

RUBRIC FOR: English

	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
1. Professionalism and reflective practice <i>COE 3.4, 5.3, 5.5, 9.1, 10.1</i> <i>NCTE Standard 2.3</i>	Candidate seldom complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate seldom participates in appropriate school improvement activities. Candidate seldom demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate occasionally complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate occasionally participates in appropriate school improvement activities. Candidate occasionally demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate frequently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate frequently participates in appropriate school improvement activities. Candidate frequently demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Candidate consistently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic classroom community. Candidate consistently participates in appropriate school improvement activities. Candidate demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates. Candidate uses the results of reflective practice to design a plan for professional development.
Notations				
Midterm:				
Final:				

2. Cultural diversity and work with diverse learners <i>COE 3.3, 5.1, 5.4, 7.3</i> <i>NCTE Standard 2.2, 4.4</i>	Candidate shows no ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate shows no evidence for using ELA for helping their students to become familiar with their own and others' cultures.	Candidate shows limited ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate occasionally uses ELA to help their students become familiar with their own and others' cultures.	Candidate shows ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate frequently uses ELA to help their students become familiar with their own and others' cultures.	Candidate shows ability to create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability. Candidate uses ELA extensively and creatively to help their students become more familiar with their own and others' cultures.
Notations				
Midterm:				
Final:				

3. Classroom community <i>COE 3.4, 5.1, 7.3</i> <i>NCTE Standard 2.1, 4.2</i>	Candidate shows no evidence of ability to create an inclusive and supportive literate classroom community and no ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates limited ability to create an inclusive and supportive literate classroom community, and limited ability to design instruction to meet the needs of all students and provide for students' progress and success.	Candidate demonstrates ability to create an inclusive and supportive literate classroom community, using whole-class, small group, and individual work that is aligned with goals and teaching strategies.	Candidate takes initiative to see that the classroom provides an inclusive and supportive literate classroom community, using effective classroom management strategies and providing students with opportunities for feedback and reflection. Candidate actively employs creative ways to promote learning and self-discipline.
Notations				
Midterm:				
Final:				

<p>4. ELA pedagogy, research, and theory</p> <p><i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 4.1, 3.7.1, 2.4</i></p>	<p>Candidate shows no evidence of ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate seems unaware of major sources of research and theory related to English language arts, and so fails to use them to support teaching decisions. Candidate demonstrates inadequate planning, goal setting, and ability to establish realistically high expectations for learners. Candidate seldom uses practices designed to assist students in developing habits of critical thinking and judgment.</p>	<p>Candidate shows some ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate occasionally uses major sources of research and theory related to English language arts to support teaching decisions. Candidate sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and realistically high expectations for learners. Candidate occasionally uses practices designed to assist students in developing habits of critical thinking and judgment.</p>	<p>Candidate frequently examines and selects resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate frequently uses major sources of research and theory related to English language arts to support teaching decisions, consistently demonstrates thoughtful planning, ability to set and achieve goals, conveys realistically high expectations for all learners. Candidate frequently uses practices designed to assist students in developing habits of critical thinking and judgment.</p>	<p>Candidate selects or creates instructional materials that are consistent with what is known about student learning in ELA. Candidate reflects on teaching performances in light of research on, and theories of, how students compose and respond to text and makes adjustments in teaching as appropriate. Candidate independently plans and implements comprehensive lessons; learner motivation and monitoring are built into plans. Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking.</p>
Notations				
Midterm:				
Final:				

5. Discussion and language use <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 4.5, 4.7</i>	Candidate shows no ability to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.	Candidate shows limited ability to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate occasionally engages students in learning experiences that emphasize varied uses and purposes for language in communication.	Candidate frequently engages students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms. Candidate frequently engages students in learning experiences that emphasize varied uses and purposes for language in communication.	Candidate assists students in discussion and dialogue by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms. Candidate integrates throughout instruction opportunities for students to demonstrate their abilities to use language for a variety of purposes in communication.
	Notations			
	Midterm:			
	Final:			

6. Response and reading instruction <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 4.8, 4.9</i>	Candidate demonstrates poor ability to engage students in making meaning of texts through personal response. Candidate demonstrates poor ability to assist students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate occasionally engages students in making meaning of texts through personal response. Candidate demonstrates that some students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate frequently engages students in making meaning of texts through personal response. Candidate demonstrates that most students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Candidate engages students in discovering personal responses to texts and ways to connect such responses to other larger meanings and critical stances. Candidate demonstrates flexible comprehension strategies for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students.
	Notations			
	Midterm:			
	Final:			

7. Interdisciplinary and integration <i>COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i> <i>NCTE Standard 2.5, 2.6</i>	Candidate shows a lack of understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues. Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.	Candidate shows some ability to assist students in making meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate shows some ability to engage students in activities that demonstrate the role of arts and humanities in learning.	Candidate frequently assists students in making meaningful connections between the ELA curriculum and developments in culture, society, and education. Candidate frequently engages students in activities that demonstrate the role of arts and humanities in learning.	Candidate consistently assists students in making meaningful and creative connections between the ELA curriculum and developments in culture, society, and education. Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into daily learning.
Notations				
Midterm:				
Final:				

8. Print and nonprint media and technology <i>COE 6.5</i> <i>NCTE Standard 3.6.1, 3.6.2, 3.6.3, 4.6</i>	Candidate exhibits a lack of understanding of media's influence on constructions of a text's meaning, shows no ability to construct meaning from media and nonprint texts, and demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction. Candidate shows limited ability to enable students to respond critically to different media and communications technologies.	Candidate shows little understanding of media's influence on constructions of a text's meaning, shows little ability to construct meaning from media and nonprint texts, and to assist students in learning these processes; seldom incorporates technology and print/nonprint media into their own work and instruction. Candidate seldom engages students in critical analysis of different media and communications technologies.	Candidate understands how media can influence constructions of a text's meaning, shows an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes. Candidate frequently incorporates technology and print/nonprint media into instruction and frequently engages students in critical analysis of different media and communications technologies.	Candidate understands media's influence on people's actions and communication, and that knowledge is reflected in candidate's instruction, by teaching students to construct meaning from media and nonprint texts; helping students compose and respond to film, video, graphic, photographic, audio and multimedia texts; using current technology to enhance students' learning; and engaging students in critical analysis of different media and communications
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				technologies.
Notations				
Midterm:				
Final:				

9. Assessment <i>COE 1.6, 4.1, 4.2, 7.1, 7.2, 7.3</i> <i>NCTE Standard 4.10</i>	Candidate fails to use both formal and informal assessment activities and instruments to evaluate student work. Candidate fails to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others.	Candidate shows limited ability to integrate assessment into instruction by using formal and informal assessment activities and instruments to evaluate processes and products. Candidate seldom creates opportunities to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate frequently integrates assessment into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products. Candidate frequently creates regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	Candidate consistently integrates assessment into instruction by using assessment strategies that allow all students to understand what they know and can do; interpreting the individual and group results of assessments and using this interpretation to inform instruction; assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and explaining to students, parents, and others concerned with education how students are assessed.
Notations				
Midterm:				
Final:				

10. Legal rights and responsibilities, safety rules, and emergency situations <i>COE 10.2</i>	Candidate displays no knowledge of legal rights and/or safety rules; candidate would be forced to rely on mentor to handle emergency situations.	Candidate has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them. Candidate has a basic respect of most legal rights and safety rules but needs occasional reminders. Candidate could participate in an	Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary, can identify an emergency situation as defined by school policy, and knows enough to	Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary, can identify an emergency situation as defined by school policy, and knows enough to act
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		emergency situation, but would still be dependent on mentor.	act appropriately and independently.	appropriately and independently. Candidate attends policy meetings offered by the school district.
Notations				
Midterm:				
Final:				

11. Use of school and community resources <i>COE 7.4, 9.2</i>	Candidate seldom or never includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	Candidate occasionally includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.	Candidate consistently includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning and implements the use of human and physical resources effectively.	Candidate includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning, implements the use of human and physical resources effectively, and involves students in project research and development using human and physical resources.
Notations				
Midterm:				
Final:				

12. Working with parents/guardians <i>COE 8.3</i>	Candidate does not contact parents or guardians, displays a lack of empathy for parental concerns.	Candidate needs guidance and suggestions from mentor on how to talk with parents, makes minimal parent/guardian contact, and demonstrates limited ability to empathize with parental concerns.	Candidate teams with mentor for guided experience when working with parents, and responds to parental concerns professionally and with sensitivity.	Candidate independently handles positive parent contacts, conveys sincere caring and willingness to listen to parents/guardians and engages in open communication.
Notations				
Midterm:				
Final:				

13. Knowledge of human growth and development <i>COE 4.2</i>	Candidate uses developmentally inappropriate activities and/or assignments for diverse learners.	Candidate uses developmentally appropriate activities and/or assignments only in consultation with mentor.	Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners' cognitive and interest levels.	Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners' cognitive and interest levels, involves students in planning and implementing ideas, and provides rich opportunities for students to gain deep understandings.
Notations				
Midterm:				
Final:				

14. Oral and written communication skills <i>COE 6.2, 6.4</i>	Candidate consistently uses language that is unclear, nonstandard, illegible and/or inappropriate for the class level. Candidate's speech is inaudible and/or nonstandard.	Candidate's use of language is inconsistent, with occasional lapses into language that is unclear, nonstandard, illegible and/or inappropriate for the class level.	Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally.	Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally. In addition, candidate uses multiple written and oral strategies to challenge students and stimulate their language development
Notations				
Midterm:				
Final:				