Rubric for Evaluating Responses on Vision, Action Steps, and Future Impact in Elementary Mathematics Education

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Emerging
Courses	Candidate's courses directly align with the development of an elementary mathematics specialist.	***Score not possible***	Candidate's courses somewhat align with the development of an elementary mathematics specialist.	Candidate's courses do not align with the development of an elementary mathematics specialist.
Vision for Effective & Equitable Math Practices	Clearly articulates a well-developed vision that addresses equity, instructional effectiveness, and systemic change at the classroom, district, or state level. Connects to research-based best practices.	Presents a solid vision that includes equity and instructional effectiveness, with some reference to systemic change or research-based practices.	States a vision, but it lacks clarity, depth, or connection to equity and instructional effectiveness. Limited reference to best practices.	Provides a vague or incomplete vision with little to no reference to equity, instructional effectiveness, or best practices.
Action Steps & Specific Examples	Clearly outlines concrete, actionable steps being taken to realize the vision, with specific and relevant examples. Demonstrates deep reflection and intentionality.	Describes steps being taken with relevant examples, though they may lack depth or specificity. Shows awareness of necessary actions.	Identifies some steps but lacks detail or specificity in execution. Examples may be general or weakly connected to the vision.	Provides minimal or unclear action steps with little to no examples. Lacks connection between vision and actions.

Future Work & Professional Impact	Articulates a well-defined and ambitious plan for post-training work that aligns with broader advancements in elementary mathematics education. Discusses long-term impact in depth.	Describes a clear plan for future work with consideration of its impact on elementary mathematics education. Some long-term effects mentioned.	Identifies a future role but lacks clarity or depth in describing how it contributes to the field. Impact is vague or limited.	Provides an unclear or minimal response regarding future work, with little to no connection to advancing elementary math education.