

**English Language Arts
Discipline-Specific Assessment of Student Teaching**

Background:

The National Council of Teachers of English has set out standards for the preparation of teachers of English language arts. These standards articulate some elements that comprise a solid foundation for teaching language arts. They span four major domains: Content Knowledge, Content Pedagogy, Learners and Learning, and Professional Knowledge and Skills. Put more plainly, these standards reflect our field's sense that a teacher education program should include attention to what content we teach, ways of teaching it, who we teach and how, and the role of the professional teacher in school, community, and society.

The first two domains (Content Knowledge and Content Pedagogy) have been the express focus of most of your coursework. The purpose of this form is to document your performance in the last two domains (Learners and Learning and Professional Knowledge and Skills), which are most easily observable while you are student teaching.

The NCTE standards can be read in full here:

http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf

Supervisors will select "Met," "Not Met" or "Not Observed" for each specific element listed.

<i>Learners and Learning: Implementing English Language Arts Instruction</i>			
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.			
	M	NM	NO
Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.			
Element 2: 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.			
Element 3: 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.			

Element 4: 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.			
<i>Professional Knowledge and Skills</i>			
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.			
	M	NM	NO
Element 1: 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.			
Element 2: 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.			
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.			
	M	NM	NO
Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.			
Element 2: 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.			

Comments: