Profile of Student Teaching Performance:

Reference Guide

for Observing and Assessing Student Teachers

English
Grades 6 – 12 Licensure

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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). InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
M	E	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. InTASC 4a, 4l, 7g
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
M	E	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. InTASC 4d
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.
M	E	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?

		A4. Culturally Responsive Practice: DEMONSTRATES AN UNDERSTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4b, 4o, 4p, 4q
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		purposefully presents content that acknowledges alternative disciplinary perspectives;
M	E	AND... identifies the potential of bias in their representation of the content of the discipline and seeks to address it;
EE		AND... facilitates learners' critical analyses of the multiple perspectives in the discipline.

Questions for Reflection:
1. Does the student teacher articulate their own potential bias?
2. Does the student teacher identify potential bias when selecting content?
3. Does the student teacher address bias in materials and methods in the areas of culture, religion, socio-economic status, etc.?
4. Does the student teacher access current standards of learning and ensure alignment?
5. Is there diversity in methods that student teacher implements?
6. Does the student teacher incorporate diverse authors and genres as valuable content?
7. Does the student teacher recognize perspectives and styles of multiple cultures?

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. InTASC 6a, 6j, 6k
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;
M	E	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. USES FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6a, 6j, 6k
DN		uses inappropriate formal and informal assessments that are not linked to learning outcomes.
DE		uses appropriate formal and informal assessments that are linked to learning outcomes;
M	E	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 TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g, 7l
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.
M	E	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.

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. SYSTEMATICALLY GATHERS, ANALYZES, AND USES MULTIPLE DATA SOURCES BY STUDENT GROUPS AND INDIVIDUALS TO UNDERSTAND STUDENT LEARNING. InTASC 6e, 6g, 6h,6k, 6l, 6t, 6u
DN		unable to articulate effectiveness of teaching based on student learning data.
DE		able to articulate effectiveness of teaching based on student learning data;
M	E	AND…systematically gathers, analyzes, and uses relevant data to measure learner- or group-specific trends that can inform instruction;
EE		AND…uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

Questions for Reflection:
1. Does the student teacher identify learner- or group-specific trends within assessment data?
2. Does the student teacher utilize multiple relevant data sources to inform instruction?

		B5. Culturally Responsive Practice: ADAPTS ASSESSMENT TO ACCOMMODATE A VARIETY OF STUDENT NEEDS AND EXPERIENCES (WITH ATTENTION TO ENGLISH LANGUAGE LEARNERS, STUDENTS WITH EXCEPTIONALITIES, CULTURAL AWARENESS). InTASC 6g, 6h, 6i, 6l, 6p, 6u
DN		does not adapt assessments to accommodate student needs or experiences.
DE		inconsistently attempts to adapt assessments to accommodate student needs and experiences.
M	E	consistently adapts assessments to accommodate most student needs and experiences.
EE		thoughtfully anticipates the needs of each student to adapt assessments with a variety of assessment approaches.

Questions for Reflection:

1. Does the student teacher collaborate with the cooperative teacher and resource teachers (SPED, ELL, Intervention specialist, etc.) to create/modify assessments?
2. Does the student teacher reference ELL/IEP/504 plans in making assessment accommodations?
3. Is the student teacher able to scaffold and administer informal assessments to meet the diverse needs of student learners?
4. When possible or appropriate, does the student teacher provide modality choices for assessment formatting and students' response (for example, visual, auditory, oral, paper/pencil, technology, proving their answers)?
5. Is the student teacher aware of cultural differences and did they modify assessments respectfully and appropriately?

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. InTASC 2c, 7j, 7n
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 they know 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. Culturally Responsive Practice: SELECTS CLASSROOM RESOURCES THAT REFLECT CULTURAL INCLUSIVITY AND PLANS FOR DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS, GENDER, RACE, ETHNICITY). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction and selects classroom resources that are culturally inclusive 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 student teacher intentionally select materials/resources (visuals, texts, etc.) that respect and promote the different cultures within the classroom?
2. Does the student teacher incorporate instructional examples that reflect multiple perspectives in the classroom?
3. Does the student teacher demonstrate the understanding of the unique needs of the students and plan accordingly?
4. Does the student teacher plan instructional strategies to meet student needs?

		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7a, 7b,7l
DN		plans ineffective methods and activities to meet the learning outcomes.
DE		plans effective methods and activities to meet the learning outcomes;
ME		AND…uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups;
EE		AND…uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups.

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. InTASC 7k, 8r
DN		rarely or ineffectively integrates instructional technology in planning.
DE		sometimes effectively integrates instructional technology in planning;
ME		regularly integrates effective 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. InTASC 7g
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. InTASC 7

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?
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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 for all students. InTASC 3a, 3k
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 all 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. InTASC 3j, 3q
DN	ignores evidence that a climate of trust and teamwork is lacking.
DE	by being enthusiastic, fair, caring, and respectful to all students;
ME	**AND...** purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices;
EE	**AND**...fosters regular student collaboration and models high expectations for all students.

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. InTASC 3c
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. Culturally Responsive Practice: DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l
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 cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with exceptionalities;
ME		AND... values and fosters classroom environments that create opportunities for access and achievement for the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE		AND... incorporates, advocates, and affirms these differences into their teaching and use of content examples.

Questions for Reflection:
1. Does the student teacher use Universal Design for Learning to adapt appropriate lesson resources (images, materials, cultural artifacts) instructional methods, and strategies that are compatible with students' backgrounds, ages, and abilities?
2. Does the student teacher research appropriate communication methods based on cultural differences and abilities of students?
3. Does the student teacher model appreciation, respect, empathy, and understanding for diverse cultures and abilities?

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. InTASC 8j
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. InTASC 4a, 4l, 8a, 8h
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. InTASC 4b, 4c, 8f, 8g
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. InTASC 5l, 8g, 8n
DN		uses technology ineffectively to support student learning.
DE		provides students with guided practice in using technology to support student learning when appropriate and as available;
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. InTASC 8f
DN		instruction includes only lower-level thinking skills (e.g. using only low level questions).
DE		instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME		prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE		AND…assesses their growth and development in use of higher-level thinking skills.

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. InTASC 2a, 2b, 8h, 8p
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 activities appropriate for a range of learners.

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. InTASC 4r, 8b
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?

		E8. Culturally Responsive Practice: TEACHES AND MODELS THE SKILLS TO COMMUNICATE AND ENGAGE WITH DIVERSE GROUPS (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status). InTASC 3f, 3l, 4m, 8k, 8p
DN		communicates and engages in ways that are not responsive or respectful to diverse groups.
DE		models the skills to communicate and engage with diverse groups in a responsive and respectful manner;
ME		AND intentionally teaches students how to communicate and engage with diverse groups;
EE		AND…ensure equitable engagement with peers in ways that support the eradication of discrimination and bias while mitigating classroom power imbalances.

Questions for Reflection:
1. Does the student teacher implement strategies to engage all students in conversations and feedback?
2. Is the student teacher able to identify and capitalize on teachable moments to promote inclusivity and understanding?
3. Does the student teacher empower students to advocate for their own personal cultural while also respecting the culture of others?
4. Does the student teacher use conflict resolutions strategies to foster a positive classroom environment and prevent power imbalances (i.e. one student dominating conversations, avoiding cliques, and preventing bullying)?
5. Does the student teacher model acceptance through respectful interaction and communication?
6. Does the student teacher use verbal and written language that is nondiscriminatory and equitable for all?
7. Does the student teacher employ flexible grouping consistently?
8. Does the student teacher provide ways for and model how students can share their views with each other in a respectful manner?
9. Does the student teacher plan for and provide opportunities for varied communication methods?

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. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l
DN		puts the responsibility of learning on the student.
DE		acknowledges responsibility for student learning.
M	E	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)

		F2. Culturally Responsive Practice: PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING. InTASC 6a, 6g, 6o, 6t, 9c, 9h
DN		provides unclear evidence to document student learning.
DE		collects and reviews assessment, engagement, behavioral, and attendance data to document student learning;
M	E	AND disaggregates, analyzes and interprets the data to document student learning over time with specific attention to those within gap groups;
EE		AND applies differentiated strategies using 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)

		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher AND attempts to use it to improve instruction.
M	E	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. InTASC 9j, 9o
DN		acts in an ethically questionable 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.).
M	E	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. InTASC 9a, 9b, 9d, 9n, 10r
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
M	E	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 WITH ALL STAKEHOLDERS. InTASC 3l, 8h, 10n
DN		frequently makes errors in grammar, usage, and spelling in professional contexts and does not access interpretation and translation services when appropriate.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
M	E	speaks and writes professionally and effectively in different environments AND accesses interpretation and translation

		services as appropriate;
EE	E	AND…uses multiple methods for communication, including appropriate technology.

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. Culturally Responsive Practice: USES INCLUSIVE COMMUNICATION STRATEGIES (E.G. FOR GENDER, RACE, ETHNICITY, ENGLISH LANGUAGE LEARNERS, AND ABILITY). InTASC 2o, 9e, 10g, 10q
DN		uses biased language, commits microaggressions, and/or makes no attempt to incorporate or consult colleagues for developing communication strategies to support all stakeholders' needs.
DE		consults with colleagues and specialists about stakeholder communication needs;
M		**AND…** integrates inclusive communication strategies (e.g., intentional use of language) with all stakeholders;
EE		**AND…** reflects on personal biases and seeks resources to enhance their understanding of language, dialects, cultural, social and literacy needs of all stakeholders.

Questions for Reflection:
1. Does the student teacher use inclusive communication strategies?
2. Does the student teacher seek input from multiple sources to meet students' learning and socio-emotional needs (SPED, ELL, Counselors, Speech therapist, etc.)?
3. Does the student teacher use modes of communication that ensures all stakeholders are able to access the information?
4. How does the student teacher use inclusive communication strategies in professional settings?
5. Does the student teacher demonstrate awareness of their responsibility to provide and facilitate inclusive communication for all stakeholders?
6. Does the student teacher model positive and respectful attitude regarding inclusive communication practices in informal professional settings?

		G5. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 10b, 10d, 10e
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.
M	E	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.

Questions 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)

		G6. Culturally Responsive Practice: ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, RACIAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates little or no attention to cultural, racial, ethnic, gender, and learning differences of students.
DE		occasionally uses curricular and instructional resources that represent and reflect the cultural, racial, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
M	E	utilizes curriculum and resources that reflect the diversity of all learners AND consistently demonstrates knowledge of cultural, racial ethnic, gender, and learning differences of students to build stronger relationships and create more relevant

		learning experiences;
EE		**AND**… incorporates all learners' experiences, backgrounds, cultures, traditions and community into classroom curriculum and instruction **AND** incorporates diverse groups that are not represented in the classroom or school community.

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?