

University of North Carolina Pembroke
 Teacher Preparation Program
 English Education Capstone Rubrics

Electronic Evidence 1: Theory and Practice Title: Teaching Philosophy							
Assessment level: DPI Program Approval; ongoing program review; candidate review							
Standard 1: Teacher Leadership. Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.							
Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)			
Teacher leaders will know and be able to: <ul style="list-style-type: none"> • Value ongoing communication, collaboration, and team-building among colleagues. • Value mentoring and coaching with novice teachers. • Value priorities and educational initiatives that positively affect student learning. • Value professional learning communities. 	AND	Teacher leaders will know and be able to: <ul style="list-style-type: none"> • Encourage effective ongoing communication, collaboration, and team-building among colleagues. • Encourage mentoring and coaching with novice teachers. • Encourage priorities and educational initiatives that positively affect student learning. • Encourage professional learning communities. 	AND	Teacher leaders will know and be able to: <ul style="list-style-type: none"> • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. • Facilitate mentoring and coaching with novice teachers. • Set goals and establish priorities while promoting educational initiatives that positively affect student learning. • Participate in professional learning communities. 	AND	Teacher leaders will know and be able to: <ul style="list-style-type: none"> • Demonstrate innovative ongoing communication, collaboration, and team-building among colleagues. • Facilitate innovative mentoring and coaching with novice teachers. • Set innovative goals and establish priorities while promoting educational initiatives that positively affect student learning to a significant degree. • Participate in and establish professional learning communities. 	
Standard 3: Content and Curriculum Expertise. Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.							

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)			
Teacher leaders: <ul style="list-style-type: none"> • Value in-depth knowledge of curriculum, instruction, and assessment. • Value the integration of 21st century content and skills into educational practices. • Value relevant, rigorous curriculum. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Encourage in-depth knowledge of curriculum, instruction, and assessment. • Encourage the integration of 21st century content and skills into educational practices. • Encourage relevant, rigorous curriculum. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Demonstrate innovative in-depth knowledge of curriculum, instruction, and assessment. • Model and innovate the integration of 21st century content and skills into educational practices. • Develop and innovate relevant, rigorous curriculum. 	

Standard 5: Reflection. Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)			
Teacher leaders: <ul style="list-style-type: none"> • Value an educational culture that values reflective practice. • Value the development of meaningful professional goals. • Value personal and professional reflection to extend student learning and school improvement. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Understand an educational culture that values reflective practice. • Encourage the development of meaningful professional goals. • Encourage personal and professional reflection to extend student learning and school improvement. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Promote an innovative educational culture that values reflective practice. • Model the development of meaningful professional goals; exceed those goals. • Model and effectively advocate personal and professional reflection to extend student learning and school 	

Electronic Evidence 2: Pedagogical Expertise**Title:** Researched Unit Plan**Assessment level:** DPI Program Approval; ongoing program review; candidate review

Standard 2: Respectful Educational Environments. Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)
<p>Teacher leaders:</p> <ul style="list-style-type: none"> Value the development of inviting, respectful, supportive, inclusive, and flexible educational communities. Value collaborative partnerships with families, schools, and communities to promote a positive school culture. Value caring and respectful treatment of individuals within the learning community. Value knowledge and understanding of diverse world cultures and global issues. Value high expectations for all students. Value curriculum and instruction that 	<p style="text-align: center;">AND</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> Encourage the development of inviting, respectful, supportive, inclusive, and flexible educational communities. Join collaborative partnerships with families, schools, and communities to promote a positive school culture. Encourage caring and respectful treatment of individuals within the learning community. Encourage knowledge and understanding of diverse world cultures and global issues. Consider high expectations for all students. Encourage curriculum and instruction that is responsive to learner 	<p style="text-align: center;">AND</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. Create collaborative partnerships with families, schools, and communities to promote a positive school culture. Facilitate and model caring and respectful treatment of individuals within the learning community. Demonstrate knowledge and understanding of diverse world cultures and global issues. Encourage high expectations for all students. Collaboratively design and implement curriculum and instruction that is responsive to learner differences. 	<p style="text-align: center;">AND</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> Facilitate and innovate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. Create and innovate collaborative partnerships with families, schools, and communities to promote a positive school culture. Facilitate and model caring and respectful treatment of individuals within the learning and broader community. Demonstrate and innovate knowledge and understanding of diverse world cultures and global issues. Encourage high expectations for all students, and help most students meet 	

is responsive to learner differences.		differences.				those expectations. <ul style="list-style-type: none"> • Collaboratively design and implement innovative curriculum and instruction that is responsive to learner differences. 	
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Standard 3: Content and Curriculum Expertise. Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)
Teacher leaders: <ul style="list-style-type: none"> • Value in-depth knowledge of curriculum, instruction, and assessment. • Value the integration of 21st century content and skills into educational practices. • Value relevant, rigorous curriculum. 	AND Teacher leaders: <ul style="list-style-type: none"> • Encourage in-depth knowledge of curriculum, instruction, and assessment. • Encourage the integration of 21st century content and skills into educational practices. • Encourage relevant, rigorous curriculum. 	AND Teacher leaders: <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	AND Teacher leaders: <ul style="list-style-type: none"> • Demonstrate innovative in-depth knowledge of curriculum, instruction, and assessment. • Model and innovate the integration of 21st century content and skills into educational practices. • Develop and innovate relevant, rigorous curriculum. 	

Standard 4: Student Learning: Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)
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<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Value existing research to inform school practices. • Value action research to investigate and improve student learning and school policies and practices. • Value technology integration that supports student learning. • Value student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Encourage the use of existing research to inform school practices. • Encourage the use of action research to investigate and improve student learning and school policies and practices. • Encourage the use of technology integration that supports student learning. • Encourage the use of student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Seek out, use, and create existing research to inform school practices. • Design innovative action research to investigate and improve student learning and school policies and practices. • Model innovative technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base; advocate strongly for the dissemination of that data. 	
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Electronic Evidence 3: Exceptionalities

Title: Core Course Assignment on Students with Exceptionalities Annotated Bibliographies

Assessment level: Ongoing program review; candidate review

Standard 2: Respectful Educational Environments: Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)
<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Value the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Value collaborative partnerships with families, schools, and communities to promote a positive school culture. • Value caring and respectful treatment of individuals within the learning community. • Value knowledge and understanding of diverse world cultures and global issues. • Value high expectations for all students. • Value curriculum and instruction that 	<p style="text-align: center;">AND</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> • Encourage the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Join collaborative partnerships with families, schools, and communities to promote a positive school culture. • Encourage caring and respectful treatment of individuals within the learning community. • Encourage knowledge and understanding of diverse world cultures and global issues. • Consider high expectations for all students. • Encourage curriculum and instruction that is responsive to learner 	<p style="text-align: center;">AND</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create collaborative partnerships with families, schools, and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning community. • Demonstrate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students. • Collaboratively design and implement curriculum and instruction that is responsive to learner differences. 	<p style="text-align: center;">AND</p> <p>Teacher leaders:</p> <ul style="list-style-type: none"> • Facilitate and innovate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create and innovate collaborative partnerships with families, schools, and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning and broader community. • Demonstrate and innovate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students, and help most students meet 	

is responsive to learner differences.		differences.				those expectations. <ul style="list-style-type: none"> • Collaboratively design and implement innovative curriculum and instruction that is responsive to learner differences. 	
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Standard 3: Content and Curriculum Expertise: Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Emergent Candidate (1)		Developing Candidate (2)		Proficient Candidate (3)		Accomplished Candidate (4)		Not Demonstrated (Comment Required)
Teacher leaders: <ul style="list-style-type: none"> • Value in-depth knowledge of curriculum, instruction, and assessment. • Value the integration of 21st century content and skills into educational practices. • Value relevant, rigorous curriculum. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Encourage in-depth knowledge of curriculum, instruction, and assessment. • Encourage the integration of 21st century content and skills into educational practices. • Encourage relevant, rigorous curriculum. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Demonstrate innovative in-depth knowledge of curriculum, instruction, and assessment. • Model and innovate the integration of 21st century content and skills into educational practices. • Develop and innovate relevant, rigorous curriculum. 		

Electronic Evidence 4: Content
Title: Exemplary Course Paper

Assessment level: Ongoing program review; candidate review

Standard 3: Content and Curriculum Expertise: Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)			
<p>Teacher leaders:</p> <ul style="list-style-type: none"> Value in-depth knowledge of curriculum, instruction, and assessment. Value the integration of 21st century content and skills into educational practices. Value relevant, rigorous curriculum. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> Encourage in-depth knowledge of curriculum, instruction, and assessment. Encourage the integration of 21st century content and skills into educational practices. Encourage relevant, rigorous curriculum. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> Demonstrate in-depth knowledge of curriculum, instruction, and assessment. Model the integration of 21st century content and skills into educational practices. Develop relevant, rigorous curriculum. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> Demonstrate innovative in-depth knowledge of curriculum, instruction, and assessment. Model and innovate the integration of 21st century content and skills into educational practices. Develop and innovate relevant, rigorous curriculum. 	

Standard 5: Reflection. Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)			
<p>Teacher leaders:</p> <ul style="list-style-type: none"> Value an educational culture that values reflective practice. Value the development of meaningful professional 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> Understand an educational culture that values reflective practice. Encourage the development of meaningful professional goals. Encourage personal 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> Promote an educational culture that values reflective practice. Model the development of meaningful professional goals. Model personal and professional reflection 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> Promote an innovative educational culture that values reflective practice. Model the development of meaningful professional goals; 	

goals. • Value personal and professional reflection to extend student learning and school improvement.		and professional reflection to extend student learning and school improvement.		to extend student learning and school improvement.		exceed those goals. • Model and effectively advocate personal and professional reflection to extend student learning and school improvement.	
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Electronic Evidence 5: Leadership

Title: Leadership Project

Assessment level: Unit-wide review; ongoing program review; candidate review

Standard 1: Teacher Leadership. Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)
<p>Teacher leaders will know and be able to:</p> <ul style="list-style-type: none"> • Value ongoing communication, collaboration, and team-building among colleagues. • Value mentoring and coaching with novice teachers. • Value priorities and educational initiatives that positively affect student learning. • Value professional learning communities. 	<p style="text-align: center;">AND</p> <p>Teacher leaders will know and be able to:</p> <ul style="list-style-type: none"> • Encourage effective ongoing communication, collaboration, and team-building among colleagues. • Encourage mentoring and coaching with novice teachers. • Encourage priorities and educational initiatives that positively affect student learning. • Encourage professional learning communities. 	<p style="text-align: center;">AND</p> <p>Teacher leaders will know and be able to:</p> <ul style="list-style-type: none"> • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. • Facilitate mentoring and coaching with novice teachers. • Set goals and establish priorities while promoting educational initiatives that positively affect student learning. • Participate in professional learning communities. 	<p style="text-align: center;">AND</p> <p>Teacher leaders will know and be able to:</p> <ul style="list-style-type: none"> • Demonstrate innovative ongoing communication, collaboration, and team-building among colleagues. • Facilitate innovative mentoring and coaching with novice teachers. • Set innovative goals and establish priorities while promoting educational initiatives that positively affect student learning to a significant degree. • Participate in and establish professional learning communities. 	

Standard 3: Content and Curriculum Expertise. Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Emergent Candidate (1)	Developing Candidate (2)	Proficient Candidate (3)	Accomplished Candidate (4)	Not Demonstrated (Comment Required)
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<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Value in-depth knowledge of curriculum, instruction, and assessment. • Value the integration of 21st century content and skills into educational practices. • Value relevant, rigorous curriculum. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Encourage in-depth knowledge of curriculum, instruction, and assessment. • Encourage the integration of 21st century content and skills into educational practices. • Encourage relevant, rigorous curriculum. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum. 	AND	<p>Teacher leaders:</p> <ul style="list-style-type: none"> • Demonstrate innovative in-depth knowledge of curriculum, instruction, and assessment. • Model and innovate the integration of 21st century content and skills into educational practices. • Develop and innovate relevant, rigorous curriculum.
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Standard 4: Student Learning. Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

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to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.		student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.		substantiated within a theoretical and philosophical base.		student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base; advocate strongly for the dissemination of that data.	
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Standard 5: Reflection. Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Emergent Candidate (1)		Developing Candidate (2)		Proficient Candidate (3)		Accomplished Candidate (4)		Not Demonstrated (Comment Required)
Teacher leaders: <ul style="list-style-type: none"> • Value an educational culture that values reflective practice. • Value the development of meaningful professional goals. • Value personal and professional reflection to extend student learning and school improvement. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Understand an educational culture that values reflective practice. • Encourage the development of meaningful professional goals. • Encourage personal and professional reflection to extend student learning and school improvement. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement. 	AND	Teacher leaders: <ul style="list-style-type: none"> • Promote an innovative educational culture that values reflective practice. • Model the development of meaningful professional goals; exceed those goals. • Model and effectively advocate personal and professional reflection to extend student learning and school improvement. 		