Stony Brook University
Professional Education Program

English Teacher Candidate Disciplinary Standards Evaluation Form

NCTE Thematic Standards – Performance Evidence

Teacher Candidate: _____   **USBID:** _____

Cooperating Teacher or   **Grade/**
University Instructor: _____   **Course:** _____

Choose One: O **Methods I**   O **Grades 7-9 Student Teaching Placement**

                     O **Methods II**   O **Grades 10-12 Student Teaching Placement**

DIRECTIONS
The National Council of Teachers of English requires accredited education programs to provide performance evidence showing how well teacher candidates can plan and practice instruction aligned with NCTE Standards. This form evaluates our English teacher candidates' progress in meeting standards for Attitudes, Knowledge, and Pedagogy (Standards 2-4). Stony Brook instructors should use this form to evaluate lesson and unit planning in the methods courses, checking only the boxes for "PLANNING." Cooperating teachers and student teaching seminar instructors should complete this form for student teachers' PLANNING and TEACHING.

RUBRIC

1	2	3	4
Does not meet standards	**Minimally meets standards**	**Meets standards**	**Exceeds standards**

Does not address the standard, does not understand the standard or use it properly in a lesson or unit where it should be taught, and/or does not adequately design instruction with respect to this standard.	Addresses the standard, but may not adequately capture the significance of the standard for the topic being taught and/or effectively communicate it to the students.	Standard is addressed where appropriate in the unit or course and the main underlying ideas are effectively communicated to the students.	Standard is addressed where appropriate and the main understandings are communicated by relating them to the topic in a sophisticated manner and employing well-conceived learning activities.

NCTE Standard 2: ATTITUDES for English/Language Arts

Description: Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidate adopts and strengthens professional attitudes needed by English language arts teachers.

2.1: Candidate creates an inclusive and supportive learning environment in which all students can engage in learning.

	1	2	3	4
Evidence in planning (all courses)	O	O	O	O
Evidence in teaching (student teaching only)	O	O	O	O

Comments:

2.2: Candidate uses ELA to help students become familiar with their own and others' cultures.

	1	2	3	4
Evidence in planning	O	O	O	O
Evidence in teaching	O	O	O	O

Comments:

2.3: Candidate demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

	1	2	3	4
Evidence in planning	O	O	O	O
Evidence in teaching	O	O	O	O

Comments:

2.4: **Candidate uses practices designed to assist students in developing habits of critical thinking and judgment.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

2.5: **Candidate makes meaningful connections between the ELA curriculum and developments in culture, society, and education.**

Evidence in planning   ○   ○   ○   ○
Evidence in teaching   ○   ○   ○   ○

Comments:

2.6: **Candidate engages students in activities that demonstrate the role of arts and humanities in learning.**

Evidence in planning   ○   ○   ○   ○
Evidence in teaching   ○   ○   ○   ○

Comments:

NCTE Standard 3: KNOWLEDGE of English/Language Arts
Description: Candidate is knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1: **Candidate demonstrates knowledge of, and skills in the use of, English language.**

Evidence in planning   ○   ○   ○   ○
Evidence in teaching   ○   ○   ○   ○

Comments:

3.2: **Candidate demonstrates knowledge of the practices of oral, visual, and written literacy.**

Evidence in planning   O   O   O   O

Evidence in teaching   O   O   O   O

Comments:

3.3: **Candidate demonstrates knowledge of reading processes**.

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

3.4: **Candidate demonstrates knowledge of different composing processes.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

3.5: **Candidate demonstrates knowledge of, and uses for, an extensive range of literature.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

3.6: **Candidate demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture.**

Evidence in planning   O   O   O   O

Evidence in teaching ○ ○ ○ ○

Comments:

3.7: **Candidate demonstrates knowledge of research theory and findings in English language arts.**

Evidence in planning ○ ○ ○ ○
Evidence in teaching ○ ○ ○ ○

Comments:

NCTE Standard 4: PEDAGOGY for English/Language Arts
Description: Candidate acquires and demonstrates the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

4.1: **Candidate examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.**

Evidence in planning ○ ○ ○ ○
Evidence in teaching ○ ○ ○ ○

Comments:

4.2: **Candidate aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

4.3: **Candidate integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

4.4: **Candidate creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

4.5: **Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.**

Evidence in planning	O	O	O	O
Evidence in teaching	O	O	O	O

Comments:

4.6: **Candidate engages students in critical analysis of different media and communications technologies.**

Evidence in planning	O	O	O	O
Evidence in teaching	O	O	O	O

Comments:

4.7: **Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.**

Evidence in planning	O	O	O	O
Evidence in teaching	O	O	O	O

Comments:

4.8: **Candidate engages students in making meaning of texts through personal response.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

4.9: **Candidate demonstrates that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

4.10: **Candidate integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.**

Evidence in planning   O   O   O   O
Evidence in teaching   O   O   O   O

Comments:

English Teacher Candidate Disciplinary Standards Evaluation Form Rubric

Note: English teacher candidates are evaluated as is appropriate to their particular stage in the program. Therefore, this rubric is adapted for use during the appropriate level of each candidate's work that semester (i.e. methods classes or student teaching).

NCTE Standard 2.0 Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. As a Result, the candidate

NCTE SPECIFIC STANDARD	NCTE SPECIFIC (SUB) STANDARD (if applicable)	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
2.1 Creates an inclusive and supportive learning environment in which all students can engage in learning.		Shows little evidence of creative an inclusive and supportive learning environment in which all students can engage in learning;	Creates an inclusive and supportive learning environment in which all students can engage in learning;	Creates an inclusive and supportive learning environment in which all students can actively engage in learning;	Creates and sustains an inclusive and supportive learning environment in which all students can actively engage in learning;
2.2 Uses ELA to help students become familiar with their own and others' cultures.		Shows little evidence in using ELA for helping their students to become familiar with their own and others' cultures;	Uses ELA to help their students become familiar with their own and others' cultures;	Uses ELA frequently to help their students become more familiar with their own and others' cultures;	Uses ELA extensively and creatively to help their students become more familiar with, and develop more respect for, their own and others'

				cultures;
2.3 Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Demonstrates inconsistency in reflective practice and seldom pursues professional growth and collaboration with colleagues and involvement with appropriate professional organizations.	Demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Demonstrates reflective practice; researches, adapts, and properly credits successful lesson or unit plans; actively pursues involvement in professional organizations, and collaboration with both faculty and other candidates.	Uses the results of reflective practice not only to adapt instruction and behavior to assist all student to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others;
2.4 Uses practices designed to assist students in developing habits of critical thinking and judgment.	Engages in few practices designed to assist students in developing habits of critical thinking and judgment, relying primarily on low-level tasks involving rote learning;	Uses practices designed to assist students in developing habits of critical thinking and judgment;	Challenges students' intellects by designing practices that assist students in developing habits of critical thinking and judgment;	Designs and implements instruction and assessment that assist students in developing habits of critical thinking, analysis, and judgment.
2.5 Makes meaningful connections	Shows a lack of understanding of how the ELA	Makes meaningful connections between the ELA	Makes (and encourages students to make)	Makes (and encourages students to make)

between the ELA curriculum and developments in culture, society, and education.	curriculum, teachers, students, and education in general are influenced by culture, social events, and issues;	curriculum and developments in culture, society, and education;	meaningful connections between the ELA curriculum and developments in culture, society, and education.	meaningful and creative connections between the ELA curriculum and cross-disciplinary developments in culture, society, and education;
2.6 Engages students in activities that demonstrate the role of arts and humanities in learning.	Demonstrates little evidence of promoting the arts and humanities in the learning of his or her students.	Engages students in activities that demonstrate the role of arts and humanities in learning;	Engages students in activities involving higher-order thinking and which integrate arts and humanities into the daily learning of students;	Plans and carries out frequent and extended learning experiences that involve higher-order thinking and which integrate arts and humanities into the daily learning of students;

NCTE Standard 3.0 Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.1 The Candidate demonstrates knowledge of, and skills in the use of, the English	3.1.1 Demonstrates knowledge of the practices of oral, visual, and written literacy.	Demonstrates a limited knowledge of students' language acquisition and development	Uses knowledge of students' language acquisition and development as a basis for designing	Integrates his or her knowledge of students' language acquisition and development into	Integrates his or her knowledge of students' language acquisition and development into

language.	processes;	appropriate learning activities that promote student learning;	instruction and assessments designed to enhance students' learning;	instruction and **varied** assessments designed to enhance students' learning;
3.1.2	Demonstrates little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience;	Demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated areas in the candidate's own learning and in the students' learning of ELA;	Assesses instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated parts of the ELA learning experience	Assesses instruction that **challenges and** engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated parts of the ELA learning experience;
3.1.3	Demonstrates little knowledge of how to recognize the impact of cultural, economic, political, and social environments on language;	Demonstrates an awareness in their teaching of the impact of cultural, economic, political, and social environments on language;	Uses both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language;	Uses both theory and current, best practice in helping students understand the impact of cultural, economic, political, and social environments on language;
3.14	Shows a lack of respect for, and little knowledge of, diversity in language use, patterns, and dialects across cultures, ethnic	Knows and respects diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social	Knows and respects diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social	Shows extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time

	groups, geographic regions, and social roles;	roles and shows attention to accommodating such diversity in their teaching;	roles and shows attention to accommodating such diversity in their teaching;	periods and incorporates that knowledge into classroom instruction and assessment that acknowledges and shows consistent respect for language diversity;
3.15	Demonstrates little knowledge of the evolution of the English language and the historical influences on its various forms;	Demonstrates knowledge of the evolution of the English language and the historical influences on its various forms and uses this knowledge in their teaching;	Demonstrates in-depth knowledge of the evolution of the English language and the historical influences on its various forms and how to integrate this knowledge into student learning;	Demonstrates in-depth knowledge of the evolution of the English language and the historical influences on its various forms and how to integrate this knowledge into student learning using best research and practice;

3.1.6	Exhibits a lack of knowledge of English grammars and their application to teaching;	Uses knowledge of English grammars in teaching students both oral and written forms of the language;	Incorporates an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts;	Incorporates an in-depth knowledge of English grammars (and the rule-bound, systematic nature of students' home languages) into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts;
3.1.7	Shows little knowledge of semantics, syntax, morphology, and phonology or their application to teaching;	Uses knowledge of semantics, syntax, morphology, and phonology in teaching students how to use oral and written language;	Demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology in her or his own use of language and integrates that knowledge into teaching their students to use oral and written language effectively;	Demonstrates an in-depth, cross-cultural knowledge of semantics, syntax, morphology, and phonology in her or his own use of language and integrates that knowledge into teaching their students to use oral and written language effectively;

NCTE Standard 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.2 The candidate demonstrates knowledge of the practices of oral, visual, and written literacy.	3.2.1	Demonstrates a lack of understanding of the influence that language and visual images have on thinking and composing;	Uses understanding of the influence of language and visual images on thinking and composing in own work and in teaching;	Uses understanding of the influence of language and visual images on thinking and composing in own work and in teaching (has students work with a mix of oral, visual, and written representations both as products and as learning tools);	Creates opportunities and develops strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;
	3.2.2	Shows infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression;	Uses writing, speaking, and observing as major forms of inquiry, reflection, and expression in coursework and teaching;	Uses writing, speaking, and observing as major forms of inquiry, reflection, and expression in coursework and teaching, creatively adapting high-level practices;	Creates opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes;
	3.2.3	Exhibits infrequent use of the processes of composing to	Uses composing processes in creating various	Uses composing processes in creating various	Demonstrates a variety of ways to teach students

	create various forms of oral, visual, and written literacy;	forms of oral, visual, and written literacy and engages students in these processes;	forms of oral, visual, and written literacy and engages students in these processes, which involve higher-order intellectual tasks;	composing processes that result in their creating various forms of oral, visual, and written literacy, which involve higher-order intellectual tasks;
3.2.4	Shows infrequent use of writing, visual images, and speaking for a variety of audiences and purposes;	Demonstrate, through own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes;	Demonstrate, through own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of rhetorical situations: different genres, audiences purposes, and power differentials;	Engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creative visual images for a variety of rhetorical situations: different genres, audiences purposes, and power differentials;
3.2.5	Shows little knowledge of language structure and conventions in creating and critiquing print and nonprint texts;	Demonstrates knowledge of language structure and conventions by creating and critiquing own print and nonprint his or her own texts and	Demonstrates knowledge of language structure and conventions by creating, critiquing, and analyzing his or her own print and nonprint texts and	Uses a variety of ways to assist students in creating, critiquing, and analyzing a wide range of print and nonprint texts for multiple purposes

| | | | | by assisting students to do same; | by assisting students to do same; | and helps students understand culture-bound relationships between symbols and meaning; |

NCTE Standard 3.3 Candidates demonstrate their knowledge of reading processes. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.3 The candidates demonstrates her or his knowledge of reading processes.	3.3.1	Shows limited ability to respond to and interpret what is read;	Responds to and interprets, in various ways, what is read, teaching students how to respond to and interpret texts in varied ways;	Responds to and interprets, in various ways, what is read, teaching students how to respond to and interpret a range of texts in varied ways;	Integrates into teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;
	3.3.2	Shows a lack of knowledge of ways to discover and create meaning from texts;	Discovers and creates meaning from texts and guides students in the same processes;	Uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests,	Uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests,

				capabilities, and understandings to make meaning of texts;	capabilities, and understandings to make meaning of texts, and also to analyze those understandings;
	3.3.3	Uses few strategies to comprehend, interpret, evaluate, and appreciate texts;	Uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teaches those strategies to students;	Uses a wide variety of strategies to comprehend, interpret, evaluate, appreciate, and/or critically resist texts and teaches those strategies to students	Integrates into students' learning a wide variety of strategies to comprehend, interpret, evaluate, appreciate, and/or critically resist texts and assesses the effectiveness of such strategies in promoting student learning;

NCTE Standard 3.4 Candidates demonstrate knowledge of different composing processes. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.4 The candidate demonstrates knowledge of different composing processes.	3.4.1	Uses a limited number of writing strategies to generate meaning and clarify understanding;	Uses a variety of writing strategies to generate meaning and clarify understanding and draws upon that	Uses a variety of writing and multi-sensory invention strategies to generate meaning and clarify	Develops in students a desire to, and ability for using, a wide variety of multi-sensory invention

		knowledge and skill in teaching;	understanding and draws upon that knowledge and skill in teaching;	strategies, including visual representation, dictation, and/or voice-recognition technologies, to generate meaning and a number of self or peer-generated responding, revising, and editing strategies to clarify understanding;
3.4.2	Produces a very limited number of forms of written discourse and shows little understanding of how written discourse can influence thought and action;	Produces different forms of written discourse and understands how written discourse can influence thought and action;	Teaches students to make appropriate selections from different forms of written discourse for a variety of audiences purposes and to assess the effectiveness of their products in influencing readers' thoughts and actions	Teaches students to make appropriate selections from different forms of written discourse for both simulated and real purposes and for both hypothetical and authentic audiences and to assess the effectiveness of their products in influencing readers' thoughts and actions;

NCTE Standard 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.5 The candidate demonstrates knowledge of, and uses for, an extensive range of literature.		Shows little knowledge of, or use of, a variety of teaching applications for:	Knows and uses a variety of teaching applications for:	Demonstrates an in-depth knowledge of, and an ability to use, varied teaching applications for:	Demonstrates an in-depth knowledge of, infectious interest in, and an ability to use, varied teaching applications for:
	3.5.1	Works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western, literature;	Works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western, literature;	Works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western, literature;	Works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western, literature;
	3.5.2	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
	3.5.3	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;
	3.5.4	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;

NCTE Standard 3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.6 The candidate demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	3.6.1	Exhibits a lack of understanding of the influence of media on culture and on people's actions and communication;	Understands how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning;	Understands media's influence on culture and people's actions and communications, reflecting that knowledge not only in his or her own work but also in teaching;	Understands media's influence on culture and people's actions and communications, reflecting that knowledge not only in his or her own work but also in helping students discover how these influences work;
	3.6.2	Shows little understanding of how to construct meaning from media and nonprint texts;	Shows an ability to construct meaning from media and nonprint texts, and to assist students in learning how to do this;	Shows an ability to construct meaning from media and nonprint texts, to analyze that construction, and to assist students in learning how to do this;	Uses a variety of approaches for teaching students how to construct and analyze meaning from media and nonprint texts and integrates learning opportunities into classroom experiences that promote composing,

					responding to, and sometimes resisting such texts;
	3.6.3	Demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction;	Incorporates technology and print/nonprint media into own work and instruction;	Incorporates both current technologies, and available conventional technologies, including print/nonprint media, into own work and instruction;	Helps students compose, respond to, and analyze film, video, graphic, photographic, audio, and multimedia texts and uses both current and underused conventional technologies in creative new ways to enhance own learning and reflect on learning;

NCTE Standard 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
3.7 The candidate demonstrates knowledge of research theory and findings in English language arts.	3.7.1	Shows a lack of knowledge of the major sources of research and theory related to English language arts;	Uses major sources of research and theory related to English language arts to support teaching decisions;	Uses major sources of both historical and contemporary research and theory related to English language arts to	Reflects on own teaching performances in light of research on, and theories of, how students compose

				support teaching decisions;	and respond to text and makes adjustments in his or her teaching as appropriate;
	3.7.2	Shows little evidence of using teacher-researcher models of classroom inquiry in their preparation program;	Uses teacher-researcher models of classroom inquiry to inform his or her own study and teaching;	Uses teacher-researcher models of classroom inquiry to inform and analyze his or her own study and teaching	Uses teacher-researcher models of classroom inquiry to analyze own teaching practices in order to better understand what enables students to speak, listen, write, read, enact and view effectively in varying learning situations;

NCTE Standard 4.0 ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. As a result, the candidate

NCTE SPECIFIC STANDARD	SPECIFIC (SUB) STANDARD	DOES NOT MEET STANDARDS	MINIMALLY MEETS STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
4.1 The candidate acquires and selects resources for		Shows limited experience in examining and	Examines and selects resources for instruction such as	Examines and selects from a wide variety of resources	Understands the purposes and characteristics of

instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA;
4.2 The candidate aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	Demonstrates limited ability to design instruction to meet the needs of all students and provide for students' progress and success;	Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote consistently worthwhile and challenging whole-class, small-group, and individual work.	Creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection;
4.3 The candidate integrates interdisciplinary teaching strategies and materials into	Uses few interdisciplinary teaching strategies and materials;	Integrates interdisciplinary teaching strategies and materials into the teaching and	Integrates interdisciplinary teaching strategies and challenging, engaging materials	Works with teachers in other content areas to help students connect important ideas,

the teaching and learning process for students.		leaning processes for students;	into the teaching and leaning processes for students;	concepts, and skills within ELA with similar ones in other disciplines;
4.4 The candidate creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	Shows limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Creates and sustains high-level, engaging learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	Creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;
4.5 The candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Demonstrates limited ability to engage students effectively in discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Engages students often in meaningful discussions (in which most students actively participate) for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Helps students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented

				through oral, written, and/or visual forms;
4.6 The candidate engages students in critical analysis of different media and communications technologies.	Shows limited ability to enable students to respond critically to different media and communications technologies;	Engages students in critical analysis of different media and communications technologies;	Engages students in increasingly challenging critical analysis of different media and communications technologies;	Engages students in increasingly challenging critical analysis of different media and communications technologies and their effect on students' learning;
4.7 Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	Demonstrates infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication;	Engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication;	Engages students in higher-order learning experiences that consistently emphasize varied uses and purposes for language in communication;	Integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;
4.8 Candidate engages students in making meaning of texts through personal response;	Demonstrates limited ability to engage students in making meaning of texts through personal response;	Engages students in making meaning of texts through personal response;	Engages students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;	Engages students in discovering their personal response to texts and ways to both analyze those responses and connect them to other larger meanings and

4.9 Candidate demonstrates that students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Demonstrates limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	Demonstrates that that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students.	critical stances; Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students, having high expectations for all students and providing challenging and engaging texts for all students;
4.10 Candidate integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and	Fails to use formal and informal assessment activities and instruments to evaluate student work; Fails to employ a variety of means to interpret and report assessment results	Integrates assessment consistently into instruction by: Using a variety of formal and informal assessment activities and instruments to evaluate processes and products;	Integrates assessment consistently into instruction by: Using and designing a variety of formal and informal assessment activities and instruments to evaluate processes	Integrates assessment consistently into instruction by: Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can

creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

to students, administrators, parents, and others;

Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences;

and products;

Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences, noting at least informally the role student engagement plays in such assessment methods;

do in light of their instructional experiences;

Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction;

Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing;

Explaining to students, parents, and others concerned with education how students are assessed.