

Ideas to Action Holistic Constructs Rubric

Applicant: _____ **Reviewer(s):** _____ **Date:** _____

Note to Reviewers: This rubric is to assess the Candidate's Professional Statement.

↓Constructs/Rating →	Target	Acceptable	Unacceptable
<p>Inquiry "...through active engagement and skilled training in multiple methods of rigorous Research, candidates in the CEHD develop the knowledge, skills, and dispositions to become Critical Thinkers." (CF, p. 18)</p>	<p>Candidate demonstrates a highly developed ability to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought. Candidate is highly effective in the processes of generating, communicating, and questioning the results of research. Candidate demonstrates a highly developed ability to reflect on the quality of his or her thinking and that of others.</p>	<p>Candidate demonstrates ability to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought. Candidate is effective in the processes of generating, communicating, and questioning the results of research. Candidate demonstrates some ability to reflect on the quality of his or her own thinking and that of others.</p>	<p>Candidate demonstrates little or no ability to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought. Candidate is not effective in the processes of generating, communicating, and questioning the results of research. Candidate demonstrates limited or no ability to reflect on the quality of his or her own thinking and that of others.</p>
<p><i>Critical Thinking: "that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them" (Paul-Elder, 2008)</i></p>			
<p>Action "...through routine, continual, and pervasive Practice—whether this be in the areas of pedagogy and instructional leadership, counseling, or research—candidates in the CEHD develop the knowledge, skills, and dispositions to become Problem Solvers in the community." (CF, p. 19)</p>	<p>Candidate demonstrates highly developed ability to emphasize meaning, recognize that students are multifaceted individuals, and understand the relationship of ideas and experiences to learning in and out of classrooms. Candidate is highly effective in modeling and stressing the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity. Candidate is highly effective in applying knowledge to address real world and community problems, including collaboration and partnerships with others.</p>	<p>Candidate demonstrates ability to emphasize meaning, recognize that students are multifaceted individuals, and understand the relationship of ideas and experiences to learning in and/or out of classrooms. Candidate is effective in modeling and stressing the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity. Candidate is effective in applying knowledge to address real world and community problems, including collaboration and partnerships with others.</p>	<p>Candidate does not demonstrate an ability to emphasize meaning, recognize that students are multifaceted individuals, and/or understand the relationship of ideas and experiences to learning in or out of classrooms. Candidate is not effective in modeling or stressing the importance of high-level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity. Candidate is not effective in applying knowledge to address real world and community problems.</p>
<p>Advocacy "... 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)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>