

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

College of
EDUCATION & HUMAN DEVELOPMENT



Promoting Learning & Development Across the Lifespan

EDCI 569
Teaching English in the Secondary School
Spring 2013

Instructor: Dr. Leslie Lipovski
Date and Time: (Thursdays 7:20 – 10:00 pm)
Class Location: Robinson Hall
Office Location: Thompson Hall 1803
Email Address: llipovsk@gmu.edu
Office Hours: By appointment

Course Materials Online

The blackboard site can be found at <http://courses.gmu.edu>

Use the same login as your GMU email.

Blackboard

Blackboard 9.1 will be used for the course. Access Blackboard 9.1 by following these steps:

1. Go to <http://mymason.gmu.edu>.
2. Login using your NETID and password,
3. Click on the 'Courses' tab.
4. Double-click on our course number under the "Blackboard 9.1 Course" heading.

Course Description

The EDCI 569 and EDCI 669, Advanced Methods of Teaching English course sequence is designed to support the development of reflective, professional, collaborative and research-based practitioners in the field of English/language arts instruction. EDCI 569 introduces preservice English teachers in the fundamentals of theory and practice for teaching English/language arts in middle and high schools. Class sessions, reading and writing assignments and required fieldwork in both courses emphasize current issues and recent developments in curriculum and methodology in the teaching of secondary English/language arts.

The purpose of EDCI 569 is to prepare teachers who will understand, respect, and effectively facilitate the language development and learning of diverse adolescents with whom they work. The course is designed to support preservice teachers as they:

Develop a personal theory of language arts education, which is supported, by theory and research on the teaching and learning of language arts.

Plan and implement lesson and units of instruction, which are consistent with a theoretically strong personal theory of language arts education.

Make connections between theory and practice in reflective, critical analyses of curriculum and instruction in language arts.

Goals of the Course, students will be able to:

Read research and theory representative of current thinking in the teaching of English/language arts.

Research-Based Practice, SPA standards 3.0, 3.5, and 4.0

Explore and report on one specific area of interest in the teaching of English/language arts.

Research-Based Practice, SPA standards 3.0, 3.3, 3.7.

Practice planning and implementing process-based writing experiences, which facilitate students' understanding of and reflections on their readings, their lives and their communities.

Innovation, SPA standard 3.4

Practice planning and implementing lessons on English language instruction that are taught within the context of language arts.

Innovation, SPA standards 3.2, 4.0

Practice planning and implementing activities and discussions, which involve students in active, reflective responses to literature within a diverse community of learners.

Collaboration, SPA standard 3.2

Observe and analyze teaching practices in light of course readings and discussions.

Research-Based Practice, SPA standards 2.0, 3.7

Describe national, state, and local standards for English and use them as the underlying basis of classroom curriculum and instruction.

Research-Based Practice, SPA standard 1.0

Design a coherent unit of instruction and effective daily lessons, which reflect current research, theory and practice in English/language arts.

Research-Based Practice, Innovation, SPA standards 3.0, 3.3

Utilize knowledge of adolescence, language, learning, teaching, and diversity to plan and adapt instruction, which maximizes learning for all students in today's diverse schools.

Research-Based Practice and Social Justice, SPA standards 3.7, 4.0

Develop assessments appropriate for identified curricular objectives and related to national, state, and local standards.

Research-Based Practice, SPA standard 1.0

Incorporate media/technology into the curriculum to enhance the teaching and learning of English.

Innovation, SPA standard 3.6

Reflect upon and critically analyze one's own and observed teaching practices in light of related theory and research in English education.

Research-Based Practice, SPA standard 3.7

Articulate a developing personal theory of English education.

Ethical Leadership, SPA standard 3.0

Relationship to Program Goals and Professional Organizations

EDCI 569 is the first course in a two-course sequence of English methods course for students seeking a secondary school teaching license in English/language arts. The course focuses on best practices in English education including the use of technology, meeting the needs of diverse learners and English language learners as called for by the Standards of Learning for Virginia Public Schools and National English education Standards and as outlined by the National Council for Accreditation of Teacher Education (NCATE) National Council of Teachers of English (NCTE) and The International Reading Association (IRA).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Please note that:

o “Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
(from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)

o Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.

- o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
 - Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.
 - The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
 - The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Readings

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann

Burke, J. (2008). *The English teacher's companion: A complete guide to classroom, curriculum and the profession*. Portsmouth, NH: Heinemann

Cisneros, S. (1984). *The house on mango street*. New York: Vintage Books.

O'Brien, P. (Ed.). (1993). *Shakespeare set free: Teaching romeo and juliet, Macbeth, and a midsummer night's dream*. Washington D.C. : Washington Square Press.

Smagorinsky, P. (2007). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann

Additional readings as assigned in class.

In addition, students should obtain a student membership in either National Council of Teachers of English or the International Reading Association and subscribe to one of the following journals:

English Journal
Voices From the Middle
Journal of Adolescent and Adult Literacy

Resources

George Mason University Library: <http://library.gmu.edu/>

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vsra.org

International Reading Association (IRA): www.reading.org

National Reading Conference (NRC): www.nrconline.org

National Council of Teachers of English (NCTE): www.ncte.org

TED website: <http://www.ted.com/talks>

Course Requirements

Attendance and Participation. Attendance is critical, class time will provide opportunities for participation in hands-on activities, demonstration of effective teaching strategies, and reflection on course readings, class activities, and assignments, and observations from field experience. Students are expected to be on time and prepared to participate in class as active, thoughtful discussants. Each student is allowed one absence, no explanation required. For each session you are absent you are absent beyond this one, points will be deducted from your attendance and class participation points. **As a courtesy to myself and others, please place all cell phones on vibrate and turn off computers unless being used for class purposes.**

Class Presentations – These will be short mini-lessons assigned throughout the semester. (15 min. max) The content will focus on class readings and discussions, but you will be required to find a research article that relates to course content. Your presentation will be designed around the ideas in your article. This article must come from a peer-reviewed research journal. More information will be provided as we progress in the class. The purpose of the presentations is to provide opportunities for you to practice teaching techniques in front of a group of peers before taking your ideas into the classroom. **DUE: various dates throughout the semester - See sign-up sheet.**

Multi-genre Research Project and Presentation. This paper is an exploration of some aspect of English instruction you want to learn about during this course. Modeled after the multi-genre research paper designed by Tom Romano, the paper consists of at least five different genres such as autobiography, personal vignette, narrative, research essay, poetry, fiction, drama, summary, informal letter, news story, essay, etc.; one of which must be technology based. Course texts can be used as sources, but a minimum of 5 additional readings from the NCTE/IRA publications or relevant texts/journals must also be cited in the paper. **Draft Due: 2/21 Final Due: 2/28 Presentations on 2/28**

Lesson Plan and Collection of Sample Readings

Planning is essential to teaching and assessment. The goal of this assignment is for English language arts methods students to develop (and, ideally, *teach*) a complete 60-minute “Reader Response” lesson in their discipline. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The lesson must include differentiation of instruction for students of varying levels; the lesson will be crafted to serve a general or advanced level English class and must explicitly address the needs of struggling readers and English language learners. The use of technology (e.g., presentation software, video clips, etc.) must be appropriately integrated into the lesson. Include all written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and accompanying rubric to be used for the lesson. The assessment of this lesson plan and its implementation must include student feedback and self-evaluation.

Your plan should include at least two different but related text forms. These texts should include a poem/song (which must represent a non-normative perspective or experience) and at least one of the following: an article, an essay, a short story, an introductory chapter from a novel, a visual text, and an electronic text. All of these should be texts you believe you might see included in a 6-12 English/language arts curriculum. You will use the lesson plan format included in the Secondary Program Handbook. The lesson plan must address the NCTE standards and INTASC standards addressed in the rubric below. This lesson plan will serve as the performance-based assessment for this course.

To submit to your instructor:

- 1) Complete, detailed lesson plan including objectives, standards, instructional plan, assessment, and teacher self-assessment. Include, in particular, details about what students will do during the lesson as well as plans for the teachers' role.
- 2) All written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments). Include answer keys where appropriate.
- 3) An assessment and accompanying rubric to be used for the lesson, including student feedback and self-assessment, and focused on the following questions:
 - a. What did you learn about your teaching from this experience? Discuss areas for your continuous and professional development based on this experience.
 - b. What did you learn about students from this lesson?
 - c. What would you change/modify the next time you teach the lesson?

This assessment consists of a lesson plan assignment and an associated scoring rubric. The assessment is meant to ensure that all secondary English education candidates move on to their advanced methods class knowing how to design a quality lesson plan. If the students do not pass this assessment, they cannot pass their advanced methods course. For English education candidates, this assessment takes place during the initial methods course, EDCI 469/569, "Teaching English in the Secondary School." The lesson must adhere to Virginia's Standards of Learning in English and specific NCTE Standards for the English language arts. The course instructor evaluates the complete lesson plan using the rubric below. The lesson plan assignment (including the added differentiation section) is meant to address NCTE Standards 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5, and 4.8. **Required Standards are 4.5 and 4.8, plus two of your choosing.**
DUE: 4/25 Presentations: 4/25, 5/02, 5/09

WORK NOT COMPLETED OR FAILURE TO UPLOAD TO TASKSTREAM WILL RESULT IN AN "F" IN THE COURSE.

Writer's Notebook (WNB) Learning reflection and assignments will enable students to explore and/or practice the ideas presented in class session and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's classrooms. Writer's Notebook assignments will be

turned in on our class Bb website and will be used as the basis of class discussions and activities. **DUE: various dates throughout the semester**

Paper: In Methods One, we will begin to look at the issue of social injustice in our world and, specifically, in our classrooms. We will lay the groundwork for a paper that will be completed in Methods Two. The following question should guide your research:
How can your teaching work toward making the world a more just place?

Requirements:

Choose two NCTE standards that you feel speak to issues of social justice and that will help you to answer the above question.

Find scholarly research and/or narrative reports that discuss social justice and teaching. In addition, look for examples of teachers practicing social justice in the classrooms where you are completing your observation hours.

At the conclusion of this course, you should have at least five sources of research and a one-page proposal describing your work and how you will expand your ideas into a full research paper in Methods Two. **DUE: 5/02**

Field Experiences Report. Each student enrolled in EDCI 569 is expected to complete a minimum of 15 hours of fieldwork in a middle or high school English/ language arts classroom. Students are responsible for arranging their fieldwork experiences to include the following: a study of the school's and the cooperating teacher's approach to the teaching of writing, a chance to read, diagnose, and assess student writing samples, an opportunity to peruse the school district's English program of studies as well as the suggested and required works of literature and an interview with the cooperating teacher or department chair about issues facing today's English teachers. The entire fieldwork report, including a signed copy of the summary of documentation of hours, and 5 CIRI forms (to be distributed later) should be turned in no later than 5/10. This means that the sooner you start your fieldwork, the better! **DUE: 5/09**

Course Evaluation

The grading system for graduate courses at GMU is as follows:

| | | |
|------------|------------|------------------|
| A+= 97-100 | B+ = 87-89 | C = 70=79 |
| A = 94-96 | B= 84-86 | F = 70 and below |
| A- = 90-93 | B- = 80-83 | |

All assignments must be turned in on time. **Late and/or incomplete assignments will not be given full credit;** in the case of extenuating circumstances, approval must be granted **in advance** by the instructor.

EDCI 569 assignments are weighted as follows:

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| Attendance and Participation | 15 |
| Class Presentations | 10 |
| Multi-genre research paper and presentation | 15 |
| Reader Response Lesson Plan | 25 |

| | |
|---------------------------|----|
| Writer's Notebook | 10 |
| Social Injustice Research | 10 |
| Field Experiences Report | 15 |

EDCI 469/569, "Teaching English in the Secondary School"
"Reader Response" Lesson Plan Description and Assessment
Aligned with NCTE Standards

Planning is essential to teaching and assessment. The goal of this assignment is for English language arts methods students to develop (and, ideally, *teach*) a complete 60-minute "Reader Response" lesson in their discipline. The complete, detailed lesson plan must include objectives, standards, instructional plan, and assessment. The lesson must include differentiation of instruction for students of varying levels; the lesson will be crafted to serve a general or advanced level English class and must explicitly address the needs of struggling readers and English language learners. The use of technology (e.g., presentation software, video clips, etc.) must be appropriately integrated into the lesson. Include all written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments, etc.). Include an assessment and accompanying rubric to be used for the lesson. The assessment of this lesson plan and its implementation must include student feedback and self-evaluation.

Your plan should include at least two different but related text forms. These texts should include a poem/song (which must represent a non-normative perspective or experience) and at least one of the following: an article, an essay, a short story, an introductory chapter from a novel, a visual text, and an electronic text. All of these should be texts you believe you might see included in a 6-12 English/language arts curriculum. You will use the lesson plan format included in the Secondary Program Handbook. The lesson plan must address the NCTE standards addressed in the rubric below. This lesson plan will serve as the performance-based assessment for this course.

To submit to your instructor:

- 4) Complete, detailed lesson plan including objectives, standards, instructional plan, assessment, and teacher self-assessment. Include, in particular, details about what students will do during the lesson as well as plans for the teachers' role.
- 5) All written materials that would be given to students as part of the lesson (e.g., worksheets, reading material, assessments). Include answer keys where appropriate.
- 6) An assessment and accompanying rubric to be used for the lesson, including student feedback and self-assessment, and focused on the following questions:
 - d. What did you learn about your teaching from this experience? Discuss areas for your continuous and professional development based on this experience.
 - e. What did you learn about students from this lesson?
 - f. What would you change/modify the next time you teach the lesson?

This assessment consists of a lesson plan assignment and an associated scoring rubric. The assessment is meant to ensure that all secondary English education candidates move on to their advanced methods class knowing how to design a quality lesson plan. If the students do not pass this assessment, they cannot pass their advanced methods course. For English education candidates, this assessment takes place during the initial methods course, EDCI

469/569, "Teaching English in the Secondary School." The lesson must adhere to Virginia's Standards of Learning in English and specific NCTE Standards for the English language arts. The course instructor evaluates the complete lesson plan using the rubric below. The lesson plan assignment (including the added differentiation section) is meant to address NCTE Standards 4.5 and 4.8. It also introduces candidates to NCTE Standards 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.4, and 4.9, but these are formally evaluated with other assessments in the licensure program.

EDCI 469/569, "Teaching English in the Secondary School"

"Reader Response" Evaluation Rubric

Aligned with NCTE Standards for

Initial Preparation of Teachers of Secondary English Language Arts (Grades 7–12)

Name of candidate _____

Date _____

| Rating | | Description |
|---------------|--|---|
| <i>NA/IA</i> | <i>Not Assessable/Initial Assessment</i> | <i>Given the nature of the assessment, the candidate cannot reasonably demonstrate complete understanding or mastery of the given standard. The standard is included in this rubric in order to introduce candidates to its relevance and to provide them with an initial, formative self, peer, and/or instructor assessment of their proficiency with this standard. An "NA/IA" score does not count toward the calculation of the mean score for this assessment. Note: Standards to be assessed with NA/IA are indicated using italics.</i> |
| 0 | Unacceptable | The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning. 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. |
| 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. Specifically, a score of one (1) is given when the pre-service teacher meets the Acceptable level of criteria for a NCTE standard. |
| 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. Specifically, a score of two (2) is given when the pre-service teacher meets the Target level of criteria for a NCTE standard. |
| 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. Specifically, a score of three (3) is given when the pre-service teacher exceeds the Target level of criteria for a NCTE standard. |

| Levels | Exceeds expectations 3 | Meets expectation 2 | Marginal (not met) 1 | Unacceptable 0 | Not assessable NA | Score |
|---|--|---|--|--|--|-------|
| Criteria | | | | | | |
| <u>NCTE Standard 2.1</u> <i>Inclusive and supporting learning environments</i> | <i>Create and sustain an inclusive and supportive learning environment in which all students can creatively engage in learning</i> | <i>Create and sustain an inclusive and supportive learning environment in which all students can engage in learning</i> | <i>Create an inclusive and supportive learning environment in which all students can engage in learning</i> | <i>Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |
| <u>NCTE Standard 2.2</u> <i>Students' familiarity with cultures</i> | <i>Consistently and creatively use ELA to help their students become more familiar with their own and others' cultures</i> | <i>Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures</i> | <i>Use ELA to help their students become familiar with their own and others' cultures</i> | <i>Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |
| <u>NCTE Standard 2.4</u> <i>Students' critical thinking</i> | <i>Design and implement instruction and assessment that assist students in developing habits of critical thinking and judgment</i> | <i>Design instruction and assessment that assist students in developing habits of critical thinking and judgment</i> | <i>Engage in few practices designed to assist students in developing habits of critical thinking and judgment</i> | <i>Engage in no practices designed to assist students in developing habits of critical thinking and judgment</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |
| <u>NCTE Standard 2.5</u> <i>Connections between ELA curriculum and culture, society, and education</i> | <i>Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education</i> | <i>Make meaningful connections between the ELA curriculum and developments in culture, society, and education</i> | <i>Show little understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues</i> | <i>Show no understanding of how ELA curriculum, teachers, students, and education in general are influenced by culture, social events, and issues</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |
| <u>NCTE Standard 3.1</u> <i>Knowledge of, and skills in the use of, the English language.</i> | <i>Integrate extensive knowledge of language acquisition and development into instruction and assessment, with complex focus on interrelated dimensions of ELA learning experience; use theory and practice to help students understand and act on impact of cultural, economic, political, and social environments on</i> | <i>Integrate knowledge of language acquisition and development into instruction and assessment, with focus on interrelated dimensions of ELA learning experience; use theory and practice to help students understand impact of</i> | <i>Integrate limited knowledge of language acquisition and development into instruction and assessment; use limited knowledge of theory and practice to help students understand impact of cultural, economic, political, and social environments on language;</i> | <i>Fails to integrate knowledge of language acquisition and development into instruction and assessment; possesses no knowledge of theory and practice and fails to help students understand impact of cultural, economic, political, and social</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |

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| | <i>language, while respecting language diversity and evolution; consistently empower students to compose and respond effectively to written, oral, and other texts</i> | <i>cultural, economic, political, and social environments on language, while respecting language diversity and evolution; empower students to compose and respond effectively to written, oral, and other texts</i> | <i>demonstrate limited respect for language diversity and evolution; occasionally empower students to compose and respond to written, oral, and other texts</i> | <i>environments on language; demonstrate no respect for language diversity and evolution; fails empower students to compose and respond to written, oral, and other texts</i> | | |
| <u>NCTE Standard 3.2 Knowledge of the practices of oral, visual, and written literacy</u> | <i>Create opportunities and develop strategies that permit students to demonstrate the influence of language and visual images on thinking and composing; create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, observing in own learning processes; demonstrate ways to teach students composing processes that result in creation of oral, visual, and written literacy; engage students in activities that provide opportunities for demonstrating skills in writing, speaking, and creating visual images for variety of audiences and purposes; 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</i> | <i>Create opportunities and develop strategies that permit students to demonstrate the influence of language and visual images on thinking and composing; create opportunities and develop strategies for enabling students to demonstrate how they integrate writing, speaking, observing in own learning processes; demonstrate ways to teach students composing processes that result in creation of oral, visual, and written literacy; engage students in activities that provide opportunities for demonstrating skills in writing, speaking, and creating visual images for variety of audiences and purposes; use a variety of ways to assist students in creating and</i> | <i>Use understanding of influence of language and visual images on thinking and composing in own work and in teaching; use writing, speaking, observing as major forms of inquiry, reflection, and expression in coursework and teaching; use composing processes in creating oral, visual, and written literacy forms and engage students in these processes; demonstrate, through own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes; demonstrate knowledge of language structure and conventions by creating and critiquing own print and nonprint texts and by</i> | <i>Demonstrate lack of understanding of influence that language and visual images have on thinking and composing; show infrequent use of writing, speaking, and observing throughout the program as major forms of inquiry, reflection, and expression; exhibit infrequent use of processes of composing to create oral, visual, and written literacy forms; use writing, visual images, and speaking for a variety of audiences and purposes; show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |

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| | <i>understand the relationship between symbols and meaning</i> | <i>critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning</i> | <i>assisting students in such activities</i> | | | |
| <u>NCTE Standard 3.3</u> <u>Knowledge of reading processes</u> | <i>Consistently integrate into teaching use of wide range of learning experiences that encourage students to demonstrate ability to read/respond to range of texts of varying complexity and difficulty; consistently use and assess effectiveness of range of approaches for helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to make meaning of texts</i> | <i>Integrate into teaching use of learning experiences that encourage students to demonstrate ability to read/respond to range of texts of varying complexity and difficulty; use and assess effectiveness of range of approaches for helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to make meaning of texts</i> | <i>Occasionally integrate into teaching use of learning experiences that encourage students to demonstrate ability to read/respond to limited range of texts of varying complexity and difficulty; occasionally use and assess effectiveness of approaches for helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to make meaning of texts</i> | <i>Fails to integrate into teaching learning experiences that encourage students to demonstrate ability to read/respond to texts; fails to use or assess effectiveness of approaches for helping students to draw upon past experiences, backgrounds, interests, capabilities, understandings to make meaning of texts</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |
| <u>NCTE Standard 3.4</u> <u>Knowledge of different composing processes</u> | <i>Consistently and creatively develop in students ability to use wide variety of effective composing strategies to generate meaning and clarify understanding; consistently and creatively teach students to make appropriate selections from different forms of written discourse for variety of audiences and purposes and assess effectiveness of products in influencing thought and action</i> | <i>Develop in students ability to use wide variety of effective composing strategies to generate meaning and clarify understanding; teach students to make appropriate selections from different forms of written discourse for variety of audiences and purposes and assess effectiveness of products in influencing thought and action</i> | <i>Use variety of writing strategies to generate meaning and clarify understanding and draw upon knowledge and skill in teaching; produce different forms of written discourse and understand how written discourse can influence thought and action</i> | <i>Use a limited number of writing strategies to generate meaning and clarify understanding; produce very limited number of forms of written discourse and show little understanding of how written discourse influence thought and action</i> | <i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i> | |

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| <p><u>NCTE</u> <u>Standard 3.6</u> <u>Knowledge of the range and influence of print and non-print media and technology in contemporary culture</u></p> | <p>Consistently understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in own work but also consistently and creatively in teaching; consistently and creatively use variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts; consistently and creatively help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance own learning and reflection on learning</p> | <p>Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in own work but also in teaching; use variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts; help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance own learning and reflection on learning</p> | <p>Understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning; show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes; incorporate technology and print/nonprint media into own work and instruction</p> | <p>Exhibit lack of understanding of influence of media on culture and people's actions and communication; show little understanding of how to construct meaning from media and nonprint texts; demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction</p> | <p>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</p> |
| <p><u>NCTE</u> <u>Standard 4.1</u> <u>Curricula</u></p> | <p>Understand the purposes and characteristics of different kinds of curricula and related teaching sources and select or create instructional materials that are consistent with what is known about students learning in ELA</p> | <p>Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts</p> | <p>Show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA</p> | <p>Show no experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA</p> | <p>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</p> |
| <p><u>NCTE</u> <u>Standard 4.2</u> <u>Differentiate candidate</u></p> | <p>Create literate classroom communities by presenting varied structures and</p> | <p>Align curriculum goals and teaching strategies with the organization</p> | <p>Demonstrate limited ability to design instruction to meet the needs of all students and</p> | <p>Demonstrate no ability to design instruction to meet the needs of all students and</p> | <p>Candidate is not expected to demonstrate mastery of standard; "NA"</p> |

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| pedagogy | <i>techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection</i> | <i>of classroom environments and learning experiences to promote whole-class, small-group, and individual work</i> | <i>provide for students' progress and success</i> | <i>provide for students' progress and success</i> | <i>score does not count toward mean score</i> | |
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| <p><u>NCTE Standard 4.4</u> Learning environments</p> | <p><i>Create opportunities for students to analyze how social context affects language and monitor own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, ability</i></p> | <p><i>Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability</i></p> | <p><i>Show limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability</i></p> | <p><i>Show no ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability</i></p> | <p><i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i></p> | |
| <p><u>NCTE Standard 4.5</u> Dispositions and skills needed to integrate knowledge of discussions skills, students, and teaching</p> | <p><i>Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms</i></p> | <p><i>Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms</i></p> | <p><i>Demonstrate limited ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms</i></p> | <p><i>Demonstrate no ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms</i></p> | <p><i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i></p> | |
| <p><u>NCTE Standard 4.8</u> Personal responses to texts</p> | <p><i>Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;</i></p> | <p><i>Engage students in making meaning of texts through personal response</i></p> | <p><i>Demonstrate limited ability to engage students in making meaning of texts through personal response</i></p> | <p><i>Demonstrate limited ability to engage students in making meaning of texts through personal response</i></p> | <p><i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i></p> | |
| <p><u>NCTE Standard 4.9</u> Reading comprehension and range of texts</p> | <p><i>Consistently and creatively demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students</i></p> | <p><i>Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students</i></p> | <p><i>Demonstrate that their students can select appropriate reading strategies that permit access to/understanding of wide range of print and nonprint texts</i></p> | <p><i>Demonstrate limited ability to provide students with relevant reading strategies that permit access to/understanding of wide range of print and nonprint texts</i></p> | <p><i>Candidate is not expected to demonstrate mastery of standard; "NA" score does not count toward mean score</i></p> | |

| STANDARD | SCORE |
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| <i>NCTE Standard 2.1: Inclusive and supporting learning environments</i> | |
| <i>NCTE Standard 2.2: Students' familiarity with cultures</i> | |
| <i>NCTE Standard 2.4: Students' critical thinking</i> | |
| <i>NCTE Standard 2.5: Connections between ELA curriculum, culture, society, education</i> | |
| <i>NCTE Standard 3.1: Knowledge of, and skills in the use of, the English language</i> | |
| <i>NCTE Standard 3.2: Knowledge of the practices of oral, visual, and written literacy</i> | |
| <i>NCTE Standard 3.3: Knowledge of reading processes</i> | |
| <i>NCTE Standard 3.4: Knowledge of different composing processes</i> | |
| <i>NCTE Standard 3.6: Knowledge of range/influence of print/non-print media/technology</i> | |
| <i>NCTE Standard 4.1: Curricula</i> | |
| <i>NCTE Standard 4.2: Differentiated candidate pedagogy</i> | |
| <i>NCTE Standard 4.4: Learning environments</i> | |
| <i>NCTE Standard 4.5: Dispositions/skills to integrate knowledge of discussion skills</i> | |
| <i>NCTE Standard 4.8: Personal responses to texts</i> | |
| <i>NCTE Standard 4.9: Reading and comprehension of range of texts</i> | |
| Total Score/Mean Rating | / |

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