UNIT RUBRIC

PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE							
	Emergent Candidate (1)		Developing Candidate (2)		Proficient Candidate (3)		Accomplished Candidate (4)	Not Demonstrated (0)
Alignment with Standards NCPTS: 3a KSD: 3	Demonstrates awareness of the North Carolina Standard Course of Study.	AND	Demonstrates knowledge of the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans.	AND	Develops and applies lessons based on the North Carolina Standard Course of Study.	AND	Develops and applies strategies reflecting the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.	
Assessment NCPTS: 4h KSD: 4	Demonstrates awareness of multiple indicators or measures of student progress.	AND	Interprets data on student progress accurately and can draw appropriate conclusions.	AND	Uses multiple indicators, both formative and summative, to monitor and evaluate students progress and to inform instruction.	AND	Provides opportunities for students to assess themselves and others.	
Instructional Methods NCPTS: 4c KSD: 4	Understands a range of methods and materials that can be applied in the classroom.	AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	
Resources for Special Needs Students NCPTS: 2d KSD: 2	Recognizes that students have individual learning needs.		Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.		Uses research-verified strategies to provide effective learning activities for students with special needs.		Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	

Category	Level 1		Level 2		Level 3		Level 4	
Diversity NCPTS: 2b KSD: 2	Identifies the range and aspects of diversity of students in the classroom.	AND	Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND	Understands the influence of diversity and plans instruction accordingly	AND	Builds on diversity as an asset in the classroom.	
Differentiation NCPTS: 4a KSD: 4	Understands the developmental levels of students.		Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.		Identifies developmental levels of individual students and plans instruction accordingly.		Appropriately differentiates instruction.	
Technology NCPTS: 4d KSD: 4	Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students learning.	AND	Engages students in higher level thinking through the integration of technology.	
Integration with 21st Skills and Content NCPTS: 3d KSD: 3	Identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.	AND	Demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.		Integrates 21st century skills and content in instruction.	AND	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	
Instructional Strategies: Cognitive Domain NCPTS: 4e KSD: 4	Recognizes the importance of teaching critical-thinking and problem-solving skills	AND	Demonstrates knowledge of the processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	

Instructional Strategies: Social Domain NCPTS: 4f KSD: 4	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Encourages students to create and manage learning teams.	
Global Awareness NCPTS: 3c KSD: 3	Understands the importance of global awareness for students.	AND	Displays global awareness	AND	Relates global awareness to the subject.	AND	Integrates global awareness activities throughout lesson plans and classroom instructional practices.	
Leadership: Student Learning NCPTS: 1a KSD: 1	Identifies the types of data that are commonly available to and used in schools.	AND	Uses data to identify the skills and abilities of students.	AND	Draws on appropriate data to develop classroom and instructional plans	AND	Takes responsibility for student progress.	
Interconnectedness NCPTS: 3c KSD: 3	Recognizes the importance of interdisciplinary learning.	AND	Articulates the links between grade/subject and the *North Carolina Standard Course of Study*	AND	Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines	AND	Integrates the links and the vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study*. Effectively and broadly relates content to other disciplines.	
Responsive Planning NCPTS: 4b KSD: 4	Recognizes data sources important to planning instruction.	AND	Uses a variety of data for short- and long-range planning of instruction.	AND	Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	

| Reflection: Practice

NCPTS: 5c
KSD: 5	Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	