## **Ideas to Action Holistic Construct Rubric – Modified Fall 2010**

	Target	Acceptable	Unacceptable
Inquiry	Candidate demonstrates a highly	Candidate demonstrates ability to	Candidate demonstrates little or no ability to
"through active	developed ability to formulate vital	formulate vital questions and	formulate vital questions and problems;
engagement and	questions and problems; gather,	problems; gather, assess, and	gather, assess, and interpret relevant
skilled training in	assess, and interpret relevant	interpret relevant information; define	information; define and test solutions; and
multiple methods of	information; define and test solutions;	and test solutions; and think open-	think open-mindedly within alternative
rigorous <b>Research</b> ,	and think open-mindedly within	mindedly within alternative systems	systems of thought.
candidates in the	alternative systems of thought.	of thought.	Candidate is not effective in the processes of
CEHD develop the	Candidate is highly effective in the	Candidate is effective in the	generating, communicating, and questioning
knowledge,	processes of generating,	processes of generating,	the results of research.
skills, and	communicating, and questioning the	communicating, and questioning the	Candidate demonstrates limited or no ability
dispositions to	results of research.	results of research.	to reflect on the quality of his or her own
become <i>Critical</i>	Candidate demonstrates a highly	Candidate demonstrates some ability	thinking and that of others.
Thinkers." (CF, p.	developed ability to reflect on the	to reflect on the quality of his or her	
18)	quality of his or her thinking and that	own thinking and that of others.	
•	of others.		
Critical Thinking: "th	at mode of thinking—about any subject,	content, or problem—in which the thinke	r improves the quality of his or her thinking
by skillfully taking ch	arge of the structures inherent in thinking	g and imposing intellectual standards upo	on them" (Paul-Elder, 2008)
Action	Candidate demonstrates highly	Candidate demonstrates ability to	Candidate does not demonstrate an ability
"through routine,	developed ability to emphasize	emphasize meaning, recognize that	to emphasize meaning, recognize that
continual, and	meaning, recognize that students	students are multifaceted individuals,	students are multifaceted individuals, and/o
pervasive <i>Practice</i> —	are multifaceted individuals, and	and understand the relationship of	understand the relationship of ideas and
whether this be in the	understand the relationship of ideas	ideas and experiences to learning in	experiences to learning in or out of
areas of pedagogy and	and experiences to learning in and	and/or out of classrooms.	classrooms.
instructional	out of classrooms.	Candidate is effective in modeling and	Candidate is not effective in modeling or
leadership, counseling	Candidate is highly effective in	stressing the importance of high-level	stressing the importance of high-level
or research—	modeling and stressing the	cognitive processes, including	cognitive processes, including problem-
candidates in the	importance of high-level cognitive	problem-solving techniques, analytical	solving techniques, analytical thinking
CEHD develop the	processes, including problem-	thinking skills, and creativity.	skills, and creativity.
knowledge, skills, and	solving techniques, analytical	Candidate is effective in applying	Candidate is not effective in applying
dispositions to becom		knowledge to address real world and	knowledge to address real world and
<b>Problem Solvers</b> in th		community problems, including	community problems.
community" (CF, p.	applying knowledge to address real	collaboration and partnerships with	
10)	and and assumentation and blames		

others.

world and community problems, including collaboration and

partnerships with others.

19)

Advocacy	7
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"... through dedicated, committed *Service* to their peers, university, community, and world candidates in the CEHD develop the knowledge, skills, and dispositions to become *Professional Leaders*" (CF, p. 20)

Candidate demonstrates highly developed capacity to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service.

Candidate participates fully in the life of the community, practices social justice, and energetically advocates for equity of educational access for all constituents.

Candidate demonstrates capacity to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service.

Candidate participates in the life of the community, practices social justice, and advocates for equity of educational access for all constituents.

Candidate does not demonstrate a capacity to ask and answer important ideological questions regarding education for social justice.

Candidate does not participate in the life of the community, fails to understand and practice social justice, and/or to seek equity of educational access for all constituents.