

Arkansas Department of Education
National Board for Professional Teaching Standards
CONTENT RUBRIC

CONTENT CRITERIA	4 ADVANCED	3 PROFICIENT	2 BASIC	1 BELOW BASIC
PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING	Strongly demonstrates knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.	Adequately demonstrates knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.	Minimally demonstrates knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.	Insufficiently demonstrates knowledge of individual students and their needs, how students develop and learn; equitable treatment of all students; and/or importance of students' motivation and self-concept.
PROPOSITION 2: TEACHERS KNOW THE SUBJECT HE/SHE TEACHES AND HOW TO TEACH THE SUBJECT	Strongly demonstrates an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.	Adequately demonstrates an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.	Minimally demonstrates an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.	Insufficiently demonstrates an understanding of how knowledge in the field is created, organized, and linked to other disciplines; an ability to convey the subject to students; and/or means of generating multiple paths to knowledge.
PROPOSITION 3: TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING	Strongly demonstrates a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.	Adequately demonstrates a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.	Minimally demonstrates a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.	Insufficiently demonstrates a variety of generic instructional skills; a management system which promotes a learning environment; techniques for student engagement; appropriate purposes, timing, and focus of assessments, and/or clearly articulated instructional goals.
PROPOSITION 4: TEACHERS THINK SYSTEMICALLY ABOUT HIS/HER PRACTICE AND LEARNS FROM EXPERIENCE	Strongly demonstrates instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.	Adequately demonstrates instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.	Minimally demonstrates instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.	Insufficiently demonstrates instructional choices based on established theory and reasoned judgement as well as practice modified through advice, research, and reflection, placing students' interest at the center of instructional decisions.
PROPOSITION 5: TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES	Strongly demonstrates involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.	Adequately demonstrates involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.	Minimally demonstrates involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.	Insufficiently demonstrates involvement in collaborative efforts to improve the effectiveness of the school; partnerships with parents in the education of their children; and/or engagement of the community as a resource for student learning.