

<u>Standards</u>	<u>Rating – Criteria Description</u>			
<p>a. Appropriate content goals and objectives were set concerning INTASC 1,2,7 NCTE standard: 4.2</p>	<p style="text-align: center;">1</p> <p>Makes serious mistakes such as:</p> <ul style="list-style-type: none"> • Not knowing MLA guidelines • Not identifying grade level/age appropriateness or lesson title • Does not provide state or NCTE standards on lesson plan • Does not provide information that objectives are linked to assessments • Objectives are not linked to standards • Procedures/assessments do not relate to objectives • Not aligning curriculum goals and objectives to classroom environment and learning experiences 	<p style="text-align: center;">2</p> <p>Makes some mistakes when demonstrating appropriate content goals and objectives such as:</p> <ul style="list-style-type: none"> • knowledge of MLA guidelines • Identification of grade level/age appropriateness or lesson title • State or NCTE standards on lesson plans • Information linking objectives to assessments • Linking objectives to standards • Linking procedures to objectives • Aligning curriculum goals and objectives to classroom environment and learning experiences 	<p style="text-align: center;">3</p> <p>Makes few or no mistakes when demonstrating appropriate content goals and objectives such as:</p> <ul style="list-style-type: none"> • knowledge of MLA guidelines • Identification of grade level/age appropriateness or lesson title • State or NCTE standards on lesson plans • Information linking objectives to assessments • Linking objectives to standards • Linking procedures to objectives • Aligning curriculum goals and objectives to classroom environment and learning experiences 	<p style="text-align: center;">4</p> <p>Shows strong knowledge and enthusiasm for demonstrating appropriate content goals and objectives such as:</p> <ul style="list-style-type: none"> • knowledge of MLA guidelines • Identification of grade level/age appropriateness or lesson title • State or NCTE standards on lesson plans • Information linking objectives to assessments • Linking objectives to standards • Linking procedures to objectives • Aligning curriculum goals and objectives to classroom environment and learning experiences

<p><i>b. Lesson was well paced</i> (INTASC 2 NCTE Standard 4.2)</p>	<p style="text-align: center;">1</p> <p>Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group. Failed to choose a variety of resources to support the pace of instruction.</p>	<p style="text-align: center;">2</p> <p>Sometimes paced lesson too fast for some individuals but too slow for the group. Chose few resources to support the pace of instruction.</p>	<p style="text-align: center;">3</p> <p>Mostly paced the lesson so that it was neither too fast for individuals nor too slow for the group. Chose several resources to support the pace of instruction.</p>	<p style="text-align: center;">4</p> <p>Always paced the lesson well by individualizing instruction and keeping students from falling behind but also kept the group from going too slow. Chose a wide variety of resources that helped to keep the pace of the lesson.</p>
<p><i>c. Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively</i> (INTASC 2,5, NCTE Standards 4.2 and 4.10)</p>	<p>Individuals and groups were never kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was not used to keep students on task. Fails to use a variety of formal and informal assessments to evaluate student learning.</p>	<p>Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently to keep students on task. Uses some formal and informal assessments to evaluate student learning.</p>	<p>Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was always used (but used sometimes unsuccessfully) to keep students on task. Uses a variety of informal and formal assessments to evaluate student learning.</p>	<p>Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively to keep students on task. Uses a variety of informal and formal assessments to evaluate student learning and makes instructional decisions based on this feedback.</p>

<p>d. Attention gained (INTASC 1,2,4, <i>NCTE Standard 2.1</i>)</p> <ul style="list-style-type: none"> ▪A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. ▪Strategies related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were effectively used</p>	<p>A strategy was never used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies never related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively</p> <ul style="list-style-type: none"> • Fails to create an inclusive and supportive environment 	<p>A strategy was sometimes used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies sometimes related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were not used effectively</p> <ul style="list-style-type: none"> • Sometimes creates an inclusive and supportive environment 	<p>A strategy was often used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies related directly to the learning in the lesson. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were used effectively</p> <ul style="list-style-type: none"> • Usually creates an inclusive and supportive environment 	<p>A strategy was always used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention.</p> <ul style="list-style-type: none"> ▪Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. <p>▪Visuals, ambiguity, curiosity, noise, or other ways were always used effectively</p> <ul style="list-style-type: none"> • Creates an inclusive and supportive environment throughout the lesson
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<p>e. Previous knowledge recalled (INTASC 2,4, <i>NCTE Standards 2.1</i>)</p>	<p style="text-align: center;">1</p> <p>Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. Does not support a learning environment by scaffolding previous work.</p>	<p style="text-align: center;">2</p> <p>Strategies were sometimes related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. Sometimes supports a learning environment by scaffolding previous work.</p>	<p style="text-align: center;">3</p> <p>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. Usually supports a learning environment by scaffolding previous work.</p>	<p style="text-align: center;">4</p> <p>Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. Supports a learning environment by scaffolding previous work.</p>
<p>f. Purpose/Objective of the lesson made clear (INTASC 1,4, NCTE 2.1, 4.2)</p>	<p>It was not clear what students were to be learning and why they were learning it. It was not clear that all students' needs were addressed in the development of the purpose or objective of the lesson. The objectives do not match the classroom environment.</p>	<p>It could be somewhat inferred what students were to be learning but no discussion of why they were learning it. It could be inferred that students' needs were addressed in the development of the purpose or objective of the lesson. The objectives somewhat match the classroom environment.</p>	<p>It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it. It was clear that all students' needs were addressed in the development of the purpose or objective of the lesson. The objectives mostly match the classroom environment.</p>	<p>Objectives were clearly posted for all to see and there was a clear discussion of why they were important to know. All students' needs were addressed in the development of the purpose or objective of the lesson. The objectives match the classroom environment.</p>

<p>g. Teacher Input Provided (<i>INTASC 6, NCTE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</i>)</p>	<p>Skills or concepts of the lesson were never introduced and explained by using clear examples and language and the sequence and organization of instruction was not appropriate. Makes serious mistakes when demonstrating NCTE English content such as:</p> <ul style="list-style-type: none"> • knowledge and use of the English Language • knowledge of practices of oral, visual, and written literacy • knowledge of different composing processes • knowledge of and use of a range of literature • knowledge of range and influence of print and nonprint and technology in contemporary culture. • knowledge of research theory and findings in English language arts. 	<p>Skills or concepts of the lesson were sometimes introduced and explained by using somewhat clear examples and language and the sequence and organization of instruction was not appropriate. Makes some mistakes when demonstrating NCTE English content such as:</p> <ul style="list-style-type: none"> • knowledge and use of the English Language • knowledge of practices of oral, visual, and written literacy • knowledge of different composing processes • knowledge of and use of a range of literature • knowledge of range and influence of print and nonprint and technology in contemporary culture. • knowledge of research theory and findings in English language arts. 	<p>Skills or concepts of the lesson were always introduced and explained by using clear examples and language but the sequence and organization of instruction was not appropriate. Makes few or no mistakes when demonstrating NCTE English content such as:</p> <ul style="list-style-type: none"> • knowledge and use of the English Language • knowledge of practices of oral, visual, and written literacy • knowledge of different composing processes • knowledge of and use of a range of literature • knowledge of range and influence of print and nonprint and technology in contemporary culture. • knowledge of research theory and findings in English language arts. 	<p>Skills or concepts of the lesson were always introduced and explained by using clear examples and language that debunked student preconceptions and the sequence and organization of instruction introduced new principles of increasing complexity. Shows strong knowledge and enthusiasm for NCTE English content such as:</p> <ul style="list-style-type: none"> • knowledge and use of the English Language • knowledge of practices of oral, visual, and written literacy • knowledge of different composing processes • knowledge of and use of a range of literature • knowledge of range and influence of print and nonprint and technology in contemporary culture. • knowledge of research theory and findings in English language arts.
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<p>h. Teacher guided practice was adequate and appropriate (INTASC 2,4, NCTE Standards 2.6)</p>	<p style="text-align: center;">1</p> <p>The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own. The students were not engaged in activities that demonstrated the role of arts and humanities in learning.</p>	<p style="text-align: center;">2</p> <p>The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own. The students were sometimes engaged in activities that demonstrated the role of arts and humanities in learning.</p>	<p style="text-align: center;">3</p> <p>The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own. The students were usually engaged in activities that demonstrated the role of arts and humanities in learning.</p>	<p style="text-align: center;">4</p> <p>The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were expected to do similar problems on their own. The students were engaged in activities that demonstrated the role of arts and humanities in learning.</p>
<p>i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4)</p>	<p>No repetition took place</p>	<p>Some repetition took place but no more than the students' natural memory was used to help students learn and remember</p>	<p>Repetition took place and mnemonic devices use to help students learn and remember</p>	<p>Repetition occurred, mnemonic devices were used, chunking and other concepts used to help students learn and remember essential facts and concepts</p>

<p>j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6, NCTE Standards 2.2, 4.1, 4.3)</p>	<p>1 No instructional materials were used, in particular no materials were used to help students become familiar with a variety of cultures, no print materials, no videos, software or records were used.</p>	<p>2 Instructional materials were used (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, textbooks, other print materials, videos, films, records, software, etc.) but their use was not aligned with the lesson objectives. An occasional reference to cultural material is made.</p>	<p>3 A variety of instructional materials (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, textbooks, other print materials, videos, films, records, software, etc) were used and they were aligned with the lesson objectives. Includes references and use of cultural materials.</p>	<p>4 A variety of instructional materials (such as maps, texts, pictures, graphs, interactive computer-based activities, timelines, oral histories, primary documents and artifacts, textbooks, other print materials, videos, films, records, software, etc) were used and they were aligned with the lesson objectives and they help to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts and to become familiar with other cultures.</p>
<p>k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4, NCTE Standards 4.2, 4.4)</p>	<p>All students were off task. Students were not engaged in oral, visual or written literacy. Students were not engaged in reading or writing processes.</p>	<p>Most students were off task. Students were sometimes engaged in oral, visual or written literacy. Students were not engaged in reading or writing processes.</p>	<p>All students appeared to be engaged in the lesson activities. Most students were engaged in oral, visual or written literacy. Students were not engaged in reading or writing processes.</p>	<p>All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrated their engagement. Students were engaged in oral, visual or written literacy. Students were engaged in reading or writing processes.</p>

<p>l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (INTASC 4, NCTE 2.4, 4.5, 4.7)</p>	<p>Open-ended questions were never used, and diverse perspectives were never explored. Students were not engaged in critical thinking or judgment. No discussions occurred. Students were not asked to communicate ideas.</p>	<p>Open-ended questions were sometimes used, and diverse perspectives were never explored. Students were not engaged in critical thinking or judgment. Little discussion occurred. Students were only to communicate ideas to the teacher.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored. Students were engaged in critical thinking or judgment. Some discussions occurred. Students were asked to communicate ideas to each other.</p>	<p>Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions. Students were engaged in critical thinking or judgment. Healthy discussions among students occurred. Students were asked to communicate and question each others' ideas.</p>
<p>m. Higher order thinking skills were used. (INTASC 4, NCTE 2.4, 4.6, 4.9)</p>	<p>Higher levels of Bloom's Taxonomy such as analysis, application, creating, and evaluation were never reached. Students are not asked to demonstrate critical thinking or critical analysis of different media. Students are not asked to use a variety of reading strategies.</p>	<p>Higher levels of Bloom's Taxonomy such as analysis, application, creating, and evaluation were sometimes reached. Students are usually not asked to demonstrate critical thinking or critical analysis of different media. Students are usually not asked to use a variety of reading strategies.</p>	<p>Higher levels of Bloom's Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate. Students are usually asked to demonstrate critical thinking or critical analysis of different media. Students are often asked to use a variety of reading strategies.</p>	<p>Higher levels of Bloom's Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate. Students are asked to demonstrate critical thinking or critical analysis of different media. Students are asked to use a variety of reading strategies.</p>

<p>n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8, NCTE Standards 3.3, 4.8)</p>	<p>1 Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson. Students were never asked to demonstrate their comprehension using a particular reading process. Students were not asked to make meaning from material through personal response.</p>	<p>2 Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson. Students were sometimes asked to demonstrate their comprehension using a particular reading process. Students were sometimes asked to make meaning from material through personal response.</p>	<p>3 Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given. Students were usually asked to demonstrate their comprehension using a particular reading process. Students were usually asked to make meaning from material through personal response.</p>	<p>4 Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary. Students were asked to demonstrate their comprehension using a particular reading process. Students were asked to make meaning from material through personal response.</p>
<p>o. The lesson ended with closure/review that focused on the main objectives of the lesson. (INTASC 3,4)</p>	<p>No summary took place</p>	<p>The teacher candidate summarized the lesson</p>	<p>The students were asked to summarize the learning</p>	<p>The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway or application of the objectives to students' lives or the "real world" when possible.</p>

<p>p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8, NCTE Standards 3.7, 4.2)</p>	<p>Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, activities, variety of reading processes, different composing processes, range of literature, range of print and non-print, small groups, individual work etc.</p>	<p>Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, activities, variety of reading processes, different composing processes, range of literature, range of print and non-print, small groups, individual work, etc.</p>	<p>An appropriate amount of the following strategies were used so that most of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, activities, variety of reading processes, different composing processes, range of literature, range of print and non-print, small groups, individual work, etc.</p>	<p>An appropriate amount of the following strategies were used so that all of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, activities, variety of reading processes, different composing processes, range of literature, range of print and non-print, small groups, individual work , etc.</p>
<p>q. Interdisciplinary & varied cultural perspectives were integrated into the lesson. (INTASC 1,2,3,7, NCTE Standards 2.5, 4.3)</p>	<p>1 No use of interdisciplinary or cultural perspectives was included. No critical thinking of these connections were required by students.</p>	<p>2 A brief use of interdisciplinary or cultural perspectives was included. No critical thinking of these connections was required by students.</p>	<p>3 The use of interdisciplinary or cultural perspectives was included. Some critical thinking of these connections was required by students.</p>	<p>4 Students were engaged in the use of interdisciplinary or cultural perspectives. Critical thinking of these connections was required by students.</p>

<p>r. Inclusion of special needs student occurred. (INTASC 2,3, <i>NCTE Standard 4.4</i>)</p>	<p>No IEP's were referenced, no accommodations were made, and many pathways to learning were not provided.</p>	<p>IEP's were referenced, but no accommodations were made, and many pathways to learning were not provided</p>	<p>IEP's were referenced, and some accommodations were made, but not enough pathways to learning were provided</p>	<p>IEP's were referenced, accommodations were made, many pathways to learning were provided</p>
<p>s. Individual differences were addressed. (INTASC 2,3,5 <i>NCTE Standards 4.4</i>)</p>	<p>Individual differences were not addressed.</p>	<p>Some instruction built on students' prior knowledge and experiences and some differentiated instruction took place. Individual differences in ethnicity, race, language, culture, gender and ability were sometimes addressed.</p>	<p>Instruction clearly built on students' prior knowledge and experiences, however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students' differing learning styles. Individual differences in ethnicity, race, language, culture, gender and ability were adequately addressed.</p>	<p>Instruction clearly built on students' prior knowledge and experiences, and differentiated instruction took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided and they met the needs of the students' learning styles. Individual differences in ethnicity, race, language, culture, gender and ability were addressed and supported throughout the lesson.</p>
<p>t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3, <i>NCTE 4.4</i>) (TESOL Standard 3)</p>	<p>No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used</p>	<p>Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and some integration of language skills, and adapted classroom resources were used</p>	<p>Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively</p>

<p>u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10, <i>NCTE</i> 2.2, 4.4)</p>	<p>1 Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of multi-cultures were consistently used</p>	<p>2 Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were not consistently used</p>	<p>3 Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were sometimes used</p>	<p>4 Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of multi-cultures were used</p>
<p>v. Displayed Enthusiasm. (INTASC 1,6)</p>	<p>Voice inflection, smiling, gestures were never used when appropriate</p>	<p>Voice inflection, smiling, gestures were sometimes used when appropriate</p>	<p>Voice inflection, smiling, gestures were mostly used when appropriate</p>	<p>Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm</p>
<p>w. Exhibited Confidence.</p>	<p>Never projected voice, or led the class by example</p>	<p>Sometimes projected voice, but did not lead the class by example</p>	<p>Always projected voice when appropriate, and mostly led the class by example</p>	<p>Always projected voice when appropriate, and always led the class by example</p>
<p>x. Displayed empathy. (INTASC 5,9,10)</p>	<p>Never listened to students and never served as students' advocate</p>	<p>Sometimes listened to students and served as student advocate</p>	<p>Always listened to students when appropriate and sometimes served as students' advocate when determining, for example, that factors in the students' environment outside of school may be influencing the students' life and learning</p>	<p>Always listened to students when appropriate and always served as students' advocate when appropriate (e.g., when determining that factors in the students' environment outside of school may be influencing the students' life and learning)</p>

y. Spoke and acted in a professional manner. (INTASC 9,10)	1 Failed to start and end on time and failed to wear clothing and jewelry similar to other exemplary teachers in the school	2 Sometimes started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school	3 Mostly started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school	4 Always started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school
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NCTE Addendum – Student Teaching Rubric

To be used beginning Fall 2009

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NCTE 2.6 Engage their students in activities that demonstrate the role of arts and humanities in learning	Candidate shows no evidence of promoting the arts and humanities in the learning of the students.	Candidate shows limited evidence of promoting the arts and humanities in the learning of the students.	Candidate engages students in activities that demonstrate the role of arts and humanities in learning.	Candidate plans and carries out frequent, varied, and sustained activities that integrate the arts and humanities in learning.

<p>NCTE 3.1 Demonstrate knowledge of, and skills in the use of, the English language.</p>	<p>Candidate demonstrates a lack of knowledge of the English language.</p>	<p>Candidate demonstrates some knowledge of the English language and uses that knowledge in a limited way to teach students.</p>	<p>Candidate uses knowledge of the English language to develop students' oral and written communication skills.</p>	<p>Candidate employs an extensive knowledge of the English language and its acquisition, history, grammars, semantics, syntax, morphology, and phonology to empower students to communicate effectively in oral and written forms.</p>
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<p>NCTE 3.2 Demonstrate knowledge of the practices of oral, visual and written literacy.</p>	<p>Candidate demonstrates a lack of knowledge of the practices of oral, visual, and written literacy.</p>	<p>Candidate demonstrates some knowledge of the practices of oral, visual, and written literacy.</p>	<p>Candidate uses knowledge of writing, visual images, and speaking to develop students' abilities to read and use language in oral, written, and visual mediums.</p>	<p>Candidate engages students in varied and sustained activities that teach students how forms of oral, written, and visual texts shape thinking and that empower students to read, critique, and creatively employ language in oral, written, and visual contexts.</p>
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<p>NCTE 3.3 Demonstrate their knowledge of reading processes.</p>	<p>Candidate fails to demonstrate knowledge of reading processes.</p>	<p>Candidate demonstrates some ability to respond to and interpret what is read, discover and create meaning from texts, and evaluate and appreciate texts.</p>	<p>Candidate responds to and interprets texts in varied ways and uses a variety of strategies to teach students how to read, analyze, and appreciate texts</p>	<p>Candidate demonstrates thorough knowledge of reading processes and uses a wide range of approaches for helping students draw upon interpretive strategies, past experiences, backgrounds, interests, and capabilities to analyze and appreciate texts of varying complexity and difficulty.</p>
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<p>NCTE 3.4 Demonstrate knowledge of different composing processes.</p>	<p>Candidate demonstrates no knowledge of different composing processes.</p>	<p>Candidate demonstrates limited knowledge of different forms of writing and writing strategies.</p>	<p>Candidate uses knowledge of various writing strategies to teach students how to compose different forms of written discourse.</p>	<p>Candidate develops in students an ability to use a range of composing strategies, to recognize how written discourse influences thought and action, and to employ forms of writing appropriate to particular audiences.</p>
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<p>NCTE 3.5 Demonstrate knowledge or, and uses for, an extensive range of literature.</p>	<p>Candidate demonstrates little knowledge of, or use of, a variety of teaching applications for an extensive range of literature.</p>	<p>Candidate demonstrates some knowledge of, and use of, multiple teaching applications for a range of literature.</p>	<p>Candidate uses a variety of teaching applications for a range of literary genres by Western and non-Western writers (male and female), including some works written for older children and young adults.</p>	<p>Candidate demonstrates in-depth knowledge of, and an ability to use, varied teaching applications for literary works written by men and women from a broad range of historical periods, cultural traditions, genres, and races, including various works written for older children and young adults.</p>
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<p>NCTE 3.6 Demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.</p>	<p>Candidate exhibits a lack of knowledge of the range and influence of print and non-print media and technology in contemporary culture.</p>	<p>Candidate demonstrates some knowledge of the influence of media on culture and people's actions and communication; of how to construct meaning from media and non-print texts; and of how to incorporate technology media forms into instruction</p>	<p>Candidate understands the role that various media can play in textual interpretation and in the composing process and uses various technologies to assist student learning in the English language arts.</p>	<p>Candidates demonstrates thorough knowledge of the role print and non-print media play in culture, uses a range of teaching strategies that help students construct meaning form media and non-print texts, and helps students compose, reflect on, and respond to various forms of visual-, audio, and multi-media texts through the use of current technologies.</p>
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<p>NCTE 3.7 Demonstrate knowledge of research theory and findings in English language arts.</p>	<p>Candidate exhibits a lack of knowledge of research theory and findings in English language arts.</p>	<p>Candidate demonstrates some knowledge of research theory and findings in English language arts.</p>	<p>Candidate demonstrates knowledge of major sources of research and theory related to the English language arts and employs teacher-researcher models of classroom inquiry</p>	<p>Candidate shows thorough knowledge of research and theory pertaining to the English language arts and uses that knowledge to reflect on and improve teaching practices and better understand what enables students to speak, listen, write, and read effectively.</p>
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<p>NCTE 4.9 Demonstrate that their students can select reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</p>	<p>Candidate demonstrates limited ability to provide students with relevant reading strategies for understanding a wide range of print and non-print texts.</p>	<p>Candidate demonstrates some ability to provide students with relevant reading strategies for understanding a wide range of print and non-print texts.</p>	<p>Candidate teaches students to select appropriate reading strategies for reading and understanding a wide range of print and non-print texts.</p>	<p>Candidate demonstrates the flexibility of various reading comprehension strategies and teaches students how to employ a wide variety of such strategies in order to read and analyze a diverse range of print and non-print texts.</p>
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