**Candidate Attitudes Rubric (English Education)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **L1: Does Not Meet Expectations** | **L2: Partially Meets Expectations** | **L3: Meets Expectations** | **L4: Exceeds Expectations** |
| **Critical and Creative Thinking** | Candidate evidences little or no creative and critical thinking in planning or does not appear to understand what this looks like in practice. Candidate consistently struggles to generate original ideas and/or build on the ideas of others. | Candidate evidences critical and creative thinking intermittently and/or superficially and needs additional support to more fully incorporate it in his/her teaching. Candidate exhibits some effort to produce original, thought-provoking material. | Candidate evidences critical and creative thinking consistently enough to be successfully independent in the classroom. Candidate generates original ideas and builds upon the work of others to create effective lessons. | Candidate evidences critical and creative thinking consistently, thoroughly, and intentionally. Through both original ideas and adaptation of the work of others, the candidate consistently produces critically engaging learning experiences for students. |
| **Reflective Practices** | Candidate engages in little or no reflective thinking or does not appear to understand the value of engaging in such practice. Candidate struggles to justify choices, analyze lesson effectiveness, assess student learning, or make changes to practice based on evidence. | Candidate engages in reflective thinking intermittently and/or superficially or needs additional support to apply such thinking to his/her teaching practice. Candidate exhibits some effort to analyze his/her own practice but may struggle to adjust practice.  | Candidate engages in reflective practices consistently enough to be successfully independent in the classroom and applies such thinking to his/her teaching practice. Candidate exhibits the ability to assess teaching and learning accurately in order to improve practice. | Candidate engages in reflective practices consistently, thoroughly, and intentionally. Candidate clearly and regularly applies such thinking to his/her teaching practice. Candidate may exhibit a particularly nimble/flexible ability to adjust in order to meet particular student needs. |
| **Equity and Fair-Mindedness** | Candidate evidences little or no attention to equity and fair-mindedness or does not appear to understand what this looks like in practice. Candidate may demonstrate a consistent deficit perspective of students and/or treat others unfairly. | Candidate evidences attention to equity and fair-mindedness intermittently and/or superficially and needs additional support to more fully incorporate these attributes in their teaching. On occasion, candidate may exhibit or act upon deficit beliefs. | Candidate evidences attention to equity and fair-mindedness consistently enough to be successfully independent in the classroom and these attributes are reflected in his/her teaching practice. Candidate exhibits an asset perspective of students. | Candidate evidences attention to equity and fair-mindedness consistently, thoroughly, and intentionally. These attributes are clearly and regularly reflected in candidate’s teaching practice, with the candidate building upon students’ strengths and assets in lesson planning. |
| **Professional Responsibility** | Candidate evidences little or no professional responsibility or does not appear to understand what this looks like in practice. Ethical guidelines, school rules, deadlines, and expectations of promptness are consistent issues. | Candidate evidences professional responsibility intermittently and/or superficially and needs additional support to understand what this looks like in practice. Candidate may exhibit a pattern of lax responsibility related to promptness, expectations, deadlines, or ethics. | Candidate evidences professional responsibility consistently enough to be successfully independent in the classroom. Candidate exhibits a pattern of adhering to expectations related to promptness, deadlines, and ethical guidelines. | Candidate evidences professional responsibility consistently, thoroughly, and intentionally. Candidate meets all expectations for promptness, preparation, and planning; adheres to ethical guidelines; and addresses issues promptly and effectively. |
| **Effective Communication** | Candidate fails to communicate effectively with students, parents, school staff, and/or university faculty. Candidate regularly fails to notify relevant parties of needed information or to respond promptly and appropriately when contacted. | Candidate communicates with limited effectiveness or consistency with students, parents, school staff, and/or university faculty. Communication may be intermittent, limited, or unclear, impeding the candidate’s growth as a teacher. | Candidate communicates with students, parents, school staff, and/or university faculty effectively and consistently enough to be successfully independent in the classroom. In various contexts, candidate communication is usually clear, complete, and detailed. | Candidate communicates with students, parents, school staff, and/or university faculty effectively, consistently, and intentionally. In written, phone, face-to-face, online, and other contexts, candidate consistently anticipates the needs of others and responds accordingly. |
| **Initiative** | Candidate evidences little or no initiative or does not appear to understand what this looks like in practice. In planning, instruction, and assessment, candidate consistently needs to be told what to do rather than acting on his/her own accord and judgment. | Candidate evidences initiative intermittently and/or superficially and needs additional support to be proactive in his/her teaching. At times, candidate seems reluctant, unwilling, or unable to act on his/her individual judgment, leaning heavily on the decisions of others. | Candidate evidences initiative consistently enough to be successfully independent in the classroom. In planning, instruction, and assessment, candidate makes decisions and acts with a sound rationale. Candidate collaborates and seeks assistance intentionally. | Candidate evidences initiative consistently, thoroughly, and intentionally, taking decisive action on a full range of instructional responsibilities. Candidate takes reasonable risks to create optimal learning situations and leverages resources and mentoring to continually improve. |