmentally appropriate curriculum.	Candidate evaluates curriculum to determine if it meets the developmental needs of early adolescents and young adults 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 early adolescents and young adults</b>	Candidate recognizes the importance of healthy learning environments in promoting an early adolescent's and young adult's social-emotional, cognitive-intellectual, physical, psychological, and moral development.	Candidate incorporates knowledge of healthy learning environments in the creation of lesson plans and classroom activities that promote social-emotional, cognitive-intellectual, physical, psychological, and moral 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-intellectual, physical, psychological, and moral development.	Candidate evaluates the learning environment to determine how effectively it promotes social-emotional, cognitive-intellectual, physical, psychological, and moral 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 understands how early adolescent and young adult learners differ socially and culturally and in their approach to learning.	Candidate uses his/her understanding of early adolescent and young adult challenges to provide opportunities to enhance students' reflective decision making skills.	Candidate uses his/her 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.	Candidate understands the complexity of early adolescent and young adult development and how changes in social, cultural, and societal contexts affect development.
<b>Objective</b>	Candidate will recall developmental stages, positions of difference, and a variety of approaches to learning.	Candidate will develop learning experiences that address a variety of learning approaches focusing on enhancing students' reflective decision-making skills.	Candidate will create learning opportunities to meet students' diverse needs in regards to culture, family, learning, society, and adolescent/young adult challenges.	Candidate will create supportive learning environments based on appropriate developmental means.
<b>Components</b>				
<b>2.1 Knowledge of students' cultural identities</b>	Candidate recognizes the importance of diverse identities of groups and individual students within the school and the classroom.	Candidate identifies the differences and tensions between identities of groups and individual students.	Candidate incorporates students' diverse identities of groups and individual students into the curriculum.	Candidate evaluates 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 recognizes 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 creates curriculum in order to help students understand that no perspective is "value neutral" and that knowledge reflects the interests, cultural biases, power, positions, and histories of individuals or group involved.	Candidate evaluates her/his effectiveness of addressing the values, virtues, and ethical codes shared by various cultural groups and individuals.
<b>2.3 Complex nature of diversity</b>	Candidate recognizes the diversity of cultures and groups within the United States.	Candidate utilizes curriculum to demonstrate the complex characteristics of cultures and groups within the United States and the ways in which race, ethnicity, gender, language, and social class interact to influence behavior.	Candidate creates curriculum to demonstrate the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.	Candidate evaluates her/his own efficacy to demonstrate the complex characteristics of cultures and groups and attempts to work with all students to meet their education needs.
<b>2.4 Culturally sensitive techniques</b>	Candidate identifies culturally sensitive techniques to address complex cognitive and social skills.	Candidate utilizes some culturally sensitive techniques to address complex cognitive and social skills.	Candidate formulates many culturally sensitive techniques to address complex cognitive and social skills.	Candidate evaluates the effectiveness of the multiple culturally sensitive techniques employed within the classroom in addressing complex cognitive and social skills.

<b>2.5 Multiple perspectives</b>	Candidate recognizes the limitations of having only one perspective on issues and the benefit of multiple perspectives.	Candidate utilizes a range of perspectives for students on various issues within the classroom.	Candidate plans opportunities to provide multiple perspectives for students to help develop strategies and skills to engage with those who are not like themselves.	Candidate determines the effectiveness of providing multiple perspectives to help students develop strategies and skills to engage with those who are not like themselves.
<b>2.6 Understanding exceptionality</b>	Candidate recognizes that early adolescents and young adults with exceptionalities should be included within the regular education classroom and are familiar with the state and federal statutes that guide that practice.	Candidate chooses curriculum that will reflect an inclusive environment.	Candidate creates curriculum that affords early adolescents and young adults with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.	Candidate evaluates the efficacy of curriculum that affords early adolescents and young adults with exceptionalities the opportunity to participate in the overall community of life within the regular classroom.

**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 understands established state-mandated curriculum, key concepts, tools of inquiry and structure of his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate uses his/her knowledge of the interdisciplinary nature of their subject matter to foster well-rounded student learning.	Candidate uses his/her knowledge of subject matter, its interactions and interdisciplinary nature to provide meaningful learning for students.	Candidate plans, implements, and modifies original curriculum and instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
<b>Objective</b>	Candidate will recall and master content knowledge and appropriate knowledge and skills related to state-mandated curriculum.	Candidate will create interdisciplinary curriculum and lessons.	Candidate will develop and adapt quality content appropriate curriculum utilizing content and pedagogical knowledge.	Candidate will plan and implement integrated curriculum encompassing student, school, state, and community goals.
<b>Components</b>				
<b>3.1 Knowledge of content</b>	Candidate demonstrates content knowledge required by his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate utilizes his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics) content knowledge effectively within the curriculum.	Candidate illustrates interconnections to other parts of his/her specific discipline (Language Arts/English, Science, Social Studies, Mathematics) and other disciplines.	Candidate evaluates the effectiveness of mastered content knowledge based on student learning.
<b>3.2 Representation of content</b>	Candidate recognizes that content should be presented utilizing good examples.	Candidate represents content well with examples that are linked to students' pre-knowledge and experience.	Candidate describes content incorporating a variety of methods that are appropriate and link students' pre-knowledge and experience.	Candidate considers 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 recognizes students' misconceptions concerning concepts and relationships among concepts.	Candidate utilizes curricula that promote conceptual understanding.	Candidate creates curricula that promote conceptual understanding.	Candidate evaluates the effectiveness of curriculum that promote conceptual understanding.
<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 identifies the importance of planning and developing a challenging curriculum for all early adolescents and young adults.	Candidate implements challenging curriculum supporting early adolescents' and young adults' learning and growth.	Candidate designs curriculum that utilizes a variety of techniques that support and challenge early adolescents' and young adults' learning and growth.	Candidate evaluates curriculum through a variety of assessment methods to determine the effectiveness of supporting and challenging early adolescents' and young adults' 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 the teaching/learning research base and the breadth of instructional options available.	Candidate understands the effectiveness of using a variety of instructional strategies and applies knowledge of effective communication techniques via technology.	Candidate employs a variety of instructional strategies as well as entertaining technological instructional resources to advance students' into high level thinking skills.	Candidate understands the value of using high quality instructional resources, including technology to encourage students' development of critical thinking, problem solving, and performance skills.
<b>Objective</b>	Candidate will recall and explain a variety of instructional options and how each are related to educational research.	Candidate will develop and deliver instruction based on sound pedagogical principles using effective media communication techniques.	Candidate will develop and implement instruction using a variety of strategies including technological instructional resources.	Candidate will 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 recalls core research-based teaching strategies.	Candidate utilizes core research-based teaching approaches.	Candidate synthesizes core research-based teaching approaches within developed curricula.	Candidate judges the utilization of core research-based teaching approaches
<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 recognizes 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 constructs 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 recognizes the importance of classroom management in addressing group and individual behaviors.	Candidate implements suggested classroom management techniques to address group and individual behaviors.	Candidate independently develops a variety of classroom management strategies to address group and individual behaviors.	Candidate monitors and alters 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 authentic and equitable assessment strategies.	Candidate understands how to use formal and informal assessments to obtain useful information about student learning and development.	Candidate is knowledgeable about a variety of assessment strategies and utilizes multiple assessments in curriculum planning and implementation.	Candidate uses a variety of assessment strategies to evaluate and ensures the continuous intellectual, social, and physical development of the learner.
<b>Objective</b>	Candidate will recall a variety of authentic and equitable assessment methods.	Candidate will use formal and informal assessment strategies to evaluate the development of their students.	Candidate will develop, implement, and utilize curriculum, which encompass a variety of assessment methods.	Candidate will evaluate, utilize, and appropriately share assessment results to continue student progress intellectually, socially, and physically.
<b>Components</b>				
<b>5.1 Assessment criteria and standards</b>	Candidate recognizes the importance of standards and assessment criteria	Candidate incorporates standards and assessment criteria into lesson plans.	Candidate effectively integrates a variety of standards and assessment criteria into lesson plans.	Candidate determines the effectiveness of lesson plans assesses by utilizing a variety of standards and assessment criteria. .
<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 a specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate uses assessment to determine long term and short term goals for students and students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate creates assessment that is integrated into the curriculum and uses the results to analyze long term and short term goals and students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Candidate evaluates assessment that is integrated into the curriculum specifically its usefulness of analyzing long term and short term goals and determining students' strength and weaknesses in a specific discipline (Language Arts/English, Science, Social Studies, Mathematics)..
<b>5.3 Using assessment to promote learning</b>	Candidate identifies that assessment can be used as part of the learning experience and recognizes 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 judges assessment and makes alterations 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 assessment techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate designs an assessment agenda using a variety of techniques that can be used to inform their teaching and to improve the quality of their instruction.	Candidate evaluates e 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 understands the unique philosophical foundations and organizational structure of secondary education and the role the teacher plays within this structure.	Candidate incorporates his/her knowledge of secondary schools into the design of educational programs that reflect sound principles of teaching and learning.	Candidate demonstrates a commitment to lifelong learning through reflection and professional behaviors.	Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, and actively seeks out opportunities to grow professionally.
<b>Objective</b>	Candidate will recognize and explain the foundation and structure of secondary education including the role of the teacher.	Candidate will construct sound educational programs conducive to the structure and foundation of secondary schools.	Candidate will reflect on his/her own practice, on students' performance, and on developments in the field to continue their own growth as teachers.	Candidate will participate in professional experiences and opportunities that further his/her professional development and will use student learning as a professional gauge.
<b>Components</b>				
<b>6.1 Reflection and self-analysis</b>	Candidate recognizes 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 selects opportunities for reflection and self-analysis, solicits evaluation of her/his performance from varied sources, to improve her/his professional practice.
<b>6.2 Decision making</b>	Candidate recognizes 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 recognizes the importance of collaboration with other professionals to improve schools and student learning.	Candidate uses collaboration with other professionals for the purpose of improving schools and student learning.	Candidate seeks collaboration opportunities with an expanding range of professionals, and uses these relationships to improve schools and student learning.	Candidate selects collaboration opportunities to effectively improve schools and student learning.
<b>6.4 Participation in school, corporation, and other professional activities</b>	Candidate recognizes the importance of participation in school, corporation, and other professional activities.	Candidate participates in school, corporation, and other professional activities.	Candidate seeks participation opportunities in school, corporation, and other professional activities in order to build a stronger learning community.	Candidate evaluates knowledge gained from participation in school, corporation, and other professional activities in order to build a stronger learning community

**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 understands the importance and role of the family and community on the development of early adolescents and young adults.	Candidate understands the importance of engagement with community resource persons and groups.	Candidate understands 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.	Candidate understands the importance of fostering relationships with students, families, colleagues, community, and other school-related constituencies.
<b>Objective</b>	Candidate will explain the role of the family and community on the development of early adolescents and young adults.	Candidate will use community resources to build classroom environments and curriculum.	Candidate will develop a classroom environment and curriculum that supports the unique impressionistic early adolescent and young adult learning.	Candidate will develop and maintain positive working relationships with students, families, colleagues, community, and other school-related constituencies.
<b>Components</b>				
<b>7.1 Communicating</b>	Candidate recognizes the role of parent/guardian communication in relation to student success.	Candidate explores a variety of ways to communicate effectively with parents/guardians.	Candidate communicates effectively with parents/guardians through a variety of means.	Candidate reflects on her/his communication with parents/guardians and evaluates the methods employed.
<b>7.2 Student learning</b>	Candidate recognizes the importance of communicating academic and behavioral expectations to the parent/guardian in a clear manner.	Candidate endeavors to communicate academic and behavioral expectations to the parents/guardians.	Candidate develops communication strategies to explain academic and behavioral expectations to the parents/guardians in a clear manner	Candidate assesses the effectiveness and impact of parental communication strategies.
<b>7.3 Parent involvement</b>	Candidate recognizes the value of involving parents/guardians as active participants in the classroom and school settings.	Candidate incorporates parents/guardians through curriculum and instruction choices.	Candidate designs a variety of strategies to bring parents/guardians and parental input into the classroom curriculum and instruction.	Candidate reflects on the impact and success of using a variety of strategies to bring parents/guardians and parental input into the classroom curriculum and instruction
<b>7.4 Advocacy</b>	Candidate identifies the legal responsibilities of a teacher (e.g., students' rights and welfare, issues of confidentiality)	Candidate upholds the legal responsibilities of a teacher (e.g., students' rights and welfare, issues of confidentiality)	Candidate proposes ways to ensure that the legal responsibilities of a teacher are reflected in practice (e.g., students' rights and welfare, issues of confidentiality)	Candidate appraise his/her effectiveness in carrying out the legal responsibilities of a well-informed teacher (e.g., students' rights and welfare, issues of confidentiality)
<b>7.5 Collaboration with community</b>	Candidate recognizes the various stakeholder groups that comprise the school community.	Candidate partners with stakeholders through curriculum and instruction choices.	Candidate designs partnership arrangements with stakeholders through curriculum and instruction choices 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

<b>7.6 Unity and diversity in communities</b>	Candidate recognizes the complex relationships between unity and diversity in communities.	Candidate uses curriculum to compare and contrast the role of and relationships between unity and diversity in various communities.	Candidate creates curriculum to help students understand the complex relationships between unity and diversity in their local communities.	Candidate evaluates curriculum developed to help students understand the complex relationships between unity and diversity in their local communities and makes appropriate modifications
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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.

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