**English Education Candidate Unit Plan Rubric**

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| **Component** | **Standard** | **Unacceptable**  **1** | **Acceptable**  **2** | **Target**  **3** | **Score** |
| Overall Plan | 2.6 | Candidates demonstrate little evidence of promoting the arts and humanities in the learning of their students; | Candidates engage their students in activities that demonstrate the role of arts and humanities in learning; | Candidates plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students. |  |
| Clinical Practice | 2.3 | Shows little or no evidence of reflective practice to adapt instruction and behavior and/or shows little or no evidence of using reflective practice to plan for professional development that collaborates with others. | Demonstrates ability to engage in reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates. | Systematically engages in reflection and actively engages in adapting instruction and behavior to assist all students in learning and also enthusiastically collaborates with the academic community, professional organizations and |  |
| Collaboration | 4.3 | Candidates use few interdisciplinary teaching strategies and materials; | Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students; | Candidates work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines; |  |
| Critical Thinking | 2.4 | Candidates engage in few practices designed to assist students in developing habits of critical thinking and judgment; | Candidates use practices designed to assist students in developing habits of critical thinking and judgment; | Candidates use practices designed to assist students in developing habits of critical thinking and judgment; |  |
| Reading/Writing | 3.1.2 | Candidates demonstrate little under-standing of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience; | Candidates demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students’ learning of ELA; | Candidates design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA; |  |
| Integration | 3.4.1 | Candidates use a limited number of writing strategies to generate meaning and clarify understanding; | Candidates use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching; | Candidates develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding; |  |
| Setting | 2.2 | Candidates show little evidence in using ELA for helping their students to become familiar with their own and others’ cultures; | Candidates use ELA to help their students become familiar with their own and others’ cultures; | Candidates use ELA extensively and creatively to help their students become more familiar with their own and others' cultures; |  |
| Rationale | 4.1 | Candidates show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts; | Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts; | Candidates understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA; |  |
| Goals/  Objectives | 3.3.2 | Candidates show a lack of knowledge of ways to discover and create meaning from texts; | Candidates discover and create meaning from texts and guide students in the same processes; | Candidates use a wide range of approaches for helping students to draw upon their past experiences, socio-cultural backgrounds, interests, capabilities, and under-standings to make meaning of texts; |  |
| Materials | 4.2 | Candidates demonstrate limited ability to design instruction to meet the needs of all students and provide for students’ progress and success; | Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work; | Candidates create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection; |  |
| Daily Lesson Plans | 3.2.1 | Candidates demonstrate a lack of understanding of the influence that language and visual images have on thinking and composing; | Candidates use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching; | Candidates create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing; |  |
| Assessment | 4.10 | Candidates use assessment in instruction by: 1)Failing to use formal and informal assessment activities and instruments to evaluate student work; 2)Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others; | Candidates integrate assessment consistently into instruction by: 1) Using a variety of formal and informal assessment activities and instruments to evaluate processes and products; 2) Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences; | Candidates integrate assessment consistently into instruction by: 1) Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; 2) Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; 3) Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; 4) Explaining to students, parents, and others concerned with education how students are assessed. |  |

**Candidate Data Chart: Unit Plan**

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| **Term**  **201x-201x**  **N =** | **Candidates Scoring at**  **Level 1**  **Unacceptable** | **Candidates Scoring at Level 2**  **Acceptable** | **Candidates Scoring at Level 3**  **Target** | **Mean Score** | **Range of Scores** | **% of Candidates Meeting Competency Level** |
| **NCTE Standard** |  |  |  |  |  |  |
| 2.6 |  |  |  |  |  |  |
| 2.3 |  |  |  |  |  |  |
| 4.3 |  |  |  |  |  |  |
| 2.4 |  |  |  |  |  |  |
| 3.1.2 |  |  |  |  |  |  |
| 3.4.1 |  |  |  |  |  |  |
| 2.2 |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |
| 3.3.2 |  |  |  |  |  |  |
| 4.2 |  |  |  |  |  |  |
| 3.2.1 |  |  |  |  |  |  |
| 4.10 |  |  |  |  |  |  |