

ANISH 2010 Classroom Management Plan Detail

Generated by: Sara Montgomery 03/05/2026

Rubric Title: ANISH 2010 Classroom Management Plan
 Mapped standards: PELSB - EPT 4A - Standard 4A - Diverse Learners / PELSB - EPT 4E - Standard 4E - Diverse Learners / PELSB - EPT 4G - Standard 4G - Diverse Learners
 Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Emerging	Developing	Proficient	Exemplary	N/A
	1 Point	2 Points	3 Points	4 Points	N/A
Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning.	The classroom management plan lacks the stated overall objectives.	The classroom management plan objective is stated, but it is unclear or is missing components of the standard. It may or may not meet the expectations of the relevant standards.	The classroom management plan objective is stated clearly, but it is not rationalized. It meets the expectations of the relevant standards	The classroom management plan objective is stated clearly and is well rationalized. It meets the expectations of the relevant standards and is specific enough to make attainment realistic. It contains culturally responsive approaches in the classroom management plan.	
PELSB - EPT 4A - Standard 4A - Diverse Learners	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A

<p>Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</p>	<p>The classroom management plan lacks the stated overall objectives.</p>	<p>The classroom management plan objective is stated, but it is unclear or is missing components of the standard. It may or may not meet the expectations of the cultural components of the standard (language, family, and community).</p>	<p>The classroom management plan objective is stated clearly, but it is not rationalized. It meets the expectations of the cultural components of the standard (language, family, and community).</p>	<p>The classroom management plan objective is stated clearly and is well rationalized. It meets the expectations of the relevant standards and is specific enough to make attainment realistic. It contains culturally responsive approaches in the classroom management plan.</p>	
<p>PELSB - EPT 4E - Standard 4E - Diverse Learners</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p>Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.</p>	<p>The classroom management plan lacks the stated overall objectives.</p>	<p>The classroom management plan objective is stated, but it is unclear or is missing components of the standard. It may or may not meet the expectations of the cultural components standard (understand cultural content, MN-based American Indian tribal government, history,</p>	<p>The classroom management plan objective is stated clearly, but it is not rationalized. It meets the expectations of the relevant standards (understand cultural content, MN-based American Indian tribal government, history, language, and culture).</p>	<p>The classroom management plan objective is stated clearly and is well rationalized. It meets the expectations of the relevant standards and is specific enough to make attainment realistic. It contains culturally responsive approaches in the classroom management plan.</p>	
<p>PELSB - EPT 4G - Standard 4G - Diverse Learners</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	

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Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 4A - Diverse Learners
Standard Identifier: PELSB - EPT 4A
Standard Description: The teacher must understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning.
Mapped to: Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 4E - Diverse Learners
Standard Identifier: PELSB - EPT 4E
Standard Description: The teacher must understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
Mapped to: Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 4G - Diverse Learners
Standard Identifier: PELSB - EPT 4G
Standard Description: The teacher must understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.
Mapped to: Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.
