



Spadoni College of Education and Social Sciences
SPA Rubric - MAT English (NCTE)

Please complete a MAT English (NCTE) rubric for each intern listed below:

Intern:

University Supervisor:

Date:

School Site:

Grades(s)/Subject:

Cooperating Teacher:

Scoring:

- (4) Exemplary: Far exceeds expectations of a beginning teacher.
- (3) Proficient: Meets expectations of a beginning teacher.
- (2) Developing: Beginning to meet expectations of a beginning teacher.
- (1) Unacceptable: Does not meet expectations of a beginning teacher.

If Formative:

- Expectation is developing or proficient.
- Exemplary rating requires supporting evidence.
- Developing may require an improvement plan or other assistance as deemed necessary. - Unacceptable rating requires an improvement plan

Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

CF 1.1: Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students.

- Exemplary (4):** Content is supplemented with a wide variety of resources and technologies, creative, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address a wide diversity of learners.
- Proficient (3):** Content is supplemented with traditional resources, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address diversity of learners.
- Developing (2):** Content is textbook based, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences do not vary from traditional teacher-driven experiences.
- Unacceptable (1):** Content is clearly developmentally inappropriate; inaccurate, lacks sequence, no alignment exists between content and standards.

CF 1.2: Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards.

- Exemplary (4):** Instructional plans show a thorough understanding of the SC curriculum goals and standards and of the subject matter. It is apparent that the candidate understands how these standards and subject matter must be adapted for the particular students and community and that modifications and adaptations are a routine part of the design.
- Proficient (3):** Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is apparent.
- Developing (2):** Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is NOT apparent.
- Unacceptable (1):** Instructional plans show inadequate understanding of the subject, and/or of SC curriculum goals and standards.

CF 1.3: Use of a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills.

- Exemplary (4):** A wide variety of instructional strategies are employed that are developmentally appropriate for the teaching situation. Modifications have clearly been made to accommodate many diverse learning situations and learners. An emphasis on the development of critical thinking and problem solving is readily apparent and corresponds to each learning goal.
- Proficient (3):** A variety of instructional strategies are used. The emphasis on critical thinking and problem solving is adequate to support and relate to the learning goals.
- Developing (2):** A limited variety of instructional strategies are used, but the emphasis on critical thinking and problem solving is weak or does not relate to the learning goals.
- Unacceptable (1):** No variety exists in instructional strategies. Only traditional paper and pencil activities are used in fact recall learning.

CF 1.4: Manage the classroom to create a positive and safe learning environment.

- Exemplary (4):** Classroom control is apparent at all times, including atypical interruptions. A positive and mutually respectful classroom environment is immediately obvious.
- Proficient (3):** Classroom control is adequate to provide a safe learning environment during all normal parts of the day, including transition times. A positive classroom environment is evident.
- Developing (2):** Classroom control is adequate, but difficulties during transition times or atypical scheduling create lapses into off-task behaviors that require interventions by others.
- Unacceptable (1):** Unable to maintain classroom control so that an unsafe environment exists.

CF 1.5: Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction.

- Exemplary (4):** Formative and summative assessments are ongoing and in both informal and formal formats. It is clearly apparent that assessments are used to modify instruction and learning activities on a regular basis.
- Proficient (3):** Formative and summative assessments are apparent in both informal and formal formats. There is evidence that modifications to teaching, based on assessments, occur.
- Developing (2):** Assessments are confined to formal paper and pencil tests. There is no attempt to modify teaching based on assessments.
- Unacceptable (1):** Assessments do not measure the learning goals that are identified, or no assessments are identified at all.

Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

CF 2.1: Plan and implement effective learning environments and experiences supported by technology.

- Exemplary (4):** Extensive use of knowledge-based media is apparent with both the instructor and the pupils. Information-gathering technology is used routinely as a part of normal classroom activities.
- Proficient (3):** Some use of knowledge-based media is evident in learning experiences. Information gathering technology is apparent in planning activities.
- Developing (2):** Use of technology is confined to mechanical equipment (overhead projectors) rather than knowledge-based media (films, PowerPoints) or information gathering technology (Internet, databases). Information-gathering technology may be apparent in planning activities.
- Unacceptable (1):** There is no evidence that technology is used in the planning or implementation of the learning experiences.

CF 2.2: Apply technology to facilitate effective assessment, evaluation, and productivity practices.

- Exemplary (4):** Use of technology is integrated into the entire classroom experience including assessment and reporting of progress (email - newsletters, online class web pages). Assessments have multiple media formats (audio tape, video presentations, online testing).
- Proficient (3):** Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments appear to have limited technological basis (Scantron sheets or online quizzes).
- Developing (2):** Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments do not appear to have any technological basis.
- Unacceptable (1):** There is no evidence that technology is used in the planning or implementation of the assessments or productivity practices.



Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

CF 3.1: Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students.

- Exemplary (4):** There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. An effort is routinely made to provide support for the emotional needs of the students. Learning activities have been modified to address cultural differences for every student in the class.
- Proficient (3):** There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. Learning activities have been modified to address cultural differences for the majority of the students in the class.
- Developing (2):** There is limited evidence of an understanding that students have different needs that are related to their levels of development and cognition. Some effort has been made to address cultural differences but these efforts are superficial in nature.
- Unacceptable (1):** There is no evidence of an understanding that students have different needs that are related to their levels of development or cognition. No effort has been made to address cultural differences.

CF 3.2: Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations.

- Exemplary (4):** All activities or experiences address the needs of a developmentally-diverse student population so that every student is engaged in learning that is appropriate for him or her. Substantial effort has been made to address the cultural and linguistic differences for every student in the class.
- Proficient (3):** There is clear evidence of activities or experiences that address the needs of a developmentally-diverse student population. Effort has been made to address the cultural differences for the majority of the students in the class.
- Developing (2):** There is limited evidence of activities or experiences that address the needs of a developmentally-diverse student population. Some effort has been made to address the cultural differences through learning activities, but those efforts are superficial in nature.
- Unacceptable (1):** There is no evidence of activities or experiences that address the needs of a diverse student population.

Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

CF 5.1: Analyze personal performance to improve teaching and learning.

- Exemplary (4):** Personal performance is analyzed on a daily basis based on individual student’s educational needs and performance goals. Reflections and modifications are applied to future teaching of all subjects and topics.
- Proficient (3):** Personal performance is analyzed on a unit or chapter basis based on student performance as a whole. Reflections and modifications are confined to how to re-teach that particular unit or set of lessons rather than how to apply the reflection to future teaching of all subjects and topics.
- Developing (2):** Personal performance is analyzed superficially with little understanding of how teacher modifications can or will impact student learning.
- Unacceptable (1):** There is no evidence of understanding that reflection is needed in order to continue to improve teaching and student learning.

CF 5.2: Analyze student performance to improve teaching and learning.

- Exemplary (4):** Analysis and reflection on student performance are a daily part of the classroom activities. The reflection has tied the results back to modifications that are required on the student’s part as well as on the teacher’s part.
- Proficient (3):** Analysis of student performance has been made as it relates to a unit or set of lessons. The reflection has tied the results back to modifications that are required on the student’s part as well as on the teacher’s part.
- Developing (2):** Analysis of student performance has been made, but reflection has not tied the results back to modifications that are required or to modifications solely on the part of the student (i.e. “should study more”).
- Unacceptable (1):** There is no evidence that student performance has been analyzed.

Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

NCTE 1.1: Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA.

- Exemplary (4):** The candidate demonstrates exceptionally deep knowledge about how to collect and interpret data and make educational decisions for learners based on individual differences, student identities and funds of knowledge to foster inclusive learning environments that actively engage all students in ELA.
- Proficient (3):** The candidate demonstrates deep knowledge about how to collect and interpret data and make educational decisions for learners based on individual differences, student identities and funds of knowledge to foster inclusive learning environments that actively engage all students in ELA.
- Developing (2):** The candidate demonstrates some knowledge about how to collect and interpret data and make educational decisions for learners based on individual differences, student identities and funds of knowledge to foster inclusive learning environments that actively engage all students in ELA.
- Unacceptable (1):** The candidate demonstrates little or no knowledge about how to collect and interpret data and make educational decisions for learners based on individual differences, student identities and funds of knowledge to foster inclusive learning environments that actively engage all students in ELA.

NCTE 1.2: Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learner's identities affect learning experiences to foster coherent, relevant, inclusive, and antiracist/antibias instruction that critically engages all.

- Exemplary (4):** The candidate demonstrates exceptionally deep knowledge about how the constructs of adolescent learner's identity affect their learning experiences. The candidate uses this knowledge to foster coherent, relevant, inclusive, and antiracist/antibias instruction that engages all the students in ELA learning.
- Proficient (3):** The candidate demonstrates deep knowledge about how the constructs of adolescent learner's identity affect their learning experiences. The candidate uses this knowledge to foster coherent, relevant, inclusive, and antiracist/antibias instruction that engages all the students in ELA learning.
- Developing (2):** The candidate demonstrates some knowledge about how the constructs of adolescent learner's identity affect their learning experiences. The candidate uses this knowledge to foster coherent, relevant, inclusive, and antiracist/antibias instruction that engages all the students in ELA learning.
- Unacceptable (1):** The candidate demonstrates little or no knowledge about how the constructs of adolescent learner's identity affect their learning experiences. The candidate uses this knowledge to foster coherent, relevant, inclusive, and antiracist/antibias instruction that engages all the students in ELA learning.

NCTE 1.3: Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing consuming, curating, and creating texts (e.g. print, digital, media).

- Exemplary (4):** The candidate demonstrates an exceptional ability to engage students in individual and collaborative opportunities to critically consume, curate, and create a variety of texts.
- Proficient (3):** The candidate demonstrates the ability to engage students in individual and collaborative opportunities to critically consume, curate, and create a variety of texts.
- Developing (2):** The candidate demonstrates limited ability to engage students in individual and collaborative opportunities to critically consume, curate, and create a variety of texts.
- Unacceptable (1):** The candidate demonstrates little or no ability to engage students in individual and collaborative opportunities to critically consume, curate, and create a variety of texts.



Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

NCTE 2.1: Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts – e.g., young adult, classic, contemporary, and media – that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.

- Exemplary (4):** The candidate demonstrates exceptionally deep knowledge of a variety of texts that represent a variety of cultures, genres, historical traditions and lived experiences of others.
- Proficient (3):** The candidate demonstrates deep knowledge of a variety of texts that represent a variety of cultures, genres, historical traditions and lived experiences of others.
- Developing (2):** The candidate demonstrates some knowledge of a variety of texts that represent a variety of cultures, genres, historical traditions and lived experiences of others.
- Unacceptable (1):** The candidate demonstrates little or no knowledge of a variety of texts that represent a variety of cultures, genres, historical traditions and lived experiences of others.

NCTE 2.2: Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media).

- Exemplary (4):** The candidate demonstrates exceptionally deep knowledge of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts.
- Proficient (3):** The candidate demonstrates deep knowledge of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts.
- Developing (2):** The candidate demonstrates some knowledge of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts.
- Unacceptable (1):** The candidate demonstrates little or no knowledge of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts.

NCTE 2.3: Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.

- Exemplary (4):** The candidate applies and demonstrates exceptionally deep knowledge of theory, research, and practice to acquire knowledge about text, the conventions of text, varied dialects represented in text, grammar systems, and the impact of language used in various rhetorical situations.
- Proficient (3):** The candidate demonstrates deep knowledge of theory, research, and practice in English Language Arts to acquire knowledge about text, the conventions of text, varied dialects represented in text, grammar systems, and the impact of language used in various rhetorical situations.
- Developing (2):** The candidate demonstrates some knowledge of theory, research, and practice in English Language Arts to acquire knowledge about text, the conventions of text, varied dialects represented in text, grammar systems, and the impact of language used in various rhetorical situations.
- Unacceptable (1):** The candidate demonstrates little or no knowledge of theory, research, and practice to acquire knowledge about text, the conventions of text, varied dialects represented in text, grammar systems, and the impact of language used in various rhetorical situations.



Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

NCTE 3.1 Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates all theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

- Exemplary (4):** The candidate demonstrates an exceptional ability to design a range of authentic instructional activities that demonstrate an understanding of how learners develop and meet learning goals related to reading, literature, and writing.
- Proficient (3):** The candidate demonstrates an ability to design a range of authentic instructional activities that demonstrate an understanding of how learners develop and meet learning goals related to reading, literature, and writing.
- Developing (2):** The candidate demonstrates some ability to design a range of authentic instructional activities that demonstrate an understanding of how learners develop and meet learning goals related to reading, literature, and writing.
- Unacceptable (1):** The candidate demonstrates little or no ability to design a range of authentic instructional activities that demonstrate an understanding of how learners develop and meet learning goals related to reading, literature, and writing.

NCTE 3.2: Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals.

- Exemplary (4):** The candidate demonstrates exceptional ability in creating a variety of formative and summative assessments aligned to learning goals.
- Proficient (3):** The candidate demonstrates the ability to create a variety of formative and summative assessments aligned to learning goals.
- Developing (2):** The candidate demonstrates some ability to create a variety of formative and summative assessments aligned to learning goals.
- Unacceptable (1):** The candidate demonstrates little or no ability to create a variety of formative and summative assessments aligned to learning goals.



Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

NCTE 4.1: Candidates implement coherent, relevant, standards-aligned differentiated and antiracist/antibias ELA instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.

- Exemplary (4):** The candidate demonstrates exceptional ability to implement coherent, differentiated and antiracist/antibias ELA instruction using a variety of resources and technologies to engage all learners.
- Proficient (3):** The candidate demonstrates the ability to implement coherent, differentiated and antiracist/antibias ELA instruction using a variety of resources and technologies to engage all learners.
- Developing (2):** The candidate demonstrates some ability to implement coherent, differentiated and antiracist/antibias ELA instruction using a variety of resources and technologies to engage all learners.
- Unacceptable (1):** The candidate demonstrates little or no ability to implement coherent, differentiated and antiracist/antibias ELA instruction using a variety of resources and technologies to engage all learners.

NCTE 4.2: Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.

- Exemplary (4):** The candidate demonstrates exceptional ability to implement both formative and summative assessments that reflect research and best practices in ELA instruction.
- Proficient (3):** The candidate demonstrates the ability to implement both formative and summative assessments that reflect research and best practices in ELA instruction.
- Developing (2):** The candidate demonstrates some ability to implement both formative and summative assessments that reflect research and best practices in ELA instruction.
- Unacceptable (1):** The candidate demonstrates little or no ability to implement both formative and summative assessments that reflect research and best practices in ELA instruction.

NCTE 4.3: Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).

- Exemplary (4):** The candidate demonstrates exceptional ability to communicate with learners regarding their academic performance in a variety of ways, both digitally and in-person.
- Proficient (3):** The candidate demonstrates the ability to communicate with learners regarding their academic performance in a variety of ways, both digitally and in-person.
- Developing (2):** The candidate demonstrates some ability to communicate with learners regarding their academic performance in a variety of ways, both digitally and in-person.
- Unacceptable (1):** The candidate demonstrates little or no ability to communicate with learners regarding their academic performance in a variety of ways, both digitally and in-person.



Please click on the indicator that best represents candidate performance on each criterion. Select only one indicator per criterion.

NCTE 5.1: Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.

- Exemplary (4):** The candidate demonstrates exceptionally deep knowledge of their own identity and experiences and recognizes how that impacts how they understand and teach ELA.
- Proficient (3):** The candidate demonstrates deep knowledge of their own identity and experiences and recognizes how that impacts how they understand and teach ELA.
- Developing (2):** The candidate demonstrates some knowledge of their own identity and experiences and recognizes how that impacts how they understand and teach ELA.
- Unacceptable (1):** The candidate demonstrates little or no knowledge of their own identity and experiences and recognizes how that impacts how they understand and teach ELA.

NCTE 5.2: Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.

- Exemplary (4):** The candidate demonstrates exceptional ability to use feedback and evidence to improve their practice.
- Proficient (3):** The candidate demonstrates the ability to use feedback and evidence to improve their practice.
- Developing (2):** The candidate demonstrates some ability to use feedback and evidence to improve their practice.
- Unacceptable (1):** The candidate demonstrates little or no ability to use feedback and evidence to improve their practice.

NCTE 5.3: Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.

- Exemplary (4):** The candidate demonstrates exceptional ability to collaborate with learners in the classroom and their families. The candidate works with colleagues and learning communities in ELA.
- Proficient (3):** The candidate demonstrates the ability to collaborate with learners in the classroom and their families. The candidate works with colleagues and learning communities in ELA.
- Developing (2):** The candidate demonstrates some ability to collaborate with learners in the classroom and their families. The candidate works with colleagues and learning communities in ELA.
- Unacceptable (1):** The candidate demonstrates little or no ability to design instruction related to collaborate with learners in the classroom and their families. The candidate works with colleagues and learning communities in ELA.

NCTE 5.4: Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

- Exemplary (4):** The candidate demonstrates exceptional readiness to engage in leadership, learn about their profession, and advocate for stakeholders.
- Proficient (3):** The candidate demonstrates readiness to engage in leadership, learn about their profession, and advocate for stakeholders.
- Developing (2):** The candidate demonstrates some readiness to engage in leadership, learn about their profession, and advocate for stakeholders.
- Unacceptable (1):** The candidate demonstrates little or no readiness to engage in leadership, learn about their profession, and advocate for stakeholders.



Comments:

Intern:

University Supervisor:

Cooperating Teacher:

Date:
