Classroom Management Plan Scoring Rubric EDEC 342

Candidate Name:

Date:

Score: /60

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| **Indicators and Standards** | **Exemplary**  **3 points per element** | **Acceptable**  **2 points per element** | **Unacceptable**  **1 point per element** |
| **I. Contextual Factors**  SC-USCB-CE- CF.N.3, R.7, FI.13 | Contextual factors table is completed. Comprehensive understanding of the characteristics of the students in the classroom and how those setting demands may affect student behavior and learning is evident | Contextual factors table is completed. General understanding of the characteristics of the students in the classroom and how those setting demands may affect student behavior and learning is evident | Contextual Factors table is included but some parts are incomplete. Minimal, if any, understanding of the characteristics of the students in the classroom and how those setting  demands may affect student behavior and learning is evident. |
| Detailed description of all relevant student characteristics is provided. Several specific implications of these characteristics for instruction and assessment are provided. | General description of all relevant student characteristics is provided. 2-3 specific implications of these characteristics for instruction, assessment and student behavior (both positively and negatively) are provided. | Minimal, if any, description of at least two or fewer student characteristics is provided.  Minimal or no implications of these characteristics for instruction, assessment and student behavior (both positively and negatively) are provided. |
| All reliable sources are referenced using APA format. | Reliable sources are referenced using APA format. | Some or no sources are referenced using APA format. |
| **II. Classroom Rules and Procedures** SC-USCB-CE-  CF.N.3, CI.4, R.7, R.8, FI.12 ADEPT-APS.8.B,  8.C, 9.A, 10.C, 10.D | A descriptive list of rules and procedures are appropriate for grade level is included. | A general list of rules and procedures that are appropriate for grade level is included. | A list of rules and procedures is included, but  some may not be appropriate for the grade level. |
| A detailed plan for collaborating with students  to establish the rules is included. | A general plan for collaborating with students  to establish the rules is included. | A minimal plan for collaborating with students  to establish the rules is included. |
| A detailed plan for teaching the rules and procedures for understanding and compliance  is included. | A general plan for teaching the rules and procedures for understanding and compliance  is included. | A minimal plan for teaching the rules and procedures for understanding and compliance  requires is included. |
| A detailed plan for meeting the standard of  adequate notice is included. | A general plan for meeting the standard of  adequate notice is included. | A minimal plan for meeting the standard of  adequate notice is included. |

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| **III. Management Strategies for Positive Behavior Support and Intervention**  **A. Strategies for All Students**  SC-USCB-CE- CF.N.3, CI.4, R.8, FI.10, FI.12, FI.13 ADEPT-APS.8.B, 8.C, 9.A, 9.B., 9.C,  10.C, 10.D | A detailed plan for establishing positive,  professional relationships with your students and their parents/guardians is included. | A general plan for establishing positive,  professional relationships with your students and their parents/guardians is included. | A minimal plan for establishing positive,  professional relationships with your students and their parents/guardians is included. |
| A comprehensive bullying prevention plan for the classroom that includes strategies for teaching students what bullying is, how to avoid bullying, and how to report/resolve  bullying is included. | A general bullying prevention plan for the classroom that includes strategies for teaching students what bullying is, how to avoid bullying, and how to report/resolve bullying is  included. | A minimal bullying prevention plan for the classroom that includes strategies for teaching students what bullying is, how to avoid bullying, and how to report/resolve bullying is  included. |
| A detailed plan that describes specific  strategies for increasing students’ intrinsic motivation and involvement is included. | A general plan that describes general strategies  for increasing students’ intrinsic motivation and involvement is included. | A minimal plan that minimally describes some  strategies for increasing students’ intrinsic motivation and involvement is included. |
| Detailed strategies for increasing expectations  of success are provided. | General strategies for increasing expectations  of success are provided. | Provides minimal strategies for increasing  expectations of success. |
| Detailed strategies for motivating underachieving and disaffected students are  provided. | General strategies for motivating underachieving and disaffected students are  provided. | Minimal strategies for motivating underachieving and disaffected students are  provided. |
| A detailed plan with appropriate transition activities are provided in order to maintain a  smooth flow between classroom activities is included | A general plan with appropriate transition activities are provided in order to maintain a  smooth flow between classroom activities is included | A minimal plan with transition activities are provided in order to maintain a smooth flow between classroom activities is included |
| **III. Cont.**  **B. Supportive Strategies**  SC-USCB-CE- CF.N.1, N.3, C.4,  R.8, FI.10, FI.12, FI.13  ADEPT-APS.8.B, 8.C, 9.A, 10.C, 10.D | A detailed plan for teaching appropriate social skills to your students is included. The plan utilizes specific strategies for developing self- regulatory behavior. | A general plan for teaching appropriate social skills to your students is included. The plan utilizes generic strategies for developing self- regulatory behavior. | A minimal plan for teaching appropriate social skills to your students is included. The plan utilizes few, generic strategies for developing self-regulatory behavior. |

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| **III. Cont.**  **C. Corrective Management Strategies**  SC-USCB-CE- CF.N.1, N.3, C.4,  R.8, FI.10, FI.12, FI.13  ADEPT-APS.9.A, 10.A, 10.C, 10.D | A detailed plan for how you will respond to violations of rules and procedures. Includes specific strategies you will use to respond to  inappropriate, disruptive, and defiant behavior. | A general plan for how you will respond to violations of rules and procedures. Includes general strategies you will use to respond to inappropriate, disruptive, and defiant behavior. | A minimal plan for how you will respond to violations of rules and procedures. Does not include specific strategies you will use to  respond to inappropriate, disruptive, and defiant behavior. |
| A detailed plan for working with the student, parent/guardian and other professionals to resolve /maintain appropriate behavior is included. | A general plan for working with the student, parent/guardian and other professionals to resolve /maintain appropriate behavior is included. | A minimal plan for working with the student, parent/guardian and other professionals to resolve /maintain appropriate behavior is included. |
| **IV. Classroom Management Goals for Internship**  SC-USCB-CE- CF.N.3, C.4, R.8, FI.10, FI.12, FI.13 | Three classroom management goals for the internship are written and demonstrate advanced understanding of personal management skills, human development, &  principles of effective teaching. | Three classroom management goals for the internship are written and demonstrate a general understanding of personal management skills, human development, & principles of  effective teaching | Fewer than three classroom management goals for the internship are written and demonstrate advanced understanding of personal management skills, human development, &  principles of effective teaching. |
| Rationale for goals is based on understanding of human developmental/educational  psychology. | Rationale for goals is based on understanding of human developmental/educational  psychology. | Rationale for goals is based on understanding of human developmental/educational  psychology. |
| Feedback from the practicum supervisor,  cooperating teacher, and data from classroom observations are referenced. | Feedback from the practicum supervisor,  cooperating teacher, and data from classroom observations are referenced. | Feedback from the practicum supervisor,  cooperating teacher, and data from classroom observations are not referenced |
| **Writing Conventions** SC-USCB-CE- CF.C.1 | Work demonstrates high-level of Standard English usage & writing skills & contains no grammatical or spelling errors. | Work demonstrates appropriate level of Standard English language usage and writing skills with no more than two grammatical or spelling errors. | Errors in Standard English language usage and writing skills interfere with readability. Work contains many grammatical and/or spelling errors. |

Adapted from EDUC 390 Personal Management Plan (2012), Winthrop University.