

Student Teaching Impact on Student Learning Project Rubric

Teacher Candidate Name: _____

Semester: _____ Year: _____

Component of ISLP	Descriptor	Requirements for Proficiency	Met	Not Met	Evaluation Comments
COMPONENT I: Learning Goals and Objectives	3a.1 Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> .	Clearly identifies and aligns the <i>North Carolina Standard Course of Study</i> goals and objectives to be addressed. Found at: http://www.ncpublicschools.org/curriculum/ Aligns with Component I, Section 1			
		Represents the relationship between the content and the <i>North Carolina Standard Course of Study</i> . Aligns with Component I, Section 1			
	3d.1 Integrates 21 st Century Skills and content in instruction.	Identifies and explains multiple 21 st century skills and content to be addressed. These include the following: Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, information, media and technology skills and life and career skills. Found at: http://www.21stcenturyskills.org/ Aligns with Component I, Section 2			
		Aligns goals with NETS-T standards (and other sources if chosen) Aligns with Component I, Section 3			
	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	Vertical alignment: Clearly represents or explains the correlation between the <i>North Carolina Standard Course of Study</i> and the development of grade and subject appropriate instructional planning. Aligns with Component 1, Section 4			
	3c.1 Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.	Horizontal alignment: Cross discipline connections are articulated. Aligns with Component I, Section 4 Aligns with Component I, Section 5			

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COMPONENT II: Student Background, Knowledge, and Experience	4a.1 Identifies developmental levels of individual students and plans instruction accordingly.	Uses student data (e.g., AYP subgroups, assessment results, EC classifications) to plan and implement instruction. Aligns with Component II, Section 1			
	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	Incorporates the developmental levels of students in the instructional process. In addition, this section includes Evaluation of where students fall academically meeting the individual needs of the students. Aligns with Component II, Section 2 Aligns with Component II, Section 4			
	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	Articulates considerations appropriate to the developmental level of instruction (e.g., what has been previously emphasized in this content area?) and students (e.g., what might be “typical” of students in this age group?) Aligns with Component II, Section 3			
	4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Provides a description of proposed collaboration with colleagues to monitor students’ performance and adjust the instructional process to meet students’ needs. (e.g., With whom will you or did you collaborate to maximize student learning? How will you or did you collaborate?) Aligns with Component II, Section 5			
COMPONENT III: Plan for Assessment and Evaluation of Student Learning	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	Clearly represents alignment between objectives and assessments (including evaluation criteria). Aligns with Component III, Section 1			
	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.	Includes plans for formative and summative assessments. Aligns with Component III, Section 1			
		Clearly represents or explains alignment of assessments to stated objectives to be assessed. Aligns with Component III, Section 1			

Component of ISLP	Descriptor	Requirements for Proficiency	Met	Not Met	Evaluation Comments
	1a.2 Draws on appropriate data to develop classroom and instructional plans.	Articulates considerations appropriate to the developmental level of instruction (e.g., what has been previously emphasized in this content area?) and students (e.g., what might be “typical” of students in this age group?) Aligns with Component III, Section 2			
	4h.2 Provides evidence that students attain 21 st century knowledge, skills and dispositions.	Includes a discussion of the 21 st Century knowledge, skills, and dispositions that will be taught and evaluated. Aligns with Component III, Section 3			
	1a.2 Draws on appropriate data to develop classroom and instructional plans.	Describes the data that were or will be reviewed and used to develop this project and explains how the data can inform instruction. Aligns with Component III, Section 4			
		Provide a description of collaboration with colleagues to analyze your data. Aligns with Component III, Section 4			
COMPONENT IV: Essential Content Knowledge	3a.1 Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> .	Represents the relationship between the content and the <i>North Carolina Standard Course of Study</i> . Aligns with Component IV, Section 1			
		Provide evidence of scaffolding used in lesson design. Aligns with Component IV, Section 2			
	3c.2 Relates global awareness to the subject.	Includes/articulates subject-specific content related to the global nature of the lesson. Aligns with Component IV, Section 3			
COMPONENT V: Resources, Materials, and Preparation	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	Includes evidence that a variety of appropriate materials were used to meet the needs of all students. (Rationale for resources provided with 4a. 2) Aligns with Component V, Section 1 Aligns with Component V, Section 2			
	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	Collaborates with specialists to choose viable resources in support of the learning needs of all students. Aligns with Component V, Section 2			

	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Explains how instruction fosters students' cooperation, collaboration and student leadership in learning. Aligns with Component V, Section 3			
	4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.	Provides a rationale for resources, including their ability to address the strengths and weaknesses of students. Aligns with Component V, Section 3			
	4d.1 Integrates technology with instruction to maximize students' learning.	Explains the appropriate integration of technology into the learning process. Aligns with Component V, Section 4			
		Explains how technology used will maximize student learning. Aligns with Component V, Section 4			
COMPONENT VI: Instructional Methods and Procedures	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Includes evidence that the teacher candidate fosters students' use of processes and strategies for critical thinking and problem solving. Aligns with Component VI, Section 1			
	3d.1 Integrates 21st century skills and content in instruction.	Incorporates 21st century skills into their planning and instruction, including elements such as Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, information, media and technology skills and life and career skills. Aligns with Component VI, Section 1			
	2b.3 Understands the influence of diversity and plans instruction accordingly.	Evaluates the impact of diversity (or anticipated) on the learning environment and provides instruction that acknowledges and provides for the diversity of the student population. Aligns with Component V, Section 2a			

	5c.1 Uses a variety of research-verified approaches to improve teaching and learning.	Incorporates and discusses teaching methods and procedures that have been documented as effective with the content discipline and developmental age group. Aligns with Component VI, Section 3			
	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	Provides evidence that collaboratively selected resources were incorporated into lessons and used to support the learning needs of all students. Aligns with Component VI, Section 4			
	4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Provides a description of collaboration with colleagues to monitor student performance (e.g., With whom will you collaborate to maximize student learning? How will you collaborate?) Aligns with Component VI, Section 4			
COMPONENT VII: Adaptations and Modifications	2b.3 Understands the influence of diversity and plans instruction accordingly.	Includes evidence that instructional procedures are intended to accommodate students with varied cultural backgrounds and learning needs. Aligns with Component VII, Section 1			
	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	Includes evidence that a variety of instructional methodologies and resources have been selected and arranged in a way that is likely to maximize the learning of a variety of diverse learners. Aligns with Component VII, Section 1			
	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	Collaborates with specialists to choose viable resources in support of the learning need of special education students. Aligns with Component VII, Section 2			
	4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Provides a description of collaboration with colleagues to monitor performance of special education students. Aligns with Component VII, Section 2			

COMPONENT VIII: Classroom Management	4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.	Includes specific information about strategies for how time, materials, resources, and student behavior will be managed. Clearly articulates how classroom organization is conducive to teaching and learning. Aligns with Component VIII, Section 1			
	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Discusses how students will be/were grouped for at least one instructional activity. Includes academic purpose as well as purpose related to fostering cooperation, collaboration, and/or student leadership. Aligns with Component VIII, Section 2			
COMPONENT IX: Teaching Lessons/Continuous Assessment and Evaluation	4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Provides a description of collaboration with colleagues to adjust instruction to maximize responsiveness to cultural differences and to individual learning needs (How was your instruction responsive to cultural and individual learning needs?) Aligns with Component IX, Section 1			
	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Explains how the formative and summative data informed instructional decisions. Aligns with Component IX, Section 2			
COMPONENT X: Results and Analysis of Student Learning	1a.2 Draws on appropriate data to develop classroom and instructional plans.	Provides a description of the assessment data, specifically articulating the implications of the data to inform instruction. Aligns with Component X, Section 1			
	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Explains how both the formative and summative assessment data provided information about student learning. Aligns with Component X, Section 2			
	4h.2 Provides evidence that students attain 21 st Century knowledge, skills and dispositions.	Represents student progress on the specified 21 st Century knowledge, skills and dispositions. A chart or narrative may be used to communicate student outcomes. Aligns with Component X, Section 3			

	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	Articulates the relationship between specific outcome data and implications for improving student learning. Aligns with Component X, Section 4			
	5c.1 Uses a variety of research-verified approaches to improve teaching and learning.	Uses data from student assessments to verify the effectiveness of instructional strategies and approaches. Specifies research-verified practices that successfully enhanced student learning and that will be used to improve future teaching and learning. Aligns with Component X, Section 4			
	4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Includes evidence that instructional strategies reflect student needs as determined by collaborative evaluation of student work and data related to student performance. Aligns with Component X, Section 5 Aligns with Component X, Section 6			
	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	Presents remediation plan for those students who did not make growth. Aligns with Component X, Section 7			
COMPONENT XI: Reflection on Teaching and Learning	5a.1 Uses data to provide ideas about what can be done to improve students' learning	Provides a self-evaluation of his or her confidence and perceived ability on each of the instructional design components: <ul style="list-style-type: none"> • Learning Goals and Objectives • Student Background, Knowledge and Experience • Plan for Assessment and Evaluation of Student Learning • Essential Content Knowledge • Resources, Materials, and Preparation • Instructional Methods and Procedures • Adaptations/Modifications • Classroom Management • Teaching/Continuous Assessment and Evaluation • Results and Analysis of Students Learning • Planning for Remediation Discuss what was learned in this instructional design experience and how it will be used to improve future instructional experiences.			

