

## PNTI Teacher Application Rubric

**Directions:** Review each teacher's application and use the following rubric to score the teacher. Input your scores into the Google Poll prior to the deadline.

**Institute Goals:**

- Advance the story of the Pequot people—and all Indigenous peoples—in American classrooms
- Develop an awareness of the inherent colonialist qualities embedded in American education and teacher training programs
- Expose educators to teaching methods and tools that can be used in the classroom, including storytelling, place-based learning & diverse sources
- Highlight the intersectionality of land stewardship and sustainable living with traditional native cultural values by marrying the humanities to STEM

	4	3	2	1
<b>Teaching background &amp; cohort dynamic and diversity (Q1-17)</b>	<ul style="list-style-type: none"> <li>• Compellingly tells a unique story that stands out from the rest.</li> <li>• Details are clear and specific and it is obvious the applicant spent ample time preparing their application.</li> <li>• Teaches in a school that is unique and/or teaches a class or runs a program that makes their perspective and experience different from others'</li> <li>• Comes from a geographical region that is very different from the rest of the cohort</li> <li>• Has a deep personal or professional connection to Indigenous communities.</li> <li>• Has distinct professional and/or personal qualities and experiences that make them an interesting candidate</li> </ul>	<ul style="list-style-type: none"> <li>• Alludes to a unique story that we want to find out more about</li> <li>• Details are clear and specific and it is clear the applicant spent decent time preparing their application.</li> <li>• Exhibits some professional circumstances that may make them different from others candidates</li> <li>• Comes from a geographical region that is not heavily represented in the cohort</li> <li>• Has a personal or professional connection to Indigenous communities.</li> <li>• Seems to have some professional and/or personal qualities and experiences that make them an interesting candidate</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates a story that is aligned to good teaching but doesn't stand out as unique</li> <li>• Details are present and the candidate likely spent some time preparing their application.</li> <li>• Teaches relevant courses, but does not clearly identify how those courses are special</li> <li>• Comes from a geographical region that is heavily represented in the cohort, but stands out as one of the stronger candidates from this area</li> <li>• Wants to establish a connection to Indigenous communities.</li> <li>• There are few specific professional and/or personal qualities and experiences that make them distinct</li> </ul>	<ul style="list-style-type: none"> <li>• Story is not memorable</li> <li>• Application is vague with limited details and it appears time was not spent focusing on the application.</li> <li>• Courses taught are not clearly connected to the content</li> <li>• Comes from a heavily represented geographical region and may not add value due to a weak application</li> <li>• Wants to establish a personal or professional connection to Indigenous communities.</li> <li>• Does not mention the importance of building relationships with Indigenous communities.</li> <li>• There are no professional and/or personal qualities and experiences that make them distinct</li> </ul>
<b>Achievement of Institute Goals (Q18)</b>	<ul style="list-style-type: none"> <li>• Identifies concrete ways in which the Pequot story in particular is already taught in their classroom.</li> <li>• Acknowledges the importance of uplifting Pequot voices and perspectives in teaching.</li> <li>• Identifies unique and exciting ways that they will use specific sessions from the Institute's calendar to enhance their instruction.</li> <li>• Continuously makes obvious reference to the Institute's speakers, themes, sessions, activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Names that Pequot topics are taught in their classroom but largely focuses on Indigenous peoples in general.</li> <li>• Acknowledges the importance of uplifting Indigenous voices and perspectives in teaching.</li> <li>• Identifies ways that they will use specific sessions from the Institute's calendar to enhance their instruction.</li> <li>• Makes several references to the Institute's speakers, themes, sessions, activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Shares that Indigenous peoples' stories are taught in their classroom but makes no mention of the Pequots specifically.</li> <li>• Acknowledges that Indigenous stories are important but does not identify the value of native perspectives.</li> <li>• Identifies ways that they will use ideas from the Institute to enhance their instruction.</li> <li>• Makes one or two references to the Institute's speakers, themes, sessions, activities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Admits that Indigenous stories are not currently embedded into their teaching practice.</li> <li>• May or may not name that Indigenous studies are an important part of curriculum.</li> <li>• May vaguely reference how their participation could help them grow as an educator.</li> <li>• Does not make any specific mention of the Institute's speakers, themes, sessions, activities, etc.</li> </ul>

	4	3	2	1
<b>Indigenizing Education (Q19)</b>	<ul style="list-style-type: none"> <li>• Uses Indigenous methods to respond to the question, including storytelling.</li> <li>• Thoughtfully and thoroughly reflects on their own experience in school.</li> <li>• Identifies compelling ways in which dominant narratives impact their classroom, school, district, etc.</li> <li>• Paints a picture of the indigenization of their classroom, going beyond decolonization.</li> <li>• Focuses on both curriculum &amp; pedagogy and/or classroom/school culture.</li> </ul>	<ul style="list-style-type: none"> <li>• May use storytelling to answer the question but certainly paints a vivid picture in their response.</li> <li>• Thoughtfully reflects on their own experience in school.</li> <li>• Identifies ways in which dominant narratives infect their classroom, school, district, etc.</li> <li>• Has clearly thought through and done the work of decolonizing their classroom.</li> <li>• Focuses on both curriculum &amp; pedagogy and/or classroom/school culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers the question in a straightforward manner.</li> <li>• Articulates a handful of generic reflections about their own experiences in school.</li> <li>• Claims their classroom is no longer centered on dominant narratives, demonstrating a gap in understanding of the ongoing nature of the work.</li> <li>• Lists generic or questionable methods of decolonizing their classroom.</li> <li>• Focus is largely on curriculum, not on teaching methods or classroom/school culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Denies the need for revolutionizing the classroom.</li> <li>• Focuses on content and curriculum</li> <li>• Identifies that they never needed to decolonize their classroom.</li> <li>• Response has a feeling of saviorism or paternalism.</li> <li>• Focuses solely on curriculum and/or identifies teaching methods or classroom/school culture practices that are harmful.</li> </ul>
<b>Sources (Q20)</b>	<ul style="list-style-type: none"> <li>• Primarily uses Indigenous-created sources that reflect native cultural values (e.g. oral traditions, belongings, etc.)</li> <li>• Example is created by an Indigenous person</li> <li>• Identifies the need for more Indigenous perspectives AND the need for more stories in a post-1900 context.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some Indigenous-created sources that may or may not reflect native cultural values.</li> <li>• Example is created by an Indigenous person</li> <li>• Identifies the need for more Indigenous perspectives OR the need for more stories in a post-1900 context.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on non-Tribal sources but mentions the value of Indigenous perspectives.</li> <li>• Example is NOT Tribal in nature.</li> <li>• Identifies the need for diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Names a generic textbook or other secondary source that does not reflect strong sourcing.</li> <li>• Example is NOT Tribal in nature.</li> <li>• Doesn't address the need for diverse perspectives.</li> </ul>
<b>Interdisciplinary Studies (Q21)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a vivid passion for land stewardship, sustainable living, native cultural values and/or Indigenous sovereignty</li> <li>• Describes the value of interdisciplinary studies by identifying its natural connection to culturally relevant teaching.</li> <li>• Teaches a unique interdisciplinary course, describes an impressive interdisciplinary unit and/or runs a relevant interdisciplinary club or program in their school (or hopes to do so if they have not yet had the chance).</li> <li>• Identifies concrete ways in which the Institute's schedule will strengthen their use of intersectionality in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates enthusiasm for land stewardship, sustainable living, native cultural values and/or Indigenous sovereignty</li> <li>• Describes the value of interdisciplinary studies and may vaguely mention connections to culturally relevant teaching.</li> <li>• Teaches an interdisciplinary course, describes an interdisciplinary unit and/or runs a vaguely-related interdisciplinary club or program in their school (or hopes to do so if they have not yet had the chance).</li> <li>• References the Institute's schedule at least once.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions a desire to better understand Indigenous cultures and lifeways</li> <li>• Acknowledges that interdisciplinary studies are important.</li> <li>• Describes vague plans to embed interdisciplinary studies into their classrooms.</li> <li>• May vaguely reference activities scheduled during the Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes no mention of the intersectionality of the Institute's program in any capacity</li> <li>• Does not mention the importance of intersectionality.</li> <li>• Does not identify how the Institute will help them enhance the intersectionality of their classroom.</li> </ul>