

EED 490 English Teaching Performance Assessment (Rev. 2017)

by COE Administrator

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School of Education

The College of New Jersey

Please select the performance level in each criteria below that best describes the Teacher Candidate's (TC) teaching performance to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable." Please note the evaluation system below includes:

Exceptional (Target) Teacher candidate meets expectations at least **90%** of the time.

Proficient (Acceptable) Teacher candidate meets expectations at least **80%** of the time.

Developing (Unacceptable for Student Teaching) Teacher candidate meets expectations at least **70%** of the time.

Needs Improvement (Unacceptable) Teacher candidate does not meet program expectations.

"NA" Not Applicable" or Not Observed

Standards

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other

school professionals, and community members to ensure learner growth, and to advance the profession.

- INTASC-2013.2** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- INTASC-2013.3** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- INTASC-2013.4** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- INTASC-2013.5** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- INTASC-2013.6** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- INTASC-2013.7** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INTASC-2013.8** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- NCTE-2012.1.1** Element: 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.
- NCTE-2012.2.2** Element: 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.
- NCTE-2012.3.1** Element: 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.

- NCTE-2012.3.2** Element: 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.
- NCTE-2012.4.1** Element: 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.
- NCTE-2012.4.2** Element: 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.
- NCTE-2012.5.1** Element: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.
- NCTE-2012.5.2** Element: 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.
- NCTE-2012.5.3** Element: 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.
- NCTE-2012.5.4** Element: 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.
- NCTE-2012.6.1** Element: 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.
- NCTE-2012.6.2** Element: 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.

NCTE-2012.7.2 Element: 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.

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	Exceptional: Meets expectations at least 90% of the time. (4.000 pts)	Proficient: Meets expectations at least 80% of the time. (3.000 pts)	Developing: Meets expectations at least 70% of the time. (2.000 pts)	Needs Improvement: Does not meet program expectations. (1.000 pt)	NA (0.000 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 developmentally appropriate, build on student prior knowledge, and reflect 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	Meets expectations at least 80% of the time.	Meets expectations at least 70% of the time.	Does not meet program expectations.	

	least 90% of the time.				
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	TC designs a range of authentic assessments of reading and	Meets expectations at least 80% of the time.	Meets expectations at least 70% of the time.	Does not meet program expectations.	

<p>INTASC-2013.6 NCTE-2012.3.2</p>	<p>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.</p>				
<p>Content Pedagogy: Composition INTASC-2013.8 NCTE-2012.4.1</p>	<p>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.</p>	<p>Meets expectations at least 80% of the time.</p>	<p>Meets expectations at least 70% of the time.</p>	<p>Does not meet program expectations.</p>	
<p>Content Pedagogy: Writing Assessment INTASC-2013.6 NCTE-2012.4.2</p>	<p>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.</p>	<p>Meets expectations at least 80% of the time.</p>	<p>Meets expectations at least 70% of the time.</p>	<p>Does not meet program expectations.</p>	

	Meets expectations at least 90% of the time.				
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	Meets expectations at least 80% of the time.	Meets expectations at least 70% of the time.	Does not meet program expectations.	

	structures for student interaction and provides opportunities for student feedback and reflection. Meets expectations at least 90% of the time.				
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.	

