|  | **Exceptional: Meets expectations at least 90% of the time. (4 pts)**  | **Proficient: (3 pts)**  | **Developing: (2 pts)**  | **Needs Improvement: (1 pt)**  | **NA (0 pt)**  |
| --- | --- | --- | --- | --- | --- |
| **Learners and Learning: Written Lesson Plan INTASC-2013.7 NCTE-2012.5.1**  | Lesson plans are detailed and clear; have assessable performance based objectives, have a logical flow; are developmentallyappropriate, build on student prior knowledge, and reflect deep content knowledge, and demonstrate the role of arts and humanities in learning. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Professional Knowledge and Skills: Cultural Awareness** **INTASC-2013.2 NCTE-2012.6.2**  | TC uses knowledge of theories and research to plan instruction responsive to students’ location, national, and international histories, individual identities, and languages/dialects as they affect students’ opportunities to learn in ELA. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Content Knowledge INTASC-2013.4 NCTE-2012.1.1**  | Plans reflect deep knowledge of texts – print and non-print, media, classic and contemporary, including YA – that represent a range of literatures. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Content Knowledge: Language/Grammar NCTE-2012.2.2**  | TC knows the conventions of the English language as they relate to various rhetorical situations; they understand dialect and are familiar with relevant grammar systems; 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. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Content Pedagogy: Reading and Literature Instruction** **INTASC-2013.8 NCTE-2012.3.1**  | TC uses knowledge of theory, research, and practice in ELA to plan coherent and relevant learning experiences utilizing a range of different texts. Instructional strategies are motivating and accessible to all students. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time.  | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Content Pedagogy: Reading Assessment INTASC-2013.6 NCTE-2012.3.2**  | TC designs a range of authentic assessments 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. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Content Pedagogy: Composition** **INTASC-2013.8 NCTE-2012.4.1**  | TC uses knowledge of theory, research, and practice in ELA to plan coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect and understand of writing processes and strategies in different genres for a variety of purposes and audiences. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Content Pedagogy: Writing Assessment****INTASC-2013.6 NCTE-2012.4.2**  | TC designs 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. TCs 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. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations.  |   |
| **Professional Knowledge and Skills: Critical Thinking** **INTASC-2013.5 NCTE-2012.6.1**  | TC plans and implements ELA and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.  | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations.  |   |
| **Teacher Presence**  | TC has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard English. Responds to students in a positive manner. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations.  |   |
| **Learners and Learning: Classroom Environment INTASC-2013.2 NCTE-2012.5.2**  | TC uses data about their students’ individual differences, identities, and fund of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own ELA learning. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Classroom Management INTASC-2013.3**  | TC understands relationship between curriculum, instruction, and management. Successfully uses a variety of structures for student interaction and provides opportunities for student feedback and reflection. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Learners and Learning: Instructional Strategies, Technology** **INTASC-2013.8 NCTE-2012.5.4**  | Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Learners and Learning: Differentiated Instruction INTASC-2013.1 NCTE-2012.5.3**  | Candidates differentiate instruction based on students’ self-assessments and formal/informal assessments of ELA learning. Candidates communicate with students about their performance in ways that actively involve them in their own learning. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |
| **Professional Knowledge and Skills: Professional Dispositions** **INTASC-2013.10 NCTE-2012.7.2**  | TC engages in and reflects on a variety of experiences related to ELA that demonstrates an understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. Meets expectations at least 90% of the time. | Meets expectations at least 80% of the time. | Meets expectations at least 70% of the time. | Does not meet program expectations. |   |