

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**

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## **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.

<b>Learners and Learning in ELA. Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction to engage grade 7-12 learners in ELA. (NCTE 1/CAEP 1.1, 1.2)</b>					
<b>Rating</b>					<b>Competency</b>
EE	ME	NI	U	NO	
					Candidates gather and interpret comprehensive data on learners’ individual differences, identities, and funds of knowledge to foster inclusive learning environments that actively engage all learners in ELA. <b>(NCTE 1.1/CAEP 1.1)</b>
					Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners’ identities affect learning experiences to foster coherent, relevant, inclusive and antiracist/antibias instruction that critically engages all learners in ELA. <b>(NCTE 1.2/CAEP 1.1)</b>
					Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, digital, media). <b>(NCTE 1.3/CAEP 1.1, 1.2)</b>
<b>ELA Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging. (NCTE II/CAEP 1.2)</b>					
<b>Rating</b>					<b>Competency</b>
EE	ME	NI	U	NO	
					Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts—e.g., young adult, classic, contemporary, and media—that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences. <b>(NCTE 2.1/CAEP 1.2)</b>

					Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media). <b>(NCTE 2.2/CAEP 1.2)</b>
					Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences. <b>(NCTE 2.3/CAEP 1.2)</b>
<b>Instructional Practice: Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment. (NCTE 3/CAEP 1.2, 1.3)</b>					
<b>Rating</b>		<b>Competency</b>			
EE	ME	NI	U	NO	Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. <b>(NCTE 3.1/CAEP 1.2, 1.3)</b>
					Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals. <b>(NCTE 3.2/CAEP 1.2, 1.3)</b>
<b>Instructional Practice: Implementing Instruction in ELA. Candidates implement planned, coherent, relevant, standards-aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners. (NCTE 4/CAEP 1.2, 1.3)</b>					
<b>Rating</b>		<b>Competency</b>			
EE	ME	NI	U	NO	Candidates implement coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. <b>(NCTE 4.1/CAEP 1.2, 1.3)</b>
					Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction. <b>(NCTE 4.2/CAEP 1.2, 1.3)</b>
					Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback). <b>(NCTE 4.3/CAEP 1.2, 1.3)</b>
<b>Professional Responsibility of ELA Teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy. (NCTE V/CAEP 1.1, 1.2, 1.4)</b>					
<b>Rating</b>		<b>Competency</b>			
EE	ME	NI	U	NO	Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA. <b>(NCTE 5.1/CAEP 1.2, 1.4)</b>
					Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice. <b>(NCTE 5.2/CAEP 1.1, 1.2, 1.4)</b>
					Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities. <b>(NCTE 5.3/CAEP 1.1, 1.2, 1.4)</b>

					Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA. <b>(NCTE 5.4/CAEP 1.1, 1.2, 1.4)</b>
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