Please cite as: Townsend, L. My future classroom project. Longwood University, 2016.

My Future Classroom Project Rubric

	4 – Exemplary	3 – Proficient	2 – Developing	1 - Beginning
Educational Autobiography	Townsend, L. My future classroom project. Longwood University, 2016			
Educational Experiences	Explicit descriptions of educational experiences in school, community, extra-curricular activities, and employment experiences with strong, associated explanation for how these experiences influenced decision to become a teacher.	Describes educational experiences in school, community, extra-curricular activities, and employment experiences with connected explanation for how these experiences influenced decision to become a teacher.	Describes some educational experiences with connected explanation for how these experiences influenced decision to become a teacher.	Experiences are presented without discussion.
Career Influence	All evidence is discussed in a compelling way. When the instructor completes the reading, there is a clear understanding of why the student has chosen his/her career path.	Most evidence is discussed in relationship to the influence on chosen career path. The most relevant experiences are discussed.	Some discussion of evidence in relation to influence on chosen career path is cursory or brief.	Discussion is limited to simply repeating or rewording the introduction. Discussion of the relationship to career path choice is missing.
Interaction Plan				
Parents	Explicit plans for interaction with parents. Information to provide parents is clearly addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	General plans for interaction with parents. Information to provide parents is addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	Vague plans for interaction with parents. Information to provide parents is mentioned briefly. Demonstrates little appreciation of the importance of various forces that shape schools.	Vague plans for interaction with parents. No mention of information to provide parents. Does not demonstrate appreciation of the importance of various

				forces that shape schools.
Teachers	Explicit plans for interaction with other teachers. Participation in teacher collaboration is clearly addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	General plans for interaction with other teachers. Participation in teacher collaboration is addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	Vague plans for interaction with other teachers. Teacher collaboration is mentioned briefly. Demonstrates little appreciation of the importance of various forces that shape schools.	Vague plans for interaction with other teachers. No mention of teacher collaboration. Does not demonstrate appreciation of the importance of various forces that shape schools.
Community	Explicit plans for building knowledge of and relations with local businesses and policy makers. Participation in the community is clearly addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	General plans for building knowledge of and relations with local businesses and policy makers. Participation in the community is addressed. Demonstrates an appreciation of the importance of various forces that shape schools.	Vague plans for building knowledge of and relations with local businesses and policy makers. Participation in the community is mentioned briefly. Demonstrates little appreciation of the importance of various forces that shape schools.	Vague plans for building knowledge of and relations with other local businesses and policy makers. No mention of participation in the community. Does not demonstrate appreciation of the importance of various forces that shape schools.
Future Classroom				
Philosophy	Philosophy demonstrates a profound understanding and appreciation of the teaching profession. Clearly expressed and aligned to beliefs on teaching and learning.	Philosophy demonstrates an understanding and appreciation of the teaching profession. Clearly expressed and primarily aligns to beliefs on teaching and learning. Misstatements are minor.	Philosophy shows some understanding and appreciation of the teaching profession. Discussion is somewhat disconnected to beliefs on teaching and learning.	Philosophy does not reveal a full understanding and appreciation of the teaching profession. Significant disconnect with beliefs on teaching and learning.

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Classroom Environment Plan	Complete plan with explicit strategies for creation of a positive classroom environment, addressing dimensions of classroom climate, physical classroom, classroom organization.	Describes complete plan for creation of a positive classroom environment, addressing dimensions of classroom climate, physical classroom, and classroom organization.	Describes some aspects of the classroom environment plan. Not all dimensions are fully addressed.	Incomplete plan for creation of a positive classroom environment. Some dimensions are not addressed at all.
Environment Best Practices	Strategies for creating a positive classroom environment are backed up by relevant and multiple pieces of evidence, including critical observations of past experience and citing from sources.	Strategies for creating a positive classroom environment are backed up by relevant evidence from cited sources or critical observations of past experience. Points are supported by single pieces of evidence.	Some strategies for creating a positive classroom environment are backed up by relevant evidence from cited sources or critical observations of past experience.	Little or no back up of strategies or evidence is misused to support strategies.
Classroom Management Plan	Definitive plan with explicit descriptions for classroom management strategies. Includes preventive planning and responses to student behavior.	Describes complete plan for classroom management. Includes preventive planning and responses to student behavior.	Describes classroom management plan. Either preventive planning or responses to student behavior is not addressed.	Incomplete plan for classroom management. Does not address preventive planning and responses to student behavior.
Management Best Practices	Strategies for classroom management are backed up by relevant and multiple pieces of evidence, including critical observations of past experience and citing from sources.	Strategies for classroom management are backed up by relevant evidence from cited sources or critical observations of past experience. Points are supported by single pieces of evidence.	Some strategies for classroom management are backed up by relevant evidence from cited sources or critical observations of past experience.	Little or no back up of classroom management strategies or evidence is misused to support strategies.
Lesson Plan				

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Lesson objectives	Objectives are specifically stated in terms of measurable, behavioral and/or observable characteristics to be achieved by students. Objectives are grounded in state standards while also appropriately incorporating relevant skills and deeper levels of conceptual understanding.	Objectives are stated in terms of behavioral and/or observable characteristics to be achieved, but are not written in specific, measurable terms. Objectives are connected to state standards but lack incorporation of skills-based objectives or attention to deeper levels of conceptual understanding.	Objectives are stated but are not stated in terms of specific, measurable, behavioral and/or observable characteristics to be achieved by students. Objectives are connected to state standards but lack incorporation of skills-based objectives or attention to deeper levels of conceptual understanding.	Only state standard objectives stated verbatim.
Alignment	A clear relationship is evident between objectives, instructional activities, use of technology and assessment of student learning. Demonstrates strong understanding of lesson alignment.	The relationship between learning objective, instructional activities, use of technology and assessment of student learning is primarily clear for all lesson elements. Demonstrates understanding of lesson alignment.	Relationship between learning objectives, instructional activities, use of technology and assessment is not clear for one of these lesson elements. Demonstrates some understanding of lesson alignment.	Relationship between objectives, instructional activities, use of technology and assessment is unclear. Demonstrates little understanding of lesson alignment.
Research-based instructional practices	Identifies research-based instructional practices to be implemented. Lesson clearly and effectively demonstrates use of these best practices to support student learning.	Identifies research-based instructional practices to be implemented. Lesson generally effective in demonstrating use of these best practices to support student learning.	Identifies research-based instructional practices to be implemented. Lesson demonstrates some use of these best practices to support student learning.	Identifies a research-based instructional practice to be implemented. Lesson does not demonstrate use of best practices to support student learning.
Assessment	Assessment of students' knowledge and skills through meaningful student products and/or	Assessments are appropriate and authentic to assess students' knowledge and skills.	Assessments are reasonable, but not particularly authentic or engaging.	Assessment products are not adequate or appropriate to assess

	performances which call on students to use what they know in authentic and engaging ways.			students' knowledge and skills.
Learners' needs	Lesson demonstrates an intentional effort to engage and challenge students of various ability levels. Explicit approaches for differentiation are identified.	Lesson demonstrates an effort to engage and challenge learners of various ability levels. Approaches for some differentiation are identified.	Lesson demonstrates an effort to "raise the ceiling" to challenge learners, but approaches for differentiation are lacking or underdeveloped.	Lesson shows little attention to engaging students of various ability levels beyond declarative state standards knowledge. Approaches for differentiation are not described.
Use of technology	Clearly demonstrates best practices in planning for effective, appropriate, and engaging use of technology to support student learning objectives. Students primarily using the technology.	Demonstrates some best practices in planning for effective, appropriate, and engaging use of technology to support student learning objectives and incorporates students' use of the technology.	Demonstrates minimal best practices in planning for use of technology to support student learning objectives with teacher primarily using the technology.	Demonstrates planning for teacher use of technology only and it is unclear as to how the technology supports student learning objectives or uses best practices.
Mechanics	5 points	4 points	3 points	1-2 points
Grammar/Mechanics	Uses consistently correct grammar, spelling, and punctuation.	Uses fundamentally correct grammar, spelling, and punctuation. May contain a few minor errors or omissions.	Uses incorrect grammar, spelling, or punctuation that often distracts the reader.	Uses incorrect grammar, spelling, and punctuation that interfere with the reading.
APA style paper	Uses consistently correct APA style.	Uses fundamentally correct APA style. Contains a few minor errors.	APA style is used with some errors.	Little use of APA style.