

**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.

## 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 I (common):

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	Self Score	Faculty 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	Self Score	Faculty 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) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Self Score	Faculty 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>7b. Unit implementation: NSTA</b>	Addressed fewer than six of the seven core competencies for unit implementation identified by the NSTA.	Addressed most of each of the seven core competencies for unit implementation identified by the NSTA.	Addressed and offered evidence for each of the seven core competencies for unit implementation identified by the NSTA.	Offered compelling evidence for successful implementation of each of the seven core competencies for unit implementation identified by the NSTA.		
<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.		

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

### Part II: NSTA Standards for SCIENCE teacher candidates

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

**n/a: Not observable** – The topic, level or context for the unit was 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 lesson plan provide sufficient evidence of addressing this standard at least at a basic level
4. **Outstanding performance** – i.e., the lesson plan provides a great example of addressing this standard.

**NOTE:** You should evaluate the candidate's level of proficiency with respect to each standard AFTER having evaluated the candidate's level of proficiency with respect to each dimension of that standard.

<b><i>NSTA Standards and Dimension:</i></b>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p><b>1. Content.</b> Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.</p> <p><i>To show that they are prepared in content, teachers of science must demonstrate that they:</i></p>					
<p><b>(1a)</b> understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association;</p>					
<p><b>(1b)</b> understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards;</p>					
<p><b>(1c)</b> understand and can successfully convey to students important personal and technological applications of science in their fields of licensure;</p>					
<p><b>2. Nature of Science.</b> Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from</p>					

<p>nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.</p> <p><i>To show they are prepared to teach the nature of science, teachers of science must demonstrate that they:</i></p>					
<p>(2c) engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science</p>					
<p><b>3. Inquiry.</b> Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.</p> <p><i>To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:</i></p>					
<p>(3b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.</p>					
<p><b>4. Issues.</b> Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values.</p> <p><i>To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they:</i></p>					
<p>(4b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.</p>					
<p><b>5. General Skills of Teaching.</b> Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.</p> <p><i>To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they:</i></p>					
<p>(5a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding;</p>					
<p>(5b) successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds;</p>					
<p>(5c) successfully organize and engage students in collaborative learning using different student group learning strategies;</p>					

(5d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science;					
(5e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; and					
(5f) create and maintain a psychologically and socially safe and supportive learning environment.					
<b>6. Curriculum.</b> Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.  <i>To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they:</i>					
(6a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards;					
(6b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.					
<b>7. Science in the Community.</b> Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues.  <i>To show that they are prepared to relate science to the community, teachers of science must demonstrate that they:</i>					
(7b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.					
<b>8. Assessment.</b> Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment.  <i>To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they:</i>					
(8a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students;					
(8b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process;					
(8c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.					

<p><b>9. Safety and Welfare.</b> Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.</p> <p><i>To show that they are prepared, teachers of science must demonstrate that they:</i></p>					
<p><b>(9b)</b> know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction;</p>					
<p><b>(9c)</b> know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students;</p>					
<p><b>(9d)</b> treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use</p>					

## 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 for all teacher candidates

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:*