

# Preparing Students for a Global Society Implementation Rubric

## 1. Contextual Learning

Expert 4	<ul style="list-style-type: none"><li>• The teacher plans lessons with concrete application in a specific context that is of interest to the learners' and connects to their experiences.</li><li>• Students are actively engaged in the learning and have many opportunities to direct their learning.</li><li>• The teacher implements a systemic approach to learning that includes components: 1. purposeful and significant work, 2. self-regulated learning and collaboration, 3. high standards and 4. authentic assessment.</li><li>• Learning includes authentic application of a concept to a real situation.</li></ul>
Advanced Practitioner 3	<ul style="list-style-type: none"><li>• The teacher plans lessons that connect to the learners' interests and experiences.</li><li>• Students are actively engaged in the learning and have some opportunities to direct their learning.</li><li>• The teacher sometimes implements a systemic approach to learning that includes 1. purposeful and significant work, 2. self-regulated learning and collaboration, 3. high standards and 4. authentic assessment.</li><li>• Learning includes authentic application of a concept to a real situation or a situation similar to one in which the knowledge and skills would really be used.</li></ul>
Practitioner 2	<ul style="list-style-type: none"><li>• The teacher sometimes plans lessons that connect to the learners' interests or experiences.</li><li>• Students are actively engaged in the learning.</li><li>• The teacher plans learning that often includes 2 or more of these significant components: 1. purposeful and significant work, 2. self-regulated learning and collaboration, 3. high standards and 4. authentic assessment.</li><li>• Sometimes the learning includes application to a situation similar to one in which the knowledge and skills would really be used.</li></ul>
Novice 1	<ul style="list-style-type: none"><li>• The teacher plans lessons that are rarely connected to the learners' experiences.</li><li>• Students have some opportunities to actively engage in the learning, but often are passive learners.</li><li>• The teacher plans learning that most often is not inclusive of 2 or more of these components: 1. purposeful and significant work, 2. self-regulated learning and collaboration, 3. high standards and 4. authentic assessment.</li><li>• The teacher talks about real life situations in which the learned knowledge and skills would be used.</li></ul>

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## 2. Critical Thinking

Expert 4	<ul style="list-style-type: none"><li>• Lessons are designed with content that challenges students and requires students to understand ideas/concepts at deep levels.</li><li>• Lessons require students to think about their thinking (metacognition).</li><li>• Lessons require students to identify a problem, define the context of the problem, enumerate the choices for solving the problem, analyze solutions, reason explicitly in defense of the best solution, and self-correct.</li><li>• Lessons consistently include essential aspects of critical thinking: reasoning, identifying different points of view, evaluating, comparing/contrasting, making judgments, identifying assumptions, constructing arguments and inferencing based on logical data and relationships.</li><li>• Most lessons require students to participate in challenging content that requires them to question, examine, create, solve, interpret, and/or debate.</li></ul>
Advanced Practitioner 3	<ul style="list-style-type: none"><li>• Lessons are designed with content that challenges most students and requires most students to understand ideas/concepts at deep levels.</li><li>• Lessons require students to think about their thinking (metacognition).</li><li>• Lessons require students to do several of the following: identify a problem, define the context of the problem, enumerate the choices for solving the problem, analyze solutions, reason explicitly in defense of the best solution, and self-correct.</li><li>• Lessons often include one or more essential aspects of critical thinking: reasoning, identifying different points of view, evaluating, comparing/contrasting, making judgments, identifying assumptions, constructing arguments and inferencing based on logical data and relationships.</li><li>• Lessons in one or two subject areas require students to participate in challenging content that requires them to question, examine, create, solve, interpret, and/or debate.</li></ul>
Practitioner 2	<ul style="list-style-type: none"><li>• Lessons are designed with content that challenges some students and requires some students to understand ideas/concepts at deep levels.</li><li>• Lessons sometimes require students to think about their thinking (metacognition).</li><li>• Some lessons require students to do one or more of the following: identify a problem, define the context of the problem, enumerate the choices for solving the problem, analyze solutions, reason explicitly in defense of the best solution, and self-correct.</li><li>• Lessons sometimes include one or more essential aspects of critical thinking: reasoning, identifying different points of view, evaluating, comparing/contrasting, making judgments, identifying assumptions, constructing arguments and inferencing based on logical data and relationships.</li></ul>

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	<ul style="list-style-type: none"><li>• Although inconsistent, some lessons require students to participate in challenging content that requires them to question, examine, create, solve, interpret, and/or debate.</li></ul>
Novice 1	<ul style="list-style-type: none"><li>• Lessons are infrequently designed with content that challenges some students and requires some students to understand ideas/concepts at deep levels.</li><li>• Lessons rarely require students to think about their thinking (metacognition).</li><li>• Most lessons do not require students to do one or more of the following without the guidance of the teacher: identify a problem, define the context of the problem, enumerate the choices for solving the problem, analyze solutions, reason explicitly in defense of the best solution, and self-correct.</li><li>• Lessons infrequently include one or more essential aspects of critical thinking: reasoning, identifying different points of view, evaluating, comparing/contrasting, making judgments, identifying assumptions, constructing arguments and inferencing based on logical data and relationships.</li><li>• Few, if any, lessons require students to participate in challenging content that requires them to question, examine, create, solve, interpret, and/or debate.</li></ul>

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## 3. Communication

Expert 4	<ul style="list-style-type: none"><li>● The teacher creates an environment/culture where students' ideas and opinions appreciated and valued.</li><li>● Learning is designed so students have the opportunity to articulate thoughts and ideas using oral, written and nonverbal communication skills in a variety of forms and contexts.</li><li>● The teacher uses strategies to include all voices in the classroom and requires all students to communicate for a range of purposes (ie. Inform, instruct, motivate and persuade) .</li><li>● The teacher often provides opportunities for students to give oral presentations to varied audiences, including community.</li><li>● Students consistently use technology and new media to communicate innovatively and effectively.</li></ul>
Advanced Practitioner 3	<ul style="list-style-type: none"><li>● The teacher creates an environment/culture where students' feel safe to share ideas and opinions.</li><li>● Learning is designed so students have the opportunity to articulate thoughts and ideas using oral, written and nonverbal communication skills.</li><li>● The teacher uses strategies to include most voices in the classroom and requires some students to communicate for a range of purposes (ie. Inform, instruct, motivate and persuade) .</li><li>● The teacher sometimes provides opportunities for students to give oral presentations to varied audiences, including community.</li><li>● Students use technology and new media to communicate innovatively and effectively.</li></ul>
Practitioner 2	<ul style="list-style-type: none"><li>● The teacher creates an environment/culture where most students' feel safe to share ideas and opinions.</li><li>● Learning is designed so students have the opportunity to articulate thoughts and ideas but there is no learning design for oral, written and nonverbal communication.</li><li>● The teacher, from time to time, uses strategies to include some voices in the classroom and requires some students to communicate for a range of purposes (ie. Inform, instruct, motivate and persuade) .</li><li>● The teacher rarely provides opportunities for students to give oral presentations to varied audiences, including community.</li><li>● Students rarely use technology and new media to communicate innovatively and effectively.</li></ul>
Novice 1	<ul style="list-style-type: none"><li>● The teacher creates an environment/culture where a few students' feel safe to share ideas and opinions.</li><li>● Learning, infrequently, is designed so students have the opportunity to articulate thoughts and ideas but there is no learning design for oral, written and nonverbal communication.</li><li>● The teacher rarely uses strategies to include voices in the classroom and or requires students to communicate for a range of purposes (ie. Inform, instruct, motivate and persuade) .</li></ul>

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	<ul style="list-style-type: none"><li>• The teacher does not provide opportunities for students to give oral presentations to varied audiences, including community.</li><li>• Only a few students use technology and new media to communicate innovatively and effectively.</li></ul>
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## 4. Collaboration

Expert 4	<ul style="list-style-type: none"><li>• The teacher provides multiple opportunities each day for students to demonstrate the ability to work effectively and respectfully with diverse teams</li><li>• The teacher consistently plans for collaborative experiences that ensure positive interdependence and individual and group accountability</li><li>• The teacher plans for and reinforces a social/interpersonal objective, along with the learning objectives for each collaborative experience</li><li>• Lessons are always designed with enough complexity to challenge, engage and stimulate group/team thinking and problem solving.</li></ul>
Advanced Practitioner 3	<ul style="list-style-type: none"><li>• The teacher provides opportunities each day for students to demonstrate the ability to work effectively and respectfully with diverse teams</li><li>• The teacher plans for collaborative experiences that ensure positive interdependence and individual and group accountability</li><li>• The teacher reinforces a social/interpersonal objective, along with the learning objectives for each collaborative experience</li><li>• Most lessons are designed with enough complexity to challenge, engage and stimulate group/team thinking and problem solving.</li></ul>
Practitioner 2	<ul style="list-style-type: none"><li>• The teacher sometimes provides opportunities for students to demonstrate the ability to work effectively and respectfully with diverse teams</li><li>• The teacher plans for collaborative experiences that ensure either positive interdependence or individual and group accountability, not always both</li><li>• The teacher reinforces a social/interpersonal objective or a learning objectives for each collaborative experience</li><li>• Some lessons are designed with enough complexity to challenge, engage and stimulate group/team thinking and problem solving.</li></ul>
Novice 1	<ul style="list-style-type: none"><li>• The teacher rarely provides opportunities for students to demonstrate the ability to work effectively and respectfully with diverse teams</li><li>• The teacher infrequently plans for collaborative experiences that ensure either positive interdependence or individual and group accountability</li><li>• The teacher reinforces learning objectives for each collaborative experience</li><li>• Some lessons are designed with complexity to challenge, engage and stimulate some groups'/teams' thinking and problem solving.</li></ul>

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## 5. Creativity and Innovation

Expert 4	<ul style="list-style-type: none"><li>● The teacher promotes, supports and models creative and innovative thinking and inventiveness using a wide range of idea creation techniques (brainstorming, ...).</li><li>● Lessons are designed to engage students in exploring real-world issues and solving authentic problems, oftentimes using digital tools and resources</li><li>● Lessons promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes</li><li>● The teacher provides regular opportunities for students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning and assessing their own progress</li><li>● Students are allowed to act on creative ideas to make tangible and useful contributions using their innovation</li></ul>
Advanced Practitioner 3	<ul style="list-style-type: none"><li>● The teacher promotes, supports and models creative and innovative thinking and inventiveness using a few effective idea creation techniques</li><li>● Lessons are designed to engage students in exploring real-world issues and solving authentic problems</li><li>● Lessons promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking</li><li>● The teacher provides opportunities for students to pursue their individual curiosities and become active participants in setting their own educational goals and assessing their own progress</li><li>● Students are sometimes allowed to act on creative ideas to make tangible and useful contributions using their innovation</li></ul>
Practitioner 2	<ul style="list-style-type: none"><li>● The teacher sometimes promotes and models creative and innovative thinking by brainstorming</li><li>● Lessons are designed to sometimes engage students in exploring real-world issues and solving authentic problems</li><li>● Lessons promote student reflection</li><li>● The teacher provides opportunities for students to pursue their individual curiosities</li><li>● Students are sometimes allowed to act on creative ideas</li></ul>

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Novice 1	<ul style="list-style-type: none"><li>• The teacher sometimes promotes creative thinking by whole group brainstorming</li><li>• Lessons are rarely designed to engage students in exploring real-world issues and solving authentic problems</li><li>• Lessons do not require student reflection about their learning or future needs</li><li>• The teacher rarely provides opportunities for students to pursue their individual curiosities</li><li>• Students are rarely allowed to act on creative ideas</li></ul>
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