

# Graduate Model of Appropriate Practice (GMAP) Assessment Form

## Columbus State University/College of Education Rubric for Evaluating Graduate Students on NBPTS Propositions

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Is a conference needed? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, who should be involved: \_\_\_\_\_

**Instructions:** For each competency, mark the cell that describes the candidate's level of performance.

### Proposition 1: Commitment to Students and Learning

Indicators	Below Expectations	Meets Expectations	Exceeds Expectations
a. Recognizes individual differences in students and adjusts teaching	Demonstrates partial knowledge of students' backgrounds, approaches to learning, skills, and interests, and attempts to use this information in planning for the class as a whole.	Demonstrates good knowledge of students' backgrounds, approaches to learning, skills, and interests; uses this knowledge to plan for groups of students; modifies or extends the lesson for individual students.	Demonstrates thorough knowledge and understanding of students' backgrounds, approaches to learning, skills, and interests; adjusts the lesson for individual students, resulting in greater success/learning for all students.
b. Treats all students equitably	Most practices and teacher-student interactions indicate that students are treated equitably.	Most practices and teacher-student interactions are appropriate and respectful of the cultural and developmental differences among groups of students.	Practices and interactions demonstrate genuine caring, fairness, and respect for all students. There is no perception of prejudice or favoritism.
c. Designs lesson to match student abilities and foster interest	Most of the elements of the lesson are suitable for students (including those with special needs) and engage students in meaningful learning.	All of the elements of the lesson are suitable for students (including those with special needs) and engage them in meaningful learning.	Learning activities are highly relevant to students. All materials and resources engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
d. Provides evidence of teaching to develop multiple domains	Plans and teaches mainly to develop a single domain (ex. cognitive, physical) related to the content field.	Plans and teaches to foster the development of multiple domains, including the social and emotional.	Plans and teaches to foster the development of multiple domains and skillfully uses unplanned opportunities for this purpose.
e. Understands how students develop and learn.	At times uses knowledge of students' cultural backgrounds or multiple intelligences to nurture learning.	Uses knowledge of cultural differences and multiple intelligences to nurture learning.	Draws on knowledge of cultural and individual differences to nurture learning; helps to enlarge student learning and thinking through an array of strategies.

**Proposition 2: Knowledge of Subjects and How to Teach Them**

<b>Indicators</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
a. Demonstrates depth of knowledge of subject matter	Displays basic content knowledge in area of expertise, but articulates few connections with other parts of the discipline or with other disciplines.	Displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Displays extensive knowledge of the subject matter and its application to real-world settings.
b. Presents lesson and content so that students learn in a variety of ways	Presents the content clearly but with little variety as to strategies, grouping, and instructional materials; may not anticipate student misconceptions.	Instructional practices reflect current research on best pedagogical practice within the discipline, including the presentation of content in a variety of ways; anticipates student misconceptions.	Displays best pedagogical practice within the discipline and skillfully use a variety of strategies, groupings and materials to bring about student learning; anticipates student misconceptions.
c. Links content, when appropriate, to other disciplines	Articulates few connections with other disciplines.	Makes connections, when appropriate, with other disciplines.	Works with colleagues in other disciplines to plan and implement integrated lessons.

**Proposition 3: Managing and Monitoring Student Learning**

<b>Indicators</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
a. Clearly articulates goals for students	Learning objectives/goals are usually communicated to students.	Learning objectives/goals are clearly communicated to students with an emphasis on their significance in the lesson.	Learning objectives/goals are clearly communicated to students with an emphasis on their significance in the lesson; candidate reinforces the goals at times throughout the lesson so that students clearly understand what they are trying to achieve.
b. Uses multiple methods/strategies to meet goals	Demonstrates a limited repertoire of instructional strategies.	Uses a variety of approaches to meet the needs of students with different learning styles and for those who need remediation or enrichment.	Effectively uses an extensive repertoire of strategies to meet the needs of students with different learning styles and for those who need remediation or enrichment.
c. Motivates students to be engaged in learning	Uses some strategies to motivate students to be engaged in learning (e.g., links content to prior learning, asks relevant questions, displays enthusiasm for content).	Uses a variety of strategies to motivate students to be engaged in learning; activities and outcomes are appropriately challenging.	Effectively uses a variety of motivational strategies so that students are engaged in learning that is appropriately challenging; students are actively involved in adapting activities to enhance their knowledge.
d. Creates a disciplined learning environment	Is sometimes effective in leading discussions and organizing group work to meet the goals of the lesson; there may be some distractions and interruptions to learning.	Effectively leads discussions and organizes group work to meet goals; there are few distractions and interruptions to learning.	Facilitates individual and group learning by providing scaffolding, asking high-level questions, and engaging students in true discussion. Distractions and interruptions to learning are rare.

Indicators	Below Expectations	Meets Expectations	Exceeds Expectations
e. Regularly assesses student progress	Assessments are partially aligned with instructional goals; may assess in only one domain. Uses formative and summative assessments. Uses data to plan for future instruction to the class as a whole.	Assessments are aligned with instructional goals; assesses in multiple domains. Uses formative and summative assessments. Uses data to plan future instruction for individuals and groups of students.	Assessments are congruent with the instructional goals, both in content and process. Candidate uses data to plan future instruction. Students understand how they are meeting established goals and participate in planning the next steps.

#### Proposition 4: Thinking Systematically about Practice

Indicators	Below Expectations	Meets Expectations	Exceeds Expectations
a. Reflects on practice and makes difficult choices	Reflections on lessons are generally accurate; makes global or vague suggestions as to how to improve them. Reflection on larger issues related to teaching is limited.	Reflects accurately on lessons; makes several specific, accurate suggestions for improvement. Reflects on larger issues related to teaching and makes difficult choices.	Reflections on lessons are thoughtful and accurate; cites many specific examples for improving practice and weighs the relative strengths of each. Reflects on larger issues related to teaching, seeks out relevant information, and makes difficult choices.
b. Seeks the advice of others to improve practice	Accepts the advice of colleagues, administrators and other professionals to improve practice.	Strives to improve practice by seeking out the advice of colleagues, administrators, and other professionals.	Strives to improve practice by seeking out the advice of colleagues, administrators, and other professionals; systematically focuses on improving aspects of teaching.
c. Uses research and scholarship to improve practice	Occasionally attends conferences, reads research and other professional literature, and applies the lessons learned in limited ways.	Attends conferences, reads research and other professional literature, and applies the lessons learned to improve practice.	Regularly attends conferences, reads research and professional literature, conducts action research, and applies the lessons learned to practice. Evidence supports that changes have led to improved student learning.

#### Proposition 5: Membership in Learning Communities

Indicators	Below Expectations	Meets Expectations	Exceeds Expectations
a. Collaborates with other professionals	Collaborates with other professionals in a limited way.	Regularly participates in collaborative activities with other professionals.	Initiates collaborative activities such as mentoring new teachers, conducting school projects, co-authoring articles for publication, and making joint presentations.
b. Collaborates with families	Communicates with families and makes an effort to engage them in the instructional program.	Communicates frequently with families and successfully engages them in the instructional program.	Communicates frequently with families on both positive and negative aspects of student progress. Responds to family concerns with sensitivity. Successfully engages families in the instructional program.

Indicators	Below Expectations	Meets Expectations	Exceeds Expectations
c. Uses community resources	Displays limited use of resources available through the school, district, community and professional associations.	Uses a variety of resources available through the school, district, community, and professional associations.	Skillfully employs school, district, community, and professional resources as needed to improve teaching and/or provide student services.

Comments:

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Observer Signature \_\_\_\_\_ Date \_\_\_\_\_