OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Candidate’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate’s UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of Teacher Candidate Performance:

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***English 6-12***

Darden College of Education and Professional Studies Telephone: 757-683-3348

Office of Clinical Experiences Fax: 757-683-4872

4301 Hampton Blvd.

Norfolk, VA 23529

**English 6-12**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box that best represents the teacher candidate’s routine performance on the items below based on the criteria provided.

**EXCEEDS EXPECTATIONS (EE)** You have observed behavior consistent with this standard regularly.

**MEETS EXPECTATIONS (ME)** You have observed behavior consistent with this standard at least once.

**NEEDS IMPROVEMENT (NI)** You have observed behavior that indicates that this standard was partially met or met inconsistently.

**UNACCEPTABLE (U)** You have observed behavior that indicates that this standard was not met.

**Not Observed (NO)** The context of the student teaching experience was not appropriate for providing evidence for this standard.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Content Knowledge* Candidates demonstrate 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)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates 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)**  lliterature and multimedia texts as well as knowledge of the nature of adolescents as readers. |
|  |  |  |  |  | Candidates are 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; they are able to use literary theories to interpret and critique a range of texts. **(NCTE/CAEP I, 1)** |
|  |  |  |  |  | Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments. **(NCTE/CAEP I, 2)** |
| ***Content Knowledge .* Candidates 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)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates 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)** |
|  |  |  |  |  | Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse. **(NCTE/CAEP II, 1)** |
|  |  |  |  |  | Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society. **(NCTE/CAEP II, 2)** |
|  |  |  |  |  | Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments. **(NCTE/CAEP II, 3)** |
| ***Content Pedagogy: Planning Literature and Reading Instruction in ELA.* Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students. (NCTE/CAEP III)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students. **(NCTE/CAEP III)** |
|  |  |  |  |  | Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and 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)** |
|  |  |  |  |  | Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. **(NCTE/CAEP III, 2)** |
|  |  |  |  |  | Candidates 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 utilize individual and collaborative approaches and a variety of reading strategies. **(NCTE/CAEP III, 3)** |
|  |  |  |  |  | Candidates 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)** |
|  |  |  |  |  | Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. **(NCTE/CAEP III, 5)** |
|  |  |  |  |  | Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. **(NCTE/CAEP III, 6)** |
| ***Content Pedagogy: Planning Composition Instruction in ELA.*** **Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. (NCTE/CAEP IV)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. **(NCTE/CAEP IV)** |
|  |  |  |  |  | Candidates use their 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 and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. **(NCTE/CAEP IV, 1)** |
|  |  |  |  |  | Candidates 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. Candidates are able to 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)** |
|  |  |  |  |  | Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities. **(NCTE/CAEP IV, 3)** |
|  |  |  |  |  | Candidates 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)** |
| ***Learners and Learning: Implementing English Language Arts Instruction.* Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.  (NCTE/CAEP V)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs. **(NCTE/CAEP V)** |
|  |  |  |  |  | Candidates 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)** |
|  |  |  |  |  | Candidates 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)** |
|  |  |  |  |  | Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. **(NCTE/CAEP V, 3)** |
|  |  |  |  |  | Candidates 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)** |
| ***Professional Knowledge and Skills.*  Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts. (NCTE/CAEP VI)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.  **(NCTE/CAEP VI)** |
|  |  |  |  |  | Candidates 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)** |
|  |  |  |  |  | Candidates 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** |
| ***Professional Knowledge and Skills.* Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators. (NCTE/CAEP VII)** | | | | | |
| **Rating Competency** | | | | | |
| EE | ME | NI | U | NO | Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators. **(NCTE/CAEP VII)** |
|  |  |  |  |  | Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. **(NCTE/CAEP VII, 1)** |
|  |  |  |  |  | Candidates 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)** |