

## **EDCI 469: Teaching English in the Secondary School**

Fall 2010: Tuesdays 7:20-10:00pm

**Instructor:** Dr. Patricia Smith  
**Office Hours:** T, before class 6:20-7:20 by appointment

**E-Mail:** [pmsmith5@fcps.edu](mailto:pmsmith5@fcps.edu) or [psmith12@gmu.edu](mailto:psmith12@gmu.edu)  
(I will be able to return your email in 36 hours or less.)

### **Course Objectives:**

The purpose of this course is to provide you with the foundation you will need to design creative and effective lesson and unit plans for middle and high school English/language arts. However, lesson and unit plan design is not an atheoretical process. How you view teaching and learning from a theoretical perspective will greatly affect how you design instruction for your students. Therefore, you will inquire into what makes English language arts instruction “tick,” so to speak. As such, you will begin to articulate what excites you about teaching English and how you see yourself as an emerging teacher of language and literature.

By the completion of this course, you should:

1. Be able to design lesson plans that engage students in language study related to grammar, usage, vocabulary, spelling, and decoding.
2. Possess a richer understanding of how grammar, usage, vocabulary, spelling and decoding play into the wider activities of reading, writing, speaking, and listening *for authentic and interesting purposes.*
3. Be able to design thematic Unit Plans that adhere to Virginia’s Standards of Learning and NCTE/IRA national standards for the English/language arts.
4. Possess a deeper understanding of reading and writing as multimodal processes (rather than as only linguistic processes).

### **Required Course Texts**

1. *Teaching English by Design: How to Create and Carry Out Instructional Units* by Peter Smagorinsky (Heinemann Press, 2007).
2. *Best Practices in Writing Instruction* edited by Steve Graham, Charles A. MacArthur, and Jill Fitzgerald (Guilford Press, 2007).

### **Course Materials**

Your main assignment for this course will be a Unit Plan. You will build this plan in pieces as the semester progresses. In addition, you will download three sets of standards over the course of the semester, some of them lengthy.

Please purchase a three-ring binder in which to keep your Unit Plan and the Standards (INTASC; NCTE/IRA; Virginia SOL). It is fine if you also use this notebook to keep your course notes and handouts.

### **Course Requirements**

- **Attendance and Participation:** Attendance is critical to how this class will work. You will spend a great deal of time working on group activities to generate ideas for lesson and unit plan design and to share points you find interesting and useful from the course readings. If you must miss a class, please contact me ahead of time through e-mail and also contact a classmate to discuss missed activities and assignments. If you miss more than two classes, you will not be eligible for higher than a C in the course.
- **Punctuality and Conduct:** You are also expected to be in class on time and to conduct yourself in a way that is respectful to your classmates and to the professor. Please familiarize yourself with the George Mason University Honor Code at [honorcode.gmu.edu](http://honorcode.gmu.edu) Furthermore, Abstain from cell phones during class and limit your laptop use for lecture notes.

### **Field Experience:**

This course has a required field experience component, which provides an invaluable way to connect the course content to what is going on in actual high school and middle school classrooms. You will need to have fifteen contact hours in a classroom. You must submit a signed form certifying that you completed your Field Experience in order to receive credit. **I cannot give you a passing grade for the course if you do not complete your Field Experience.** When you participate in your field experience, be sure to take notes on anything that relates to what we are discussing in class. For example, when we cover the Writing Process, focus your observations on the Writing Process. I expect that you will be able to include your Field Experience observations in our class discussions. **Please visit <http://cehd.gmu.edu/teacher/fieldexperience/> for instructions on how to sign up for your field experience.**

### **List of Course Assignments and Due Dates:**

- (1) Discussion Forum: A) Essential Questions and B) Quotes and Questions *10% of course grade.*
- (2) Journal/Blog: *10% of course grade.* **Due before class each week. Checked on Nov. 9<sup>th</sup> and Dec 7<sup>th</sup>.**
- (3) PLC Project and Presentation *10% of course grade.* **Due Oct. 19<sup>th</sup>, 26<sup>th</sup>, Nov. 9<sup>th</sup>.** Post to External Links on Blackboard on date of presentation.

- (4) Annotated Bibliographies: *10% of course grade*. **Due Sept 21<sup>st</sup>, Oct 5<sup>th</sup>, Nov 16<sup>th</sup>**. Submit electronically through Blackboard. Bring 35 copies to class.
- (5) Sharing of Field Experience. **Due Last Day of Class**.
- (6) Unit Plan (includes Rationale, List of Standards, 4 Lesson Plans, Differentiation Plan, and Assessment Plan). *60% of course grade*. You will write the lesson plans as the semester progresses, and I will give you feedback so that you have time to revise, if necessary. Submit electronically through blackboard. **Unit Plan checkpoint/draft: October 12<sup>th</sup>; Unit Plan is due in class November 30<sup>th</sup>**

### **\*\*Late Assignment Policy\*\***

I do not accept assignments more than 3 weekdays late (counting up to midnight of the third day). Please e-mail late assignments to [psmith12@gmu.edu](mailto:psmith12@gmu.edu) as a Word .doc file (I cannot open Word Perfect files). For each day an assignment is late, I deduct 10 points.

**Most work will be submitted electronically and will be returned in one week.**

The unit plan and lesson plan assignments for this course are graded using a Mastery/Incomplete system guided by two sets of rubrics (NCTE-SPA and INTASC). Each of these rubrics has a scale of possible scores that range from 0 to 3 (3 being the highest score). To pass an assignment, you will need to achieve Mastery on a required subset of the rubric standards (no single assignment will require that you meet all 19 rubric standards).

**Mastery** is equal to a mean score of 2.0 on a given set of rubric standards. If you achieve a mean score of 2.5 or higher, you will be awarded **Advanced Mastery**. If you achieve a mean score of less than 2.0 on any standard for a given assignment, you will be given an **Incomplete** on the assignment and you will need to re-submit it until you reach a mean score of at least 2.0.

For the purposes of calculating a course grade, I have assigned the following numerical scores to each mean. Because you cannot move onto your Internship with (a) less than a mean score of 2.0 on the Unit Plan and (b) with less than a B in the course, I have set up the grading scale to ensure that you receive a B or higher in the class only if you achieve at least a mean score of 2.0 on the Unit Plan.

If you receive a mean score within the range of	Your grade is a...
3.0	100
2.5-2.59	97
2.0-2.49	93
1.0-1.99	73
< 1.0	63

### Important Information for you:

For all re-submissions of Incomplete work, your final grade on the assignment will be an average of your initial and last efforts. For example, if you received a mean score of 1.9 on your first submission (equal to a 73) and a mean score of 2.5 on your second submission (equal to a 97), your final grade for that assignment would be an 85.

### GRADING SCALE

<b>A+</b>	<b>97-100</b>	<b>B+</b>	<b>87-89</b>	<b>D</b>	<b>60-69</b>
<b>A</b>	<b>93-96</b>	<b>B</b>	<b>80-86</b>	<b>F</b>	<b>below 60</b>
<b>A-</b>	<b>90-92</b>	<b>C</b>	<b>70-79</b>		

<b>Date</b>	<b>Weekly Content</b>	<b>Readings</b>	<b>Assignments Due</b>
Aug 30 <sup>th</sup>	Introduction to Course “The Journey” (Probst) Overview of Assignments, Syllabus, and Blackboard		
Sept 7 <sup>th</sup>	Teaching English by Design: Part I	Ch 1: Students’ Ways of Knowing Ch 2: Providing Scaffolding Ch 3: Alternatives to Teacher-Led Discussion	Quotes and Questions for Chapter 1-3; Essential Questions
Sept 14 <sup>th</sup>	Teaching English by Design: Part I	Ch 4: Planning the Course (Smagorinsky)	Quotes and Questions for Chapter 4; Essential Questions; Blog Response
Sept 21 <sup>st</sup>	Teaching English by Design: Part II	Ch 5: Goals for Conventional Writing Ch 6: Goals for Unconventional Writing Ch 7: Responding to Student Writing (Smagorinsky)	Quotes and Questions for Chapter 5-7; Essential Questions; Blog Response <b>1<sup>st</sup> Annotated Bibliography Due</b>
Sept 28 <sup>th</sup>	Teaching English by Design: Part III	Ch 8: Conceptual Based Units	Quotes and Questions for

		Ch 9: Basics of Unit Design Ch 10: Your Unit Rationale (Smagorinsky)	Chapter 8-10; Essential Questions; Blog Response
Oct 5 <sup>th</sup>	Teaching English by Design: Part III	Ch 11: Outlining a Unit Ch 12: Construction Zones Ch 13: Introductory Activities Ch 14: Down and Dirty (Smagorinsky)	Quotes and Questions for Chapter 11- 14; Essential Questions; Blog Response <b>2<sup>nd</sup> Annotated Bibliography Due</b>
Oct 12 <sup>th</sup>	No Classes		
Oct 19 <sup>th</sup>	New Literacies		<b>New Literacies Project; Blog Check</b>
Oct 26 <sup>th</sup>	New Literacies		<b>New Literacies Project</b>
Nov 2 <sup>nd</sup>	Special readings from Probst, Nelson Spivey, Elbow (TBA)		Quotes and Questions; Essential Questions; Blog Response
Nov 9 <sup>th</sup>	New Literacies		<b>New Literacies Project Blog Check</b>
Nov 16 <sup>th</sup>	Best Practices in Writing	Ch 2: Process Approach; Ch 4: Writing Across Curriculum; (Graham)	<b>Checkpoint/Draft Unit Plan Due</b> Quotes and Questions for Chapter 2 and 4; Essential Questions; Blog Response <b>3<sup>rd</sup> Annotated Bibliography Due</b>
Nov 23 <sup>rd</sup>	Best Practices in Writing	Ch 6: Teaching Planning; Ch 7: Teaching Revision Ch 12: Writing Adolescents (Graham)	Quotes and Questions for Chapter 6, 7, and 12; Essential Questions; Blog Response
Nov 30 <sup>th</sup>	Best Practices in Writing	Ch 10: Motivation Ch 13 Writing Assessment (Graham)	Quotes and Questions for Chapter 10 and 13; Essential Questions;

			<b>Blog Response; Unit Plan Revisions Due</b>
Dec 7 <sup>th</sup>	Sharing of Writing Theory and Assignment		<b>Writing Theory and Assignment Due</b>
Dec 14 <sup>th</sup>	Presentation of Field Experience		<b>Presentation of Field Experience</b>

**George Mason University**  
**College of Education and Human Development**  
**Secondary Education Program**

***Internship/Student Teaching - General Evaluation Rubric***

This rubric describes the teaching internship performance standards in the College of Education and Human Development at George Mason University for secondary school candidates wishing to earn a recommendation for licensure in teaching. Two rubrics will be used to assess the internship/student teaching, a general rubric (included here) and a subject specific rubric (science, mathematics, English, or history/social science). The general rubric includes the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards for beginning teachers. The subject specific rubrics include standards from the four content area organizations (NSTA, NCSS, NCTM, or NCTE). In order to earn a recommendation for licensure, a candidate must complete the entire internship and achieve at least an average overall score of 2.0 or above for all INTASC standards on the general rubric and all criteria on the subject specific rubric with no individual standard or criteria scoring below a 1.0 rating. If the average score for all standards is less than 2.0 or any individual standard is less than 1.0, the internship/student teaching may be extended and materials re-submitted per instructions from your university supervisor. General ratings are described as follows:

<b>Rating</b>		<b>Description</b>
0	Unacceptable	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.
1	Marginal	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.
2	Meets Expectations	The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.
3	Exceeds Expectations	The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.

**Directions:** In the space provided, the intern/student teacher is to identify evidence of how each part of each standard has been met, including page numbers where sample evidence can be found.

### **Content INTASC Standard 1**

#### **Evidence**

The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Uses Essential Relevant Content	0 1 2 3
<hr/>	
Organizes Instruction Around Unifying Themes	0 1 2 3
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Builds a Conceptual Framework	0 1 2 3
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Displays Content Accuracy	0 1 2 3
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Fosters Understanding of Disciplinary Norms and Ways of Thinking	0 1 2 3
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### **Student Learning INTASC Standard 2**

The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.

Fosters Active Student Involvement	0 1 2 3
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Uses Developmentally Appropriate Activities	0 1 2 3
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### **Diverse Learners INTASC Standard 3**

The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.



Attends to Different Learning Styles	0	1	2	3
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Attends to Different Learning Needs (e.g., ELL, learning disabilities, gender, etc.)	0	1	2	3
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Attends to Different Skill Levels	0	1	2	3
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Uses Activities Relevant to Students	0	1	2	3
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#### **Instruction INTASC Standard 4**

The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Uses Variety of Strategies and Activities	0	1	2	3
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Uses Effective Questioning	0	1	2	3
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Fosters Higher-Order Thinking	0	1	2	3
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Encourages Student Thinking/Inquiry	0	1	2	3
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Fosters Student Creativity and Choices	0	1	2	3
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Demonstrates Teacher Creativity	0	1	2	3
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Incorporates Sufficient Detail to Teach	0	1	2	3
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Uses Coherent Connection among Activities	0	1	2	3
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#### **Learning Environment INTASC Standard 5**

The teacher intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Establishes Routines	0 1 2 3
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Uses Individual Work	0 1 2 3
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Organizes Group Work	0 1 2 3
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Anticipates/Avoids Potential Discipline Problems	0 1 2 3
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### **Communication INTASC Standard 6**

The teacher intern uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Uses Effective Communication to Foster Inquiry	0 1 2 3
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Integrates Technology	0 1 2 3
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Fosters Collaboration	0 1 2 3
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Encourages Communication among Students	0 1 2 3
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Encourages Communication between Students and Teacher	0 1 2 3
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### **Planning INTASC Standard 7**

The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

Clearly Connects to Nat'l/State Standards	0 1 2 3
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Clearly connects to Course Objectives	0 1 2 3
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Relates Daily Question(s) or Objective(s)  
to Unit Question 0 1 2 3

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Relates Daily Activities to Question(s) or

Objective(s) 0 1 2 3

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Relates Assessment to Questions/Objectives 0 1 2 3

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Develops Content Logically and Coherently 0 1 2 3

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**Assessment INTASC Standard 8**

The teacher intern understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Uses Variety of Formal/Informal Assessments	0	1	2	3
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Assesses Essential Understanding and Skills	0	1	2	3
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Assesses Higher Order Thinking Skills	0	1	2	3
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Incorporates Student Self-Assessment	0	1	2	3
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Uses Assessment to Inform Instruction	0	1	2	3
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**Reflection INTASC Standard 9**

The teacher intern is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Presents Thoughtful/Coherent Research-based Rationale	0	1	2	3
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Shows Reflection on Teaching and Best Practice	0	1	2	3
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Uses Reflection to Impact Teaching	0	1	2	3
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**Collaboration INTASC Standard 10**

The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support students and their well-being.

Fosters Professional or Community Relationships	0	1	2	3
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Uses Books, Internet, Research,  
and Other Resources)

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0 1 2 3

**Strengths**

**Areas to Further Develop**

**Average standard scores including the subject matter scores (e.g. science, mathematics, English, history/social science)**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ 6\_\_\_\_ 7\_\_\_\_ 8\_\_\_\_ 9\_\_\_\_ 10\_\_\_\_ Overall  
Average\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Printed Name**

\_\_\_\_\_  
**Date**

**NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.**

*Marginal or above score in all standards*                      **\_\_YES \_\_NO**

*Overall average meets expectations or higher*   **\_\_YES \_\_NO**

## Appendix B

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**Secondary Education Program**

**UNIT PLAN NCTE Evaluation Rubric English**

Name of  
candidate \_\_\_\_\_

Date \_\_\_\_\_

This English rubric is supplemental to the Secondary Education Program's Pre-Service—General Evaluation Rubric. These guidelines and rubric describe the planning performance standards in the College of Education and Human Development at George Mason University that secondary school pre-service teachers need to meet before proceeding to their internship/student teaching. During the methods course for Teaching English in the Secondary School (EDCI 569), each pre-service teacher will design a two-to four-week unit plan for teaching. Two rubrics will be used to assess planning: a general rubric and subject specific rubric (for English, this is the NCTE rubric). If the average score for any standard is less than a one (1), materials must be re-submitted per instructions from your instructor.

<b>Rating</b>		<b>Description</b>
0	Unacceptable	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. <b>Specifically, a score of zero (0) is given when there is no evidence of the pre-service teacher's attempt to meet a particular NCTE standard, OR the attempt is Unacceptable, as defined by NCTE.</b>
1	Marginal	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning. <b>Specifically, a score of one (1) is given when the pre-service teacher <i>marginally</i> meets the Acceptable level of criteria for a NCTE standard.</b>
2	Meets Expectations	The candidate exhibits performance that meets the standard in essential knowledge, skills and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning. <b>Specifically, a score of two (2) is given when the pre-service teacher <i>fully</i> meets the Acceptable level of criteria for a NCTE standard.</b>
3	Exceeds Expectations	The candidate exhibits mastery of the knowledge, skills and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning. <b>Specifically, a score of three (3) is given when the pre-service teacher fully meets the</b>

	<b>Target level of criteria for a NCTE standard.</b>
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NCTE/NCATE STANDARDS

for

Initial Preparation of Teachers of Secondary English Language Arts

Grades 7–12

**Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.  
AS A RESULT, CANDIDATES**

**Standard 1: Attitudes for the English/Language Arts**

<b>NOT ACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues.	Make meaningful connections between the ELA curriculum and developments in culture, society, and education	<b>Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.</b>

**Score (Circle One):**    0        1        2        3

**Evidence:**

**Standard 2: Knowledge of the English Language**

<b>NOT ACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
Demonstrate little	Demonstrate an awareness	<b>Use both theory and</b>



NOT ACCEPTABLE	ACCEPTABLE	TARGET
knowledge of how to recognize the impact of cultural, economic, political, and social environments on language.	in their teaching of the impact of cultural, economic, political, and social environments on language.	<b>practice in helping students under-stand the impact of cultural, economic, political, and social environments on language.</b>
Demonstrate little knowledge of the evolution of the English language and the historical influences on its various forms.	Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching.	<b>Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning.</b>

Score (Circle One): 0 1 2 3

Evidence:

### Standard 3: Knowledge of Literacy

NOT ACCEPTABLE	ACCEPTABLE	TARGET
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Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy.	Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.	<b>Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.</b>
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NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts.	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities.	<b>Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.</b>

Score (Circle One):    0       1       2       3

Evidence:

#### Standard 4: Knowledge of Reading Processes

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show limited ability to respond to and interpret	Respond to and interpret, in varied ways, what is	<b>Integrate into their teaching continuous use</b>

NOT ACCEPTABLE	ACCEPTABLE	TARGET
what is read.	read, teaching their students how to do this.	<b>of carefully designed learning experiences.</b>

Score (Circle One): 0 1 2 3

Evidence:

### Standard 5: Knowledge of Composing Processes

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action.	Produce different forms of written discourse and understand how written discourse can influence thought and action.	<b>Teach students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.</b>

Score (Circle One): 0 1 2 3

Evidence:

**Standard 6: Knowledge of Literature**

NOT ACCEPTABLE	ACCEPTABLE	TARGET
<p>Show little knowledge of, or use of, a variety of teaching applications for:</p> <p>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.</p>	<p>Know and use a variety of teaching applications for:</p> <p>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.</p>	<p><b>Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for:</b></p> <p><b>Works from a wide variety of genres and cultures, works by female authors, and works by authors of color.</b></p>

Score (Circle One): 0 1 2 3

Evidence:

**Standard 7: Knowledge of Media and Technology**

NOT ACCEPTABLE	ACCEPTABLE	TARGET
<p>Demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction.</p>	<p>Incorporate technology and print/nonprint media into their own work and instruction.</p>	<p><b>Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and</b></p>

NOT ACCEPTABLE	ACCEPTABLE	TARGET
		<b>reflection on their learning.</b>

**Score (Circle One):** 0    1    2    3

**Evidence:**

**Standard 8: Knowledge of Research in ELA**

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show a lack of knowledge of the major sources of research and theory related to English language arts.	Use major sources of research and theory related to English language arts to support their teaching decisions.	<b>Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate.</b>
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**Score (Circle One):** 0    1    2    3

**Evidence:**

**Standard 9: Pedagogy for the English Language Arts**

NOT ACCEPTABLE	ACCEPTABLE	TARGET
<p>Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication.</p>	<p>Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</p>	<p><b>Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication.</b></p>

<b>NOT ACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>
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**Score (Circle One):**    0        1        2        3

**Evidence**

<b>STANDARD</b>	<b>SCORE</b>
1. Attitudes for English Language Arts	
2. Knowledge of the English language	
3. Knowledge of literacy	
4. Knowledge of reading processes	
5. Knowledge of composing processes	
6. Knowledge of literature	
7. Knowledge of the media & technology	
8. Knowledge of research in ELA	

9. Pedagogy for English Language Arts	
<b>Mean Rating</b>	

**NOTE: Minimum mean rating of 2.0 (with at least a rating of 1.0 for each standard) required for licensure.**