

**Evaluation for Pre-Service Secondary ELA Grades 5-12 Teachers (2012 NCTE Standards)**  
**This evaluation is used with our candidates in their Methods Practicum and in their Student Teaching.**

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: beginning with limited awareness; to “emerging,” beginning understanding and attempts to apply; then “ready to teach,” application at the level of readiness to be “the teacher”; and then, “exceeds readiness,” demonstrating the understanding and behaviors of a teacher who has been teaching for the better part of a year, at least. “Ready to Teach” describes the student teaching goal with the understanding that “Exceeds Readiness” is where the student teacher is headed as he or she continues into the responsibilities of the first year teacher.

**1 - 4 = Limited:** The teacher candidate demonstrates little awareness of the expectations of the standard element.

**5 - 8 = Emerging:** The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

**9 - 12 = Ready to Teach:** The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

**13 - 16 = Exceeds Readiness:** The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

**NO: No Opportunity to Demonstrate**

3/9/18

**CONTENT KNOWLEDGE**

<b>I—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.</b>					
	<b>1 – 4 Limited</b>	<b>5 – 8 Emerging</b>	<b>9 – 12 Ready to Teach</b>	<b>13 – 16 Exceeds Readiness</b>	<b>NO No Opportunity To Demonstrate</b>
<u>Element 1:</u> 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.					
<u>Element 2:</u> Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.					

**CONTENT KNOWLEDGE**

<b>II—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.</b>					
	<b>1 – 4 Limited</b>	<b>5 – 8 Emerging</b>	<b>9 – 12 Ready to Teach</b>	<b>13 – 16 Exceeds Readiness</b>	<b>NO No Opportunity To Demonstrate</b>
<u>Element 1:</u> 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.					
<u>Element 2:</u> 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.					
<u>Element 3:</u> Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.					

**CONTENT PEDAGOGY: Planning Literature and Reading Instruction in ELA**

<b>III—Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.</b>					
	<b>1 – 4 Limited</b>	<b>5 – 8 Emerging</b>	<b>9 – 12 Ready to Teach</b>	<b>13 – 16 Exceeds Readiness</b>	<b>NO No Opportunity To Demonstrate</b>
<u>Element 1:</u> 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.					
<u>Element 2:</u> 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.					
<u>Element 3:</u> 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.					
<u>Element 4:</u> Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.					
<u>Element 5:</u> Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.					
<u>Element 6:</u> Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.					

**CONTENT PEDAGOGY: Planning Composition Instruction in ELA**

<b>IV—Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</b>					
	<b>1 – 4 Limited</b>	<b>5 – 8 Emerging</b>	<b>9 – 12 Ready to Teach</b>	<b>13 – 16 Exceeds Readiness</b>	<b>NO No Opportunity To Demonstrate</b>
<u>Element 1:</u> 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.					
<u>Element 2:</u> 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.					
<u>Element 3:</u> 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.					
<u>Element 4:</u> 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.					

**LEARNERS & LEARNING: Implementing English Language Arts Instruction**

<b>V—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.</b>					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<u>Element 1:</u> Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.					
<u>Element 2:</u> 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.					
<u>Element 3:</u> 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.					
<u>Element 4:</u> 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.					

**Professional Knowledge & Skills**

<b>VI—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.</b>					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<u>Element 1:</u> 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.					
<u>Element 2:</u> 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.					

Professional Knowledge & Skills

<b>VII—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.</b>					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
<u>Element 1:</u> Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.					
<u>Element 2:</u> 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.					