

**Literacy Infused Curriculum Project Rubric: Middle/Secondary/Special Subjects
Electronic Evidence #3**

Evidence Descriptors and Evaluation Tool

Highlighted yellow text below describes how the evidence specifically addresses each of the descriptors. The rubric will be used for the instructor’s evaluation of the project as it related to the course grade as well as for gateway assessment for the unit’s comprehensive assessment plan for NCATE.

Alignment with the NC Professional Teaching Standards				
The Literacy Infused Curriculum Project assessment is designed to provide evidence of the candidate’s performance relative to the following standards and elements:				
Teachers demonstrate leadership. This performance assessment requires candidates to develop a unit of cohesive, meaningful, and purposeful lesson plans that integrate English Language Arts, Computer/Technology, Arts, and Social Studies <i>North Carolina Standard Course of Study</i> Goals and Objectives.				
1a.2 Draws on appropriate data to develop classroom and instructional plans	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will demonstrate the ability to utilize instructional strategies/materials based on existing performance data for students in the EDU 4154/64/74 classroom and the relevant NCSCOS goals and objectives to produce a cohesive unit of five (5) lesson plans centered on at least one discipline specialization in grades 6-12 (choose one grade level appropriate for the	The 5 lesson plans do not purposefully integrate the relevant NCSCOS goals and objectives or student performance data to plan a cohesive unit of study.	The 5 lesson plans form a cohesive unit centered on a discipline-specific topic which evidence the purposeful integration of the relevant NCSCOS goals and objectives along with available student performance data.	<p>The 5 lesson plans form a cohesive unit centered on two or more discipline-specific topics which evidence the purposeful integration of the relevant NCSCOS goals and objectives for one grade level and available student performance data.</p> <p>The unit evidences thoughtful application of available data to develop activities that promote student engagement and lifelong learning.</p>	<p>Methods Block:</p> <p>EDU 4110 EDU 4150/EDU 4154 or EDU 4110/4160/61/62/63 and EDU 4164 Or EDU 4110/4171/72/73 and EDU 4174</p>

licensure area)				
Total Standard 1: Teachers demonstrate leadership.			Score:	
Teachers establish a respectful environment for a diverse population of students. This performance assessment requires candidates to spotlight a student with special needs and plan modifications that will enable the student to be successful in meeting the objectives for all lesson plans in the Literacy Infused Curriculum Project.				
<i>2b.3 Understands the influence of diversity and plans instruction accordingly.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate must identify a student with special needs and thoughtfully and purposefully plan appropriate modifications for each of the lesson plans that will enable the student to be successful.	The modifications are not appropriate for the identified unique learner and/or some of the lesson plans reflect inappropriate modifications to enable the learner to be successful in meeting stated lesson objectives.	All of the modifications for the identified unique learner are appropriate and deemed to be effective in enabling the student to be successful in meeting the objectives of the lesson plans.	Multiple types of modifications (instructional/behavioral/physical) for the identified unique learner are provided to enable the student to be successful in meeting the objectives in all lesson plans.	EDU 4150 EDU 4160/61/62/63 EDU 4171/72/73
<i>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will describe one unique learner and collaborate with the cooperating teacher to evaluate the needs of the student in order to plan	The description of the modifications lack evidence to support that the candidate has collaborated with the cooperating teacher to inform planning and/or	The description of the modifications for the unique learner evidence thoughtful reflection and planning with input from the cooperating	The candidate seeks input from both the cooperating teacher and support specialists in developing appropriate modifications for the unique learner and the candidate developments both	EDU 4150 EDU 4160/61/62/63 EDU 4171/72/73

<p>instructional and/or assessment strategies that will enable him to successfully meet the lesson objective(s).</p> <p>For at least one lesson plan, the candidate will demonstrate the ability to incorporate co-teaching and/or differentiated instructional strategies to work with a special needs, English language learner, or academically gifted student.</p>	<p>the candidate fails to appropriately incorporate co-teaching or differentiated strategies into at least one lesson plan.</p>	<p>teacher and the candidate incorporates co-teaching or differentiated instructional strategies into at least one of the lesson plans.</p>	<p>co-teaching and samples of differentiated instructional strategies across all five lessons.</p>	
<p>Total Standard 2: Teachers establish a respectful environment for a diverse population of students.</p>			<p>Score:</p>	
<p>Teachers know the content they teach. This performance assessment requires candidates to investigate the North Carolina Standard Course of Study standards for English Language Arts, Social Studies, Arts, and Computer/Technology in order to plan a rigorous and relevant social studies unit that enhances literacy and technology skills.</p>				
<p><i>3a.1 Develops and applies lessons based on the North Carolina Standard Course of Study</i></p>	<p>Emerging/Developing 1 (Below 80%)</p>	<p>Proficient 2 (80-89%)</p>	<p>Accomplished 3 (90-100%)</p>	<p>Evaluation</p>
<p>The candidate must align lesson plans with objectives from the North Carolina Standard Course of Study to</p>	<p>The lessons are not centered on the topic and/or do not address all of the relevant North Carolina Standard Course</p>	<p>The lessons are centered on the topic and all of the relevant North Carolina Standard</p>	<p>In addition to the relevant North Carolina Standard Course of Study goals and objectives, candidate uses standards developed by professional organizations to</p>	<p>EDU 4110 EDU 4150 EDU 4160/61/62/63</p>

produce a cohesive unit centered on at least one discipline topic infused with literacy and technology.	of Study goals and objectives for one grade level/subject. The project has integrated technology and literacy goals in less than ½ of the lesson plans.	Course of Study goals and objectives have been purposefully and meaningfully addressed across the unit. Additionally, the project has integrated technology and literacy in at least 80% of the lessons to support and enhance teaching and learning.	make the curriculum balanced, rigorous, and relevant. Technology and Literacy is incorporated in 90% of the lessons developed for the unit.	EDU 4171/72/73
<i>3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will demonstrate his/her ability to integrate literacy, arts, and computer/technology objectives from the North Carolina Standard Course of Study in a series of five lesson plans for a particular discipline specialization.	The project does not evidence integration of relevant English language arts and/or computer/technology objectives with a discipline specific topic for a given grade level.	Project demonstrates the integration of relevant computer/ technology objectives and all of the English language arts objectives from the North Carolina Standard Course of Study in a cohesive unit centered on a discipline specific	Project demonstrates the purposeful integration of relevant computer/ technology objectives and all of the English language arts objectives from the North Carolina Standard Course of Study in a cohesive unit centered on a discipline specific topic for one grade level. The connection of content, literacy, and technology is considered exemplary because it utilizes arousing and engaging	EDU 4110 and: EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73

		topic for one grade level.	student activities.	
3c.2 Relates global awareness to the subject	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will integrate literary works into the unit which align with the topic and heightens awareness of diversity and global connections.	Literary works Do not appear to be integrated into the unit and/or the alignment of the literary works to the topic is questionable.	A deliberate effort is made to integrate literary works which heighten awareness of diversity and global connections Into at least 50% of the lessons which appear in the unit and these align with the selected topic.	A deliberate effort is made to integrate literary works which heighten awareness of diversity and global connections Into at least 75% of the lessons which appear in the unit and these align with the selected topic. Activities to enhance student awareness of diversity and global connections using these works is included.	EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
3d.1 Integrates 21st century skills and content in instruction	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will encourage collaboration with team activities and the integration of technology where appropriate that encourages students to analyze, compare, infer, interpret, evaluate, synthesize, and/or problem solve to enhance understanding of the unit topic.	Collaborative team activities and technology integration is minimal. Activities for student engagement and problem-solving to enhance the development of 21 st century skills is lacking.	Collaborative team activities and technology integration are included in the unit. Activities for students are engaging and encourage the development of 21 st century skills.	Collaborative team activities and technology integration consistently and effectively engages students in problem solving and allows them to creatively demonstrate their knowledge and its application to social studies content. Candidate includes an ICT and/or 21 st Century Skills Map to describe learning activities for the unit that will enhance the development of 21 st century skills.	EDU 4110 EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
Total Standard 3: Teachers know the content they teach.			Score:	
Teachers facilitate learning for their students. This performance assessment requires candidates to understand how students learn and				

design instruction that demonstrates their ability to differentiate instruction in order to meet the learning needs of all students.				
4a.1 Identifies developmental levels of individual students and plans instruction accordingly.	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will identify one unique learner for whom modifications are made to enable the learner to be successful in meeting the lesson objective(s).	The narrative is either missing or does not fully describe the unique learner and how to support his learning needs.	A narrative describing one learner with special needs and how to enable him to successfully meet each of the lesson's objective(s) is included in the Literacy Infusion Project.	A narrative describing one learner with special needs and appropriately differentiates instruction to optimally enable him to successfully meet each of the lesson's objective(s) is included in the Literacy Infusion Project. Data is included to support his developmental level and plan for instruction.	EDU 4154/64/74 And EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate must plan or and analyze data from each lesson to determine if the objective(s) was met and to what degree students were successful in meeting the stated objective. The analysis of data should enable the candidate to plan next instructional steps.	The assessment plan is poorly developed or lacking. Fewer than 50% of the lessons evidence that assessment data was incorporated into the Literacy Infusion Project or the assessments do not appear to align with the objective(s) of the lessons included in the unit.	At least 80% of the lesson plans in the Literacy Infusion Project are accompanied by an assessment tool that aligns with the objective(s). Data to allow the candidate to plan next instructional steps is provided.	Each lesson plan in the Literacy Infusion Project is accompanied by an appropriate assessment tool that aligns with the objective(s) of the lesson and provides data to allow the candidate to plan next instructional steps. Evidence that the candidate used the assessment tool in delivering select lessons during EDU 4154/64/74 is provided.	EDU 4110 EDU 4154/64/74 And EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
4b.1 Collaborates with	Emerging/Developing	Proficient	Accomplished	Evaluation

<i>colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</i>	1 (Below 80%)	2 (80-89%)	3 (90-100%)	
The candidate will review lesson plans with the cooperating teacher in 4154/64/74 to ensure that the modifications for the unique learner are appropriate and will maximize the likelihood that the learner will be successful in meeting lesson objective(s).	One or more of the lesson plans (which are taught in EDU 4154/64/74) does not have the cooperating teacher's signature. Evaluation rating by cooperating teacher is below proficiency	Each of the lesson plans (which are taught in EDU 4154/64/74) have the cooperating teacher's signature indicating affirmation that the modifications for the unique learner are appropriate and will serve to maximize his learning. Evaluation by the cooperating teacher is at proficiency standard.	Each of the lesson plans (which are taught in EDU 4154/64/74) have the cooperating teacher's signature indicating affirmation that the modifications for the identified unique learner are appropriate and will serve to maximize his learning. Evaluation by the cooperating teacher is at an accomplished standard.	EDU 4154/64/74 And EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
<i>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will demonstrate the ability to use many and varied instructional strategies and materials that purposefully and	The instructional strategies and materials selected do not show a variety of strategies incorporating varied learning styles,	The instructional strategies and materials purposefully and meaningfully address students' varied	The instructional strategies and materials purposefully and meaningfully address students' varied learning styles and differentiated needs in readiness and diverse background are	EDU 4154/64/74 And EDU 4150 or EDU 4160/61/62/63

meaningfully address the topic through varied learning styles, readiness level and/or diverse background.	differentiated instruction for interests, readiness, and/or diverse background.	learning styles, readiness levels, and diverse backgrounds in 80% of the lesson plans provided in the unit.	provided in all the lessons contained in the unit.	or EDU 4171/72/73
<i>4d.1 Integrates technology with instruction to maximize student learning.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate must integrate technology in the literacy fusion project to enhance students' learning, where appropriate, and include the accompanying artifacts.	Technology integration is not evident or is not used to effectively increase student involvement and engagement in the learning process. Artifacts are not included or are evaluated to be below proficiency standards.	Technology integration is evident in at least 80% of the lessons and includes strategies to effectively increase student involvement and engagement in the learning process. Artifacts included are judged to be at proficiency standards.	Technology integration is evident across all lessons and includes a variety of strategies that appeal to diverse learning styles and needs. Artifacts included are judged to be above proficiency standards.	EDU 4110 EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
<i>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will craft lessons that encourage learners to ask questions,	The instructional strategies for each of the lessons do not enable	The instructional strategies for each of the lessons enable	The instructional strategies for each of the lessons enable students to develop the ability to	EDU 4150 or EDU 4160/61/62/63

think creatively, synthesize knowledge, draw conclusions, and solve problems.	students to develop the ability to apply processes and strategies for critical thinking and problem solving.	students to develop the ability to apply processes and strategies for critical thinking and problem solving.	consistently apply processes and strategies for critical thinking and problem solving. Evidence of student growth in these skills is provided by the candidate.	or EDU 4171/72/73 And EDU 4154/64/74
<i>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will plan and implement lessons that encourage cooperation and collaboration among students (reflecting the social constructivist philosophy), and are relevant to the topic.	There are minimal opportunities provided in the unit for students to cooperate and collaborate with one another with regard to the topic presented.	The lessons presented in the Literacy Fusion Project include many opportunities for students to cooperate and collaborate with each other with regard to the topic selected for the unit.	There are instructional strategies in the Literacy Fusion Project that are relevant to the topic and encourage students to create and manage learning teams to effectively encourage the development of cooperation and collaboration.	EDU 4150 or EDU 4160/61/62/63 or EDU 4171/72/73
Total Standard 4: Teachers facilitate learning for their students.			Score:	
Teachers reflect on their practice. This performance assessment requires candidates to think critically about student learning to determine if the instruction was effective in helping students meet stated objectives.				
<i>5c.1 Considers and uses a variety of research-verified approaches to improve teaching and learning.</i>	Emerging/Developing 1 (Below 80%)	Proficient 2 (80-89%)	Accomplished 3 (90-100%)	Evaluation
The candidate will reflect upon their choices of instructional strategies	The candidate's reflection paper shows little or no evidence of	The candidate's reflection paper evidences thoughtful	The candidate's reflection paper evidences an active investigation of innovative research-verified	EDU 4150 or EDU 4160/61/62/63

and student data in an effort to enhance future teaching decisions and effectively meet the learning needs of their students.	thoughtful consideration regarding the impact of their instructional decisions on student learning and/or does not demonstrate a desire to seek out research-verified approaches to improve future teaching and learning.	consideration regarding the impact of their instructional decisions on student learning and demonstrates a desire to seek out research-verified approaches to improve future teaching and learning.	approaches to improve teaching and learning.	or EDU 4171/72/73
Total Standard 5: Teachers reflect on their practice.			Score:	

Total Score from All Standards	Total Score Emerging	Total Score Proficient	Total Score Accomplished
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Emerging: Total Score of 29 or below (C or below on Project) 24-25=C-; 26-27=C; 28-29=C+
Proficient: Total Score of 30-38 (B- to B+ on Project) 30-32=B-; 33-35=B; 36-38=B+
Accomplished: Total Score of 39-45 (A- to A+ on Project) 39-41=A-; 42-44=A; 45=A+

Grader(s):

Date:

Follow-Up Needed (Comment if Necessary):