

**Alliant SOE Candidate Competencies (CC) Learner Development Evaluation Rubric**

<b>Criteria</b>	<b>4 points Mastery</b>	<b>3 points Proficiency</b>	<b>2 points Cursory</b>	<b>1 point Deficiency</b>
<b>Emotional growth, development and individual responsibility</b>  <b>(x 1)</b>	Classroom management plan clearly and thoroughly promotes students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers	Classroom management plan appropriately promotes students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers	Classroom management plan minimally promotes students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers	Classroom management plan has inappropriate or missing information to promote students' emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers
<b>Student learning, positive interactions, and diversity</b>  <b>(x 1)</b>	Classroom management plan clearly and thoroughly creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	Classroom management plan appropriately creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	Classroom management plan minimally creates learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive	Classroom management plan has inappropriate or missing information regarding creating learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive
<b>Inclusive learning environments</b>  <b>(x 1)</b>	Classroom management plan clearly and thoroughly establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and	Classroom management plan appropriately establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and	Classroom management plan minimally establishes, maintains, and monitors inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and	Classroom management plan is inappropriate or is missing information to establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment

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	recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism	among students, such as bullying, racism, and sexism
<b>Resources  (x 1)</b>	Classroom management plan clearly and thoroughly lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Classroom management plan appropriately lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Classroom minimally lists a plan to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Classroom management plan lists a plan that may be inappropriate or is missing the list to share resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile
<b>Expectations and support for learning  (x 1)</b>	Classroom management plan clearly maintains high expectations for learning with appropriate support for the full range of students in the classroom	Classroom management plan appropriately maintains high expectations for learning with appropriate support for the full range of students in the classroom	Classroom management plan minimally maintains high expectations for learning with appropriate support for the full range of students in the classroom	Classroom management plan does not show evidence of maintaining high expectations for learning with appropriate support for the full range of students in the classroom
<b>Positive classroom behavior and interactions  (x 1)</b>	Classroom management plan clearly establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families	Classroom management plan appropriately establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families	Classroom management plan minimally establishes and maintains clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families	Classroom management does not establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families

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		norms to students and families		