

Unit Plan Rubric

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	Below Standard	Developing	Proficient	Advanced	Score/Level
1a-3. Knowledge of content-related pedagogy	Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Candidate's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the P-12 students.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Candidate's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	
1b-2. Knowledge of the learning process	Candidate sees no value in understanding how P-12 students learn and does not seek such information.	Candidate recognizes the value of knowing how P-12 students learn, but this knowledge is limited or outdated.	Candidate's knowledge of how P-12 students learn is accurate and current. Candidate applies this knowledge to the class as a whole and to groups of P-12 students.	Candidate displays extensive and subtle understanding of how P-12 students learn and applies this knowledge to individual P-12 students.	
1b-3. Knowledge of P-12 students' skills, knowledge, and language proficiency	Candidate displays little or no knowledge of P-12 students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Candidate recognizes the value of understanding P-12 students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Candidate recognizes the value of understanding P-12 students' skills, knowledge, and language proficiency and displays this knowledge for groups of P-12 students.	Candidate displays understanding of individual P-12 students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.	
1e-3. Instructional groups	Instructional groups do not support the instructional objectives and offer no variety.	Instructional groups partially support the instructional objectives, with an effort at providing some variety.	Instructional groups are varied as appropriate to the P-12 students and the different instructional objectives.	Instructional groups are varied as appropriate to the P-12 students and the different instructional objectives. There is evidence of student choice in selecting the different patterns of	

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				instructional groups.	
1f-4. Use for planning	Candidate has no plans to use assessment results in designing future instruction.	Candidate plans to use assessment results to plan for future instruction for the class as a whole.	Candidate plans to use assessment results to plan for future instruction for groups of P-12 students.	Candidate plans to use assessment results to plan future instruction for individual P-12 students.	
4e-2. Receptivity to feedback from educators	Candidate resists feedback on teaching performance from either supervisors or more experienced educators.	Candidate accepts, with some reluctance, feedback on teaching performance from both supervisors and experienced educators.	Candidate welcomes feedback from educators when made by supervisors or when opportunities arise through professional collaboration.	Candidate seeks out feedback on teaching from both supervisors and other educators.	