



## Self-Scoring Rubric – Levels of SB 13 Tribal History/Shared History Teacher/Trainer

The purpose of this rubric is to serve as a tool for the Train-the-Trainer participant to assess his/her skill level and gain *confidence* in teaching and training the Tribal History/Shared History curriculum.

TH/SH = Tribal History/Shared History	Level 1 – Emerging: Awareness/understanding	Level 2 – Developing: Understanding with limited development or partial implementation	Level 3 – Expanding: Expanded development and operational level of development and implementation	Level 4 – Deepening: Understanding and further expanding competence	Level 5 – Exemplary: Fully and fluently engaged in implementing, training, mentoring, and researching
<b>A1. Description of Training Level</b>  <b>RATING</b> 1 2 3 4 5	I am emerging in my initial awareness and understanding of Indigenous knowledge systems, and application of a strength-based approach. I have limited knowledge/experience in the TH/SH content area.	I am developing my understanding of Indigenous knowledge systems. I am also developing my employment of a strength-based approach and skills for effective implementation. I have basic knowledge/experience in the TH/SH content area.	I am expanding my development of Indigenous knowledge systems and utilize a strength-based approach in curriculum implementation. I am competent in TH/SH curriculum planning.	I am deepening my understanding of Indigenous knowledge systems, utilizing a strength-based approach and have skills for performing or achieving identified goals/objectives of the TH/SH curriculum. I am competent in the content area and am working toward further expansion and deepening of knowledge and critical skills.	I am fully and fluently engaged in application of Indigenous knowledge systems, refining how I incorporate Indigenous knowledge into my teaching and utilize a strength-based approach. I can interact with and involve an audience in an authentic, meaningful manner. I am competent in the TH/SH content and am working toward extensive refinements and critical thinking skills. I implement, train, and mentor traditional ways of teaching and learning as well as can support Indigenous self-determination and sovereignty and recognize and interrupt colonial dynamics.
<b>A2. Training Focus</b>  <b>RATING</b> 1 2 3 4 5	I am aware of basic concepts, philosophy, and vocabulary of TH/SH curriculum and EU's.	I am developing my understanding to include essential concepts, theory, philosophy and an extended vocabulary of TH/SH & EU's.	I am expanding my understanding to include related concepts, theories and philosophies and further expand vocabulary of TH/SH & EU's.	I am deepening my understanding of vocabulary, related concepts, theory and philosophy of TH/SH & EU's, and includes basic research on Native Americans in Oregon.	I use broad vocabulary and build upon the learner's extensive knowledge of the core content area of TH/SH & EU's by including more advanced research on Native Americans in Oregon.
<b>A3. Demonstration of Knowledge and Skills</b>  <b>RATING</b> 1 2 3 4 5	I am emerging in my initial ability to provide basic vocabulary and concepts to the learner in the TH/SH core content area. I am involved with introductory work on basic skills in the content area.	I am developing my knowledge of TH/SH content area, as is shown with an understanding of correct application of concepts and skills. I give examples and details and demonstrate basic use of critical skills in the content area.	I am expanding my general knowledge of TH/SH content area and critical skills are demonstrated. I am beginning to demonstrate interpersonal communication skills related to the content area.	I am broadening and deepening my knowledge of TH/SH content area, as is covered with demonstrations of effective application of vocabulary, knowledge, concepts and skills in the content area. I demonstrate effective interpersonal communication skills with supporting examples, sufficient detail, and broad use of skills in the content area.	I have extensive, consistent, effective demonstration of application of skills to integrate concepts within TH/SH content area and expand to use in other content areas. I ensure that thought provoking questions are implemented. I provide effective, insightful use of supporting examples and/or relevant details with extensive use of critical skills; evaluate and synthesize information and make general applications.

- Follow-up should exist as part of training through ongoing SB 13 Tribal History/Shared History professional development opportunities
- Information gathered in creation of the rubric gathered from: *Guide to Implementing the Alaska Cultural Standards for Educators*