Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

English Grades 6 – 12 Licensure

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Dear Student Teacher, Cooperating Teacher, and University Consultant:

This document serves as a reference guide for student teachers, cooperating teachers, and university consultants involved in observing and assessing the performance of EMU student teachers. It should be used when completing the Formative Observation of Student Teaching **form and the** Assessment of Student Teaching **form (both mid-block and final). It has been carefully coordinated and cross-referenced with the six program outcomes delineated in Eastern Mennonite University's conceptual framework. A summary of the framework is contained in the *Student Teaching Handbook*, and a copy of the cross-reference matrix is available upon request. The assessment and reference guide has also been developed using research-based guidelines by subject experts. It incorporates all 10 InTASC standards and all seven Virginia Teaching Performance Standards, as well as subject-specific standards and guidelines, and encourages a performance-based process for supporting the professional growth of pre-service teachers *over time.***

When using this reference guide for *observing* student teachers, the guidelines should typically be interpreted in terms of *discrete* instructional activities (the single lesson, project, or other activity being observed). Depending upon the activity being observed, it may not be appropriate to address all competencies on the observation form each time. Feedback should focus on narrative comments and suggestions to encourage reflection and assist the student teacher in his/her journey toward professional competence as a beginning teacher. *The anchors for each competency should be used only to help focus the* nature *of this feedback; student teaching performance should not be "rated" during an observation.*

When this reference guide is used for mid-block and final *performance assessment*, the guidelines should be interpreted more broadly in terms of instructional activities *over time*. Although narrative comments should still focus on providing feedback for continuing professional growth as a pre-service teacher, *anchors should also be used at this time to assign a rating for all competencies.* **If a student teacher's performance cannot be fully described by an anchor level's indicator, then you should not choose that level. Narrative comments should always accompany any rating when needed to explain the rationale for the rating.**

Please Note: The top score is Exceeds Expectations (EE) and is an appropriate rating for a competent in-service teacher. In unusual situations, a highly competent student might earn this rating. By drawing the continuum of behaviors into the realm of excellence, it allows candidates to see that their professional skills will and should continue to evolve as they journey into their careers.

This evaluation cannot be shared with anyone **outside of the university** *without the written consent of the student teacher.*

We hope that this process for assessing the performance of student teachers will be helpful to all participants – student teachers, cooperating teachers, and university consultants alike. As always, we welcome your comments and suggestions for further improving the preparation of Eastern Mennonite University's teachers.

Sincerely,
Ron Shultz, Coordinator of Field Placement
EMU Education Department

A. PROFESSIONAL KNOWLEDGE The student teacher…

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✓	**A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS).**
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		**AND…** explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		**AND…** clearly demonstrates and explains the appropriate sequencing of the content standards.

Questions for Reflection:
1. Does the student teacher document the specific NCTE/CAEP ELA and VA SOL standards on the lesson plan?
2. Does the student teacher align the objectives, informal and formal assessments, and activities?
3. Does the student teacher reference and sequence Bloom's taxonomy in the lesson plan?
4. Does the student teacher use knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences? (NCTE/CAEP III,1; IV. 1)

		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA.
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		**AND**…uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		**AND**…uses **multiple** representations and explanations that capture key subject matter ideas and skills.

Questions for Reflection:
1. Does the student teacher demonstrate knowledge of English language arts content required by content area state and national standards?
2. Does the student teacher develop content examples, representations, and explanations that sequence and scaffold learning appropriately for adolescent learners?
3. Does the student teacher demonstrate the knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers? (NCTE/CAEP I)
4. Does the student teacher represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I,1)
5. Does the student teacher demonstrate knowledge of ELA subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users? (NCTE/CAEP II)
6. Does the student teacher incorporate knowledge of language -- structure, history, and conventions – to facilitate students' comprehension and interpretation of print and non-print texts? (NCTE/CAEP III, 5)
7. Does the student teacher demonstrate knowledge of a range of print and non-print texts, media texts, classic texts and contemporary texts, including young adult? (NCTE/CAEP I, 1)
8. Does the student teacher demonstrate knowledge about how adolescents read texts and make meaning through interactions with media environments? (NCTE/CAEP I, 2)
9. Does the student teacher demonstrate the ability to make interdisciplinary connections? (NCTE/CAEP III, 6)

		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS.
DN		references content to **NEITHER** the students' past and future learning experiences **NOR** related subject areas.
DE		references content to **EITHER** the students' past and future learning experiences **OR** related subject areas.
ME		references content to **BOTH** the students**'** past and future learning experiences **AND** related subject areas;
EE		**AND**…references content to real world experiences and applications.

Questions for Reflection:
1. Does the student teacher respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time? (NCTE/CAEP IV, 2)
2. Does the student teacher use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students opportunities to learn ELA? (NCTE/CAEP VI, 2)

3. Does the student teacher design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes? (NCTE/CAEP III, 4)
4. Does the student teacher link content to real world examples and applications?
5. Can the student teacher build background knowledge by linking ELA content with culture and society including arts and humanities?
6. Does the student teacher consistently design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all adolescents?

B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✓		**B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.**
DN		sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE		sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME		**AND**…sets measurable learning outcomes and achievement goals for student learning **AND** states these clearly on the lesson plan;
EE		**AND**…matches learning outcomes and achievement goals to classroom assessments.

Questions for Reflection:
1. Does the candidate design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes? (NCTE/CAEP III, 4)
2. Does the candidate align learning goals and achievement goals with formative and summative assessments and state them clearly on the lesson plan?
3. Does the candidate use his/her knowledge of theory, research, and practice in ELA to plan standards-based, coherent and relevant learning experiences of reading, writing, and language? (NCTE/CAEP III, 3 & 5; IV, 1)

		B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES.
DN		plans inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		plans appropriate formal and informal assessments that are linked to learning outcomes;
ME		**AND**…can articulate ways formal and informal assessments should impact future learning activities;
EE		**AND**…has strategies to provide students with effective, descriptive feedback to guide their progress.

Questions for Reflection:
1. Does the candidate design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading, writing, and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in readings, writing, speaking, listening, viewing, and presenting? (NCTE/CAEP III, 2)
2. Does the candidate design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory? (NCTE/CAEP IV, 2)
3. Does the candidate provide students with effective, descriptive feedback on formative assessments?

		B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING.
DN		makes few or no attempts to determine student comprehension **AND** gives students little or no feedback.
DE		monitors student comprehension of content **AND** provides students with limited feedback.
ME		uses a variety of assessment techniques to monitor comprehension of the content **AND** provides students with timely meaningful feedback;
EE		**AND**…analyzes individual and group comprehension of the content, **AND** gives all students substantive and specific feedback, **AND** makes appropriate instructional adjustments as necessary.

Questions for Reflection:
1. Does the candidate design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory? (NCTE/CAEP IV, 2).
2. Does the candidate respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time? (NCTE/CAEP IV, 2)

3. Does the candidate adjust instruction while in progress, with attention to the teachable moment?
4. Does the candidate communicate with students about their performance in ways that actively involve them in their own learning? (NCTE/CAEP V, 3)
5. Does the candidate give timely, substantive, and specific feedback to all students?

		B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION.
DN		uses formal or informal assessments.
DE		uses formal and informal assessments;
ME		**AND**…uses assessment evidence to identify strategies to improve instruction;
EE		**AND**…uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.

Questions for Reflection:
1. Does the candidate use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA? (NCTE/CAEP V, 2)
2. Does the candidate differentiate instruction based on students' self-assessments and formal and informal assessments of learning in ELA? (NCTE/CAEP/CAEP V, 3)
3. Does the candidate communicate with the students about their performance in ways that actively involve them in their own learning? (NCTE/CAEP/CAEP V, 3)

C. INSTRUCTIONAL PLANNING The student teacher…
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✔		C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.
DN		is unfamiliar with the background, experiences, and skill level of most students in the class.
DE		is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME		**AND**…uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE		demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class **AND** plans using what s/he knows about learners including developmental levels, prior learning, and interests.

Questions for Reflection:
1. Does the candidate administer interest surveys to get to know the students?
2. Does the candidate design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes?
3. Does the candidate participate in co-curricular or after school activities?
4. Does the candidate seek out past assessment results of students for reading and writing and plan instruction based on assessment information?
5. Does the candidate design instruction that will motivate students and be accessible to a range of students' skill levels?
6. Does the candidate design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes? (NCTE/CAEP, IV, 4)

		C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS).
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction to address the unique characteristics of most individuals in the class;
EE		**AND**…seeks resources from instructional specialists to refine plans to meet learner needs.

Questions for Reflection:
1. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan instructional strategies that are motivating and accessible to all students, including English language learners, students

with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure? (NCTE/CAEP III, 1)
2. Does the candidate identify in the lesson plan appropriate expectations for student work based on an understanding of individual student differences?
3. Does the candidate differentiate instruction to accommodate individual differences?
4. Does the candidate accommodate learning requirements of ESL, 504, Gifted and Talented, and IEP plans?
5. Does the candidate scaffold instruction using the same objective for all students?
6. Does the candidate collaborate with the appropriate specialists, e.g., ESL, EXED, and GT teachers to plan instruction?

		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES.
DN		plans inappropriate methods and activities to meet the learning outcomes.
DE		plans appropriate methods and activities to meet the learning outcomes;
ME		**AND**…plans varied methods and activities to meet the learning outcomes;
EE		**AND**…uses data to plan appropriate, varied methods and activities to meet the learning outcomes.

Questions for Reflection:
1. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan learning experiences across genres, periods, forms, authors, cultures, and various forms of media? (NCTE/CAEP III,1)
2. Does the candidate plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that use individual and collaborative approaches and a variety of reading strategies? (NCTE/CAEP III, 3)
3. Does the candidate plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials? (NCTE/CAEP III, 6)
4. Does the candidate plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of audiences and purposes? (NCTE/CAEP IV, 1)
5. Does the candidate design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in context of students' writing for different audience, purposes, and modalities? (NCTE/CAEP, IV, 3)
6. Does the candidate align standards-based learning goals with multiple and varied learning experiences including a range of genres, authors, and cultures?
7. Does the candidate incorporate a range of texts and media for effective learning experiences?
8. Does the candidate accommodate the range of students' reading skill levels, targeting comprehension and increasing vocabulary knowledge through a variety of strategies and approaches?
9. Does the candidate help students understand connections across ELA topics and themes and between ELA and other disciplines?

		C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING.
DN		rarely integrates instructional technology in planning.
DE		sometimes integrates instructional technology in planning;
ME		regularly integrates appropriate instructional technology in planning to meet learning outcomes;
EE		**AND**…integrates a variety of instructional technology in planning, **AND** clearly identifies alternative plans in the event technology fails.

Questions for Reflection:
1. Is the candidate able to use contemporary technologies and/or digital media to compose multimodal discourse? (NCTE/CAEP II, 1)
2. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies? (NCTE/CAEP IV, 1)
3. Does the candidate select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts? (NCTE/CAEP V, 4)
4. Does the candidate select appropriate technological resources?
5. Does the candidate plan for student opportunities to respond to text within a media environment?
6. Does the candidate frequently demonstrate the ability to integrate contemporary technologies and digital media into instruction?

	C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING.
DN	integrates only non-essential content in planning.
DE	integrates essential content in some planning.
ME	integrates essential content in all planning;
EE	**AND**…planning is expanded to elaborate on identified essential content to enhance student learning.

Questions for Reflection:
1. Is the candidate knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I, 1)
2. Is the candidate able to use literary theories to interpret and critique a range of texts? (NCTE/CAEP I, 1**)**
3. Is the candidate able to compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose? (NCTE/CAEP II, 1)
4. Does the candidate know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics)? (NCTE/CAEP II, 2)
5. Does the candidate recognize the influence of English language history on ELA content? (NCTE/CAEP II, 2)

	C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY.
DN	plans time unrealistically for pacing and transitions.
DE	plans time realistically for pacing; however, transition time is not apparent.
ME	plans time realistically for pacing **AND** transitions.
EE	plans include realistic pacing allowing for content mastery **AND** meaningful transitions that promote student learning.

Questions for Reflection:
1. Does the candidate pace instruction to keep students engaged?
2. Does the candidate establish routines and procedures that maximize time available for instruction?
3. Does the candidate organize efficient transitions?
4. Does the candidate provide all students with meaningful activities for the entire instructional period?

 D. LEARNING ENVIRONMENT The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✔	D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT.
DN	maintains an unsafe physical and psychological environment.
DE	attempts to maintain a safe physical and psychological environment.
ME	effectively creates a safe physical and psychological environment;
EE	**AND** explains the purpose for these choices to students.

Questions for Reflection:
1. Does the candidate create a supportive and inclusive learning environment that promotes the healthy development of all adolescents?
2. Does the candidate avoid the use of criticism and sarcasm to create a safe psychological environment?
3. Does the candidate arrange space so all students, including those with special needs, engage in the learning?
4. Does the candidate respond positively to the diversity found in adolescents and use that diversity in planning and implementing instruction?
5. Does the candidate provide a rationale for rules, procedures, and expectations within the classroom environment?
6. Does the candidate use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)

		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK.
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		attempts to create a climate of trust and teamwork by being fair and respectful.
ME		purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students;
EE		**AND**…fosters regular student collaboration.

Questions for Reflection:
1. Does the candidate demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users? (NCTE/CAEP II)
2. Does the candidate use his/her knowledge of theory, research, and practice in English Language Arts to plan instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure? (NCTE/CAEP III, 1)
3. Does the candidate plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that use individual and collaborative approaches and a variety of reading strategies? (NCTE/CAEP III, 3)
4. Does the candidate plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials? (NCTE/CAEP III.6.)
5. Does the candidate plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds? (NCTE/CAEP V, 1)
6. Does the candidate differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts? (NCTE/CAEP V, 3)
7. Does the candidate communicate with students about their performance in ways that actively involve them in their own learning? (NCTE/CAEP V, 3)
8. Does the student teacher help students become more familiar with their own and others' cultures?
9. Does the student teacher create and maintain an environment that respects individual differences and that allows students to feel equally valued?
10. Does the student teacher use cooperative learning as a learning strategy?

		D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR.
DN		ignores students' needs and behavior.
DE		attempts to maintain positive classroom behavior.
ME		responds effectively and consistently to students' needs and behavior **AND** can explain why the model they are using for positive classroom behavior is effective.
EE		demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior **AND** explain why changes were made.

Questions for Reflection:
1. Does the candidate plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds? (NCTE/CAEP V, 1)
2. Does the candidate use data about his/her students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA? (NCTE/CAEP V, 2)
3. Can the student teacher identify when they have changed classroom management techniques due to changes in students' behavior?
4. Does the student teacher demonstrate skills in problem-solving and implementing a positive behavior management program?
5. Does the student teacher intervene appropriately to maintain on-task student behavior?
6. Does the student teacher have policies and procedures in place when student behavior interrupts instruction?
7. Does the student teacher effectively enforce class policies and procedures as needed?

		D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS.
DN		Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE		can identify the different cultural backgrounds **AND** acknowledge different perspectives represented in the classroom;

ME		**AND**…respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE		**AND**… incorporates these differences into his/her teaching and use of content examples.

Questions for Reflection:
1. Is the candidate knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I, 1)
2. Does the candidate plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society? (NCTE/CAEP VI, 1)
3. Does the candidate use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, & community environment), and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)
4. Does the candidate model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA? (NCTE/CAEP VII, 1)
5. Does the candidate design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purpose? (NCTE/CAEP IV, 4)

E. INSTRUCTIONAL DELIVERY The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✔		E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING.
DN		presents unclear **OR** inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME		**AND**…ensures that all students understand the learning objectives **AND** can carry out those procedures;
EE		**AND**…consistently presents clear procedures and outcomes, **AND** effectively checks for student understanding.

Questions for Reflection:
1. Does the student teacher inform students of instructional goals before and during the learning experience?
2. Does the student teacher explicitly detail activity directions orally and visually?
3. Does the student teacher check for student understanding of objectives, directions, and procedures?
4. Does the student teacher circulate and engage with students with the purpose of ensuring understanding?
5. Does the student teacher actively listen to students' questions and, in turn, answer students' questions appropriately?
6. Does the student teacher use inquiry to check for understanding?

		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY.
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		**AND**…makes content relevant to students' prior experiences;
EE		**AND**…continually presents material clearly and explicitly with well-chosen examples.

Questions for Reflection:
1. Does the student teacher integrate English language arts content in a lesson with coherent structure? (NCTE/CAEP II, 1, 2, & 3)
2. Does the student teacher successfully implement the writing process? (NCTE/CAEP IV, 1, 2, 3, & 4)
3. Does the student teacher design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes?(NCTE/CAEP IV, 4)
4. Does the student teacher successfully implement reading comprehension strategies that incorporate knowledge of language (structure, history, and conventions) to facilitate students' comprehension of print and non-print texts? (NCTE/CAEP III, 5)
5. Does the student teacher successfully demonstrate knowledge of literature and multimedia texts as well as knowledge of the nature of adolescents as readers? (NCTE/CAEP I)

6. Does the student teacher use literary theories to interpret and critique a range of texts? (NCTE/CAEP I, 1).
7. Does the student teacher implement strategies that promote learners' development of interpretive, critical and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting? (NCTE/CAEP III, 2)
8. Does the student teacher strategically use language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities? (NCTE/CAEP IV, 3)
9. Does the student teacher implement interdisciplinary teaching methods and materials? (NCTE/CAEP III, 6)
10. Does the student teacher actively engage students in standards-based, coherent, and relevant learning experiences in reading and composing that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize independent and collaborative approaches? (CAEP/NCTE III, 3; IV, 1)
11. Does the student teacher demonstrate how knowledge about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in ELA? (NCTE/CAEP VI)?

		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING.
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		**AND**…keeps all students challenged and highly engaged as active learners and problem solvers.

Questions for Reflection:
1. Does the student teacher help students participate actively in their own learning in ELA by differentiating instruction based on students' self-assessments and formal and informal assessments? (NCTE/CAEP V, 2)
2. Does the student teacher create inclusive learning environments that contextualize curriculum? (NCTE/CAEP V)

		E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY.
DN		rarely uses technology to support student learning.
DE		provides students with guided practice in using technology to support student learning;
ME		**AND**…engages students in learning experiences with technology that is appropriate and challenging;
EE		**AND**...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.

Questions for Reflection:
1. Does the student teacher plan relevant learning experiences utilizing a range of different texts--across genres, periods, forms, authors, cultures, and various forms of media? (NCTE/CAEP III, 1)
2. Does the student teacher demonstrate awareness of how adolescents read and compose texts and make meaning with media environments? (NCTE/CAEP I, 2; II, 3)
3. Does the student teacher successfully implement opportunities to respond to a variety of texts both print and non-print, including within media environments? (NCTE/CAEP III, 5)

		E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION.
DN		uses low level questions that often require single, correct answers with a few students dominating discussion.
DE		uses questions that seem to involve answers determined in advance by the teacher, and that involve only some students in the discussion.
ME		poses a range of questions designed to promote student discussions, successfully engaging most students in the discussion.
EE		poses a range of questions designed to challenge students, resulting in thoughtful, genuine discussions among all students.

Questions for Reflection:
1. Does the student teacher provide opportunities for students to demonstrate their ability to construct meaning through interaction with media environments? (NCTE/CAEP I, 2; II, 3)
2. Does the student teacher provide opportunities for students to demonstrate use ELA and literacy instruction that promotes social justice and critical engagement with complex issues? (NCTE/CAEP VI, 1)?
3. Does the student teacher provide opportunities for students to interpret and critically evaluate in reading, writing, speaking, listening, thinking, viewing, and presenting? (NCTE/CAEP III, 2)

		E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS.
DN		provides undifferentiated instruction for students.
DE		attempts to accommodate student learning needs but with mixed success.
ME		differentiates and scaffolds instruction to accommodate most students' learning needs.
EE		successfully reaches all students by skillfully differentiating and scaffolding, using enrichment and remedial activities.

Questions for Reflection:
1. Does the student teacher plan, implement, assess, and reflect on research-based instruction that responds to diverse students' context-based needs? (NCTE/CAEP V)
2. Does the student teacher frequently use data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments and teach in engaging ways that maximize student learning? (NCTE/CAEP V, 2)
3. Does the student teacher successfully implement instructional strategies to motivate all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure? (NCTE/CAEP III, 1)
4. Does the student teacher incorporate a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes? (NCTE/CAEP I, 1)

		E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY.
DN		uses instructional time inappropriately and/or on activities of little instructional value.
DE		inconsistently uses instructional and transition time effectively.
ME		consistently uses instructional and transition time effectively for content mastery;
EE		**AND**…performs non-instructional procedures efficiently.

Question for Reflection:
1. Does the student teacher engage students in the ELA lesson objective when they enter the classroom?

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

	✓	F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING.
DN		provides unclear evidence to document student learning.
DE		collects and reviews some data to document student learning.
ME		consistently analyzes and interprets assessment data to document student learning over time.
EE		**AND** uses a variety of assessment data to document student learning and develop interim learning goals.

Questions for Reflection:
1. Does the student teacher collect data in various forms that show levels of student learning? (NCTE/CAEP III, 4)
2. Does the student teacher use collected data to plan future lessons? (NCTE/CAEP V, 2)

		F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION.
DN		puts the responsibility of learning on the student.
DE		acknowledges responsibility for student learning.
ME		takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE		**AND**…sets and implements professional goals to improve student learning.

Questions for Reflection:
1. Does the student teacher demonstrate reflective practice and use the results from assessment to improve instruction?
2. (NCTE/CAEP III, 4)
3. Does the student teacher identify his/her instructional strengths or weaknesses?
4. Does the student teacher adjust or modify teaching techniques after reflecting on strengths and weaknesses? (NCTE/CAEP VII, 1)

5. Does the student teacher accept constructive feedback and integrate suggestions into instruction?
6. Does the student teacher generate multiple strategies for instructional improvement? (NCTE/CAEP VII, 2)

		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION.
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher **AND** attempts to use it to improve instruction.
ME		seeks information from professional resources **AND** uses it to improve instruction.
EE		seeks information from varied professional resources **AND** uses it effectively to improve instruction.

Questions for Reflection:
1. Does the student teacher initiate seeking professional resources?
2. Does the student teacher initiate talking with specialists to learn how to work with identified students?
3. Does the candidate take leadership roles to promote and participate in activities designed to extend knowledge in his/her teaching fields, integrating content, using content specific teaching and assessment strategies, and integrating technologies and literacy skills? (NCTE/CAEP VII, 2)
4. Does the candidate engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement? (NCTE/CAEP VII, 2)
5. Does the student teacher initiate and value collaboration with others to improve instruction and assessment? (NCTE/CAEP III, 6; V, 3)
6. Does the candidate plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials?
7. Does the candidate differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts?
8. Does the candidate communicate with students about their performance in ways that actively involve them in their own learning?

G. PROFESSIONALISM The student teacher …
DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✔		G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY.
DN		acts in an ethically questionably manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		**AND**…intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.

Question for Reflection:
1. Does the student teacher model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA? (NCTE/CAEP VII, 1)

		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING.
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		**AND**…practices the new strategies learned to support student learning;
EE		**AND**…actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

Question for Reflection:
1. Does the student teacher engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement? (NCTE/CAEP VII, 2)

		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE.
DN		frequently makes errors in grammar, usage, and spelling in professional contexts.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		uses correct grammar, usage, and spelling in professional contexts;
EE		**AND**…speaks and writes correctly and fluently in professional contexts.

Questions for Reflection:
1. Is the student teacher aware and sensitive to cultural and language differences within the class? (NCTE/CAEP V, 1)
2. Does the student teacher respond appropriately to those differences?
3. Is the student teacher comfortable with students who speak and write differently?
4. Does the student teacher demonstrate knowledge of how language varies across culture and time?
5. Does the student teacher incorporate knowledge of language variation into classroom instruction and assessment?

		G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT.
DN		makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE		attempts to build relationships and collaborate with colleagues, administrators, and families.
ME		collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE		**AND**…communicates effectively to build strong relationships **AND** seeks out collaborative relationships with community members and other professionals to promote learner growth and development.

Question for Reflection:
1. Does the student teacher use knowledge of theories and research that are responsive to students' families and communities in regard to local, national, and international histories, and individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)

		G5. ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES.
DN		demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students.
DE		occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		**AND**… incorporates learners' experiences, cultures and community resources into instruction.

Questions for Reflection:
1. Does the student teacher design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes? (NCTE/CAEP IV, 4)
2. Does the student teacher plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society? (NCTE/CAEP VI, 1)
3. Does the student teacher use knowledge of theories and research that are responsive to students' families and communities in regard to local, national, and international histories, and individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment) and languages/dialects as they affect students' opportunities to learn in ELA? (NCTE/CAEP VI, 2)
4. Does the student teacher engage in active listening when students are sharing stories about their lives?
5. Does the student teacher ask appropriate questions to get to know the students and their home environment?
6. Does the student teacher create opportunities to talk with or meet students' parents and families?