

**Warner School of Education – University of Rochester**  
**INNOVATIVE UNIT**

### Scoring guidelines and rubrics

There are three parts to this evaluation:

**Part I:** Designed to evaluate the extent to which the candidate has fulfilled the requirements of this project, as outlined in the detailed description of the assignment. Failing to do so may require the candidate to revise or redo the assignment before he/she can pass the course.

**Part II:** Designed to evaluate the extent to which the candidate has met some key standards about planning and implementing instruction set by his/her professional organization.

**Part III:** Designed to evaluate the extent to which the candidate has met some key proficiencies identified as target for all Warner teacher candidates.

Please remember to complete all three parts. Each part has different rubrics, so please carefully review the instructions provided at the beginning of each part before scoring.

We expect both the candidate and the instructor to independently complete this evaluation.

**Candidate's name:** \_\_\_\_\_ **Evaluator's name:** \_\_\_\_\_  
**Evaluator's role:** \_\_ cooperating teacher; \_\_ university supervisor; \_\_ faculty advisor  
**Student teaching experience:** \_\_ first \_\_ second **Semester:** \_\_\_\_\_ **Course #** \_\_\_\_\_

**INNOVATIVE UNIT RUBRICS – PART I:**

Please evaluate the extent to which the candidate has completed each component of the unit report as intended, using the following rubrics:

1. **Insufficient:** The criteria described are not met. In order to obtain a passing grade in this assignment, the candidate must redo all or part of the unit as directed by the course professor.
2. **Emergent/needs improvement:** The criteria described are partially met. Minor revisions in the paper are called for to address the shortcomings identified and should be completed before the candidate can “pass” this assignment.
3. **Basic proficiency:** The criteria described are essentially met. The Innovative Unit report can be used as evidence that the candidate is able to plan, implement and evaluate worthwhile instructional units.
4. **Outstanding performance:** The unit fully meets the criteria described and provides an outstanding example that the candidate is able to plan, implement and evaluate worthwhile and innovative instructional units.

Category	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
<b>1. Introduction</b>	The description of the unit does not provide a context for the components of the unit and does not include an essential question and/or topic addressed. The description of the context of implementation is inadequate.	The description of the unit gives some context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is partial or incomplete.	The description of the unit gives a sufficient context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear, but some specifics are not present.	The description of the unit gives a clear context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear and rich and includes grade level, racial, ethnic, and gender make-up of students and teachers, a description of the school and classroom, and indicated to which student teaching experience the unit applies.	
<b>2. Theoretical Framework</b>	The theoretical framework is not articulated. Candidate has not adequately used course readings. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit is not clearly stated with little or no articulation of the importance of the unit to meaningful and relevant student learning.	The theoretical framework is somewhat articulated. Candidate has used some course readings where appropriate. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit provides some articulation of the importance of the unit to meaningful and relevant student learning.	The theoretical framework sufficiently guides, and provides a foundation for, the unit. Candidate has used course readings where appropriate. There is both a definition of the content area addressed and a theory of learning with some connections to the larger curriculum. The rationale for the unit sufficiently explains the importance of the unit to meaningful and relevant student learning.	The theoretical framework is clear and well thought out. It clearly guides, and provides a foundation for, the unit. Candidate has used course readings and has included some outside readings where appropriate. There is both a definition of the content area addressed and a theory of learning. The rationale for the unit clearly explains the importance of the unit to meaningful and relevant student learning.	

Category	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
<b>3. Goals/ Professional Standards</b>	The overarching goal/s and/or larger curriculum are not adequately described and no connections are made. The specific goals for the unit are not adequately described. Few, if any, links to a discussion of the professional standards this unit addresses are provided. There are no connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and the larger curriculum are described but the connections are unclear. The specific goals for the unit are vaguely described. Some links to a discussion of the professional standards this unit addresses are provided. There are a few connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and connections to the larger curriculum are sufficiently described. The specific goals for the unit are sufficiently stated and are linked to a discussion of the professional standards this unit addresses. There are some connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and connections to the larger curriculum are clearly articulated. The specific goals for the unit are clearly stated and are explicitly linked to a thorough discussion of the professional standards this unit addresses. Explicit connections to the content addressed, the theoretical framework, curriculum, and overarching unit goal/s are richly described.	
<b>4. Objectives</b>	Specific unit objectives are not clearly stated and connections between these objectives and the unit goals and professional standards are not described.	Some specific unit objectives are stated and connections between these objectives and the unit goals and professional standards are briefly described.	Specific unit objectives are articulated and connections between these objectives and the unit goals and professional standards are sufficiently discussed.	Specific unit objectives are clearly articulated and connections between these objectives and the unit goals and professional standards are thoroughly discussed.	
<b>5. Assessment</b>	The multiple forms of assessment used across the unit are not described and do not include an appropriate range of assessments. Assessments are not connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is not described, nor is how assessment will inform instruction.	The multiple forms of assessment used across the unit are described somewhat and include either formative/summative or formal/informal assessments. Assessments are loosely connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is unclear, as is how assessment will inform instruction.	The multiple forms of assessment used across the unit are sufficiently described and include formative, summative, formal, and informal assessments. Assessments are connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is stated, as is how assessment will inform instruction.	The multiple forms of assessment used across the unit are described in detail and include formative, summative, formal, and informal assessments. Assessments are explicitly connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is described in detail, as is how assessment will inform instruction.	

Category	(1) <b>Unacceptable/ Insufficient</b>	(2) <b>Needs Improvement/Emerging</b>	(3) <b>Basic Proficiency</b>	(4) <b>Outstanding Performance</b>	Score
<b>6. Pedagogy</b>	The series of connected lessons and/or experiences in the unit are poorly described. Some lesson plans are included (with few relevant materials, e.g. rubrics, handouts, etc.) and are not consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are not mentioned, and relevant safety considerations are not addressed.	The series of connected lessons and/or experiences in the unit are vaguely described. Selected lesson plans are included (with most relevant materials, e.g. rubrics, handouts, etc.) and are somewhat consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are unclear, and relevant safety considerations are minimally addressed.	The series of connected lessons and/or experiences in the unit are described. Sufficiently detailed lesson plans of selected lessons are included (with some relevant materials, e.g. rubrics, handouts, etc.) and are consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are described, and relevant safety considerations are addressed.	The series of connected lessons and/or experiences in the unit are thoroughly described. Detailed lesson plans of selected lessons are included (with all relevant materials, e.g. rubrics, handouts, etc.) and use the lesson plan format given. Strategies for scaffolding and supporting student learning over time are richly detailed, and relevant safety considerations are addressed.	
<b>7. Unit Implementation</b>	Unclear description of what happened when the unit was implemented, with little attention to students' responses to its main activities. Includes no reflection on what went well and what he/she would change in future implementations.	Some description of what happened when the unit was implemented, with particular attention to students' responses to its main activities. Includes some reflection on what went well and what he/she would change in future implementations.	Good description of what happened when the unit was implemented, with particular attention to students' responses to its main activities. Candidate reflected on what went well and what he/she would change in future implementations.	Clearly describes what happened when the unit was implemented, with particular attention to students' responses to its main activities. Candidate reflected in detail on what went well and what he/she would change in the future.	
<b>8. Analysis of Student Learning</b>	Analysis of student learning is absent and there is no reference to unit goals and objectives. There is little or no supporting evidence in student work.	Analysis of student learning is present but not systematic or complete and there is little reference to unit goals and objectives. Supporting evidence in student work is inconsistent.	Systematic analysis of student learning with sufficient reference to unit goals and objectives. Includes sufficient analysis of assessments that is supported by evidence in student work.	A thorough systematic analysis of student learning with explicit reference to unit goals and objectives. Includes clear and succinct analysis of multiple forms of assessment that is supported by evidence in student work.	
<b>9. Unit Analysis</b>	Analysis of the implementation of the unit that brings together content, theory, and practice is not articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is not described. Connections between the unit implementation and the larger curriculum and theoretical framework are not mentioned.	Analysis of the implementation of the unit that brings together content, theory, and practice is somewhat articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is unclear. Connections between the unit implementation and the larger curriculum and theoretical framework are mentioned with some detail.	Analysis of the implementation of the unit that brings together content, theory, and practice is sufficiently articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is described. Connections between the unit implementation and the larger curriculum and theoretical framework are adequately described.	A richly detailed analysis of the implementation of the unit that brings together content, theory, and practice is clearly articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is thoroughly described. Connections between the unit implementation and the larger curriculum and theoretical framework are clearly described.	
<b>10. Appendix</b>	Few of the suggested items are included.	Most suggested items are included.	All suggested items are included.	All suggested items are included and some additional evidence added.	

## WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate's name: \_\_\_\_\_ Evaluator's name: \_\_\_\_\_  
 Semester: \_\_\_\_\_ Course # \_\_\_\_\_

### Part II: ACEI standards for ELEMENTARY teacher candidates

Based on the innovative unit paper submitted, evaluate the extent to which the candidate provided evidence of meeting the specific ACEI standards listed below, using the following rubrics:

**n/o: Not observable** – The topic, level or context for the unit is not appropriate for providing evidence for this standard. *(Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell)*

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent/ needs improvement** – i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the unit provides sufficient evidence of addressing this standard at least at a basic level
4. **Outstanding performance** – i.e., the unit provides a great example of addressing this standard.

<i>ACEI Standards</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>1. Development, Learning and Motivation.</b> Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.					
<b>2. Curriculum Standards:</b>					
<b>2.1 English language arts</b> —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.					
<b>2.2 Science</b> —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.					
<b>2.3 Mathematics</b> —Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.					
<b>2.4 Social studies</b> —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.					

<b>2.5 The arts</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.					
<b>2.6 Health education</b> —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.					
<b>2.7 Physical education</b> —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.					
<b>2.8 Connections across the curriculum</b> —Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.					
<b>3.0 Instruction Standards</b>					
<b>3.1 Integrating and applying knowledge for instruction</b> —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.					
<b>3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.					
<b>3.3 Development of critical thinking, problem solving, performance skills</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.					
<b>3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.					
<b>3.5 Communication to foster collaboration</b> —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.					
<b>4.0 Assessment for Instruction:</b> Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.					
<b>5.1 Practices and behaviors of developing career teachers</b> —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.					
<b>5.2 Reflection and evaluation</b> —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their					

professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.					
<b>5.3 Collaboration with families</b> —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.					
<b>5.4 Collaboration with colleagues and the community</b> —Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.					

## WARNER INNOVATIVE UNIT EVALUATION FORM

**Candidate's name:** \_\_\_\_\_ **Evaluator's name:** \_\_\_\_\_

**Evaluator's role:** \_\_\_ cooperating teacher; \_\_\_ university supervisor; \_\_\_ faculty advisor

**Student teaching experience:** \_\_\_ first; \_\_\_ second

**Semester:** \_\_\_\_\_ **Course #** \_\_\_\_\_

### INNOVATIVE UNIT RUBRICS PART III: Warner proficiencies

Please evaluate the extent to which the unit plan and its implementation provides evidence that the candidate has achieved the following proficiencies set by the Warner School as targets for all teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., this proficiency was not met.
2. **Emergent/needs improvement** – i.e., you found some evidence that the candidate demonstrated this proficiency, but it was only partial or inconsistent.
3. **Basic proficiency** – i.e., you found evidence that the candidate demonstrated this proficiency at the minimum acceptable level.
4. **Outstanding performance** – i.e., the unit provided an excellent example that the candidate has achieved proficiency in this area.

We realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies listed below. Therefore, we have given the option, whenever appropriate, for you do indicate “n/o” (“not observed”) to clearly distinguish this situation from the one where you had the opportunity to observed relevant behavior and found it lacking. There are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the “n/o” option.

<i>Selected Warner School proficiencies as they could be observed in the unit:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
(WS 1.2) The design of the unit reflects a good understanding of the key concepts, tools of inquiry and structures of the subject matter(s) addressed in the unit.					
(WS 1.3) The goals set for the unit and their discussion address some important principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards.					
(WS 1.4) The unit included learning experiences that made the subject matter meaningful and relevant for all students in the class.					
(WS 2.2) The unit design and its analysis demonstrate that the candidate understands that all students construct knowledge through active engagement in culturally valued activities.					
(WS 2.3) The unit included learning experiences that took into consideration the students' developmental level and drew on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					
(WS 3.4) The unit included learning experiences that were culturally relevant and addressed the strengths and needs of all students.					
(WS 4.2) The design and implementation of the unit included a selection or innovative teaching and learning strategies and classroom structures, appropriate to achieving the learning goals set for this unit.					

(WS 4.4) The unit took advantage of the potential of technology to support student learning, as appropriate to the goals set for the students.					
(WS 5.3) The activities in the unit and the classroom environment fostered student motivation and learning and the creation of a “community of learners.”					
(WS 6.3) The design and implementation of the unit employed appropriate and effective modes of communication to make the ideas accessible to all students and foster inquiry.					
(WS 6.4) The unit activities incorporated oral, written, visual, and electronic texts as appropriate to facilitate interaction and communication, and provide support for all students’ critical analysis of such texts.					
(WS 7.1) The unit’s activities are appropriate to pursue the learning goals identified (which in turn are consistent with professional and New York State standards).					
(WS 7.2) The unit has a well-defined and high quality plan, which was adequately implemented with appropriate modifications as suggested by the feedback received during the implementation.					
(WS 8.2) Appropriate assessment and evaluation strategies were used to monitor, assess and provide guidance to student learning, including some that are embedded in authentic learning activities and have real audiences and purposes.					
(WS 8.3) The candidate was able to use assessment data to inform instruction by making explicit links in the unit analysis between his/her teaching and student performance, and by either making immediate adjustments in the unit or suggesting changes for future implementations.					
(WS 8.4) Positive effect on the students’ learning is demonstrated through the aggregated data and samples of student work included in the unit report.					
(WS 9.2) The unit analysis demonstrates the candidate’s ability to reflect on his/her practices, constructively use critiques of his/her practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
(WS 10.1) The unit design sought out and built on parental and community involvement as appropriate.					

*Comments:*