

Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University
ENGLISH EDUCATION INTERNSHIP I EVALUATION REPORT

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
English Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is **Unsatisfactory** **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.

 Teacher Candidate

 Mentor Teacher

 University Supervisor

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Directions: The **English Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” **NO** = “No Opportunity” (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under “Supporting Documentation and Evidence.”

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	<p>TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) [NCTE/NCATE III.1, III.3, IV.1, V.1]</p>	<p>Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>		
1.2	<p>TC designs, selects, or modifies assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) [NCTE/NCATE III.2, III.4, IV.2]</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified.</p>	<p>Lesson assessments align with lesson objectives and occur at least once during the lesson.</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson.</p>		
1.3	<p>TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.</p> <p>InTASC 6, 7; CAEP 1.2</p>	<p>TC does not gather or examine student performance data or does not use data appropriately in the planning process.</p>	<p>TC uses student performance data (from previous assessments or pre-assessment) to guide instructional strategies.</p>	<p>TC gathers and uses learner performance data from a variety of assessments to modify lesson objectives and instructional plans.</p>		

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	SCTS 4.0 – Planning (Instructional Plans; Assessment) [NCTE/NCATE III.4, IV.2, V.2, V.3]					
1.4	TC plans differentiated instruction to address diverse learning needs. InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)	Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans include specific strategies for differentiation of teaching procedures/pacing to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for short-range planning			

Describe at least one short-range planning strength:	
List at least one short-range planning goal:	

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	<p>TC effectively communicates appropriately challenging expectations to learners.</p> <p>CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations) [NCTE/NCATE V.3]</p>	TC does not communicate expectations for what students will know and be able to by the end of the lesson.	TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.		
2.2	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	TC does not attempt to differentiate instruction.	TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.	TC uses a variety of specific instructional strategies for meeting the needs of diverse learners.		
2.3	<p>TC demonstrates thorough command of the content - print and non-print texts, media texts, classic texts, 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; literary theories; how adolescents read (including media environments), composition of formal and informal texts (including contemporary technologies and/or digital media to compose</p>	TC presentation of content has misinformation and lacks clarity.	TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.	TC's presentation of content is clear, precise , and accurate. The TC uses content knowledge to field questions, make connections , and address misconceptions.		

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	<p>multimodal discourse); conventions of English language; grammar; concept of dialects; principles of language acquisition; English language history; how adolescents compose texts – taught and appropriately addresses learner questions and misunderstandings related to the content.</p> <p>InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students) [NCTE/NCATE I.1, I.2, II.1, II.2, II.3]</p>					
2.4	<p>TC measures student mastery of learning by using assessment strategies with established performance criteria.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives) [NCTE/NCATE III.2, III.4, IV.2, V.3]</p>	<p>TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.</p>	<p>TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.</p>	<p>TC uses multiple assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to measure mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>		
2.5	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6</p>	<p>TC rarely provides feedback or feedback is unrelated to lesson objectives.</p>	<p>TC provides general instructional feedback to students related to lesson objectives. Feedback is based on</p>	<p>TC provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is</p>		

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	SCTS 4.0 – Instruction (Motivating Students; Academic Feedback) [NCTE/NCATE IV.2, V.3]		class-wide or individual responses.	based on class-wide or individual responses.		
2.6	TC uses appropriate voice tone and pacing to manage instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC voice tone is inappropriate for managing instruction/environment. Lesson pacing interferes with student learning.	TC demonstrates effective teaching and communication skills through appropriate voice tone and lesson pacing/sequence.	TC demonstrates effective teaching and communication skills by varying voice tone and changing the pacing/sequence of the presentation based upon student feedback during lesson. In addition, TC moves throughout the space to maintain eye contact with students		
2.7	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds - local, national, and international histories, individual identities (e.g. race, ethnicity, gender expressions, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students) [NCTE/NCATE III.1, VI.1, VI.2, V.1, V.2]	TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.	TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.	TC uses strategies, specific to each lesson that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture .		

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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction			

Describe at least one instruction strength:	
List at least one instruction goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	<p>TC maintains a physically safe educational environment that is conducive to learning.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC follows the mentor teacher’s procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.</p>	<p>TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>		
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p> <p>InTASC 2 SCTS 4.0 – Environment (Respectful Culture) [NCTE/NCATE III.1, VI.1, VI.2, VII.1]</p>	<p>TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students’ background and culture and are free from unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity which acknowledge and celebrate all students’ background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		
3.3	<p>TC creates environments that promote positive social interaction and collaboration in the learning environment.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping</p>	<p>TC rarely uses strategies that promote student social interaction.</p>	<p>TC implements instructional activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions</p>	<p>TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.</p>		

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	Students); Environment (Environment; Respectful Culture)		and productive teamwork.			
3.4	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.	TC follows the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC follows and makes appropriate adjustments to the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for environment			

Describe at least one environment strength:	
List at least one environment goal:	

Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC effectively co-teaches with the mentor teacher. [NCTE/NCATE VII.2]	TC does not engage in co-teaching with the mentor teacher.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC collaborates with the mentor teacher to plan and implement co-taught lessons.		
4.2	TC establishes professional relationships with school personnel and students. InTASC 10 [NCTE/NCATE VII.2]	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner, but, also, takes initiative to establish positive relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.		
4.3	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. [NCTE/NCATE VII.1]	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication integrates professional vocabulary which is appropriate for students and professionals and reflects standard English conventions.		
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. [NCTE/NCATE II.1, II.2, VII.1]	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).	TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure).	TC's external written communication is clear and appropriate for varied audiences . Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and includes proficient use of professional language .		

4.5	<p>TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, and FERPA requirements and acts appropriately when faced with legal issues with children. **</p> <p>InTASC 9 [NCTE/NCATE VII.1]</p>	<p>TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.</p>	<p>TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i>. The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.</p>	<p>TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.</p>		
4.6	<p>TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)</p> <p>SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally) [NCTE/NCATE VII.1, VII.2]</p>	<p>TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.</p>	<p>TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organizes materials and activities in advance.</p>	<p>TC comes to the classroom prepared for each day and displays a high degree of organization. Plans are prepared in advance and discussed with mentor teacher. TC is organizes materials and activities in advance and takes initiative for various classroom responsibilities.</p>		
4.7	<p>TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.</p> <p>SCTS 4.0 – Professionalism (Growing and Developing Professionally) [NCTE/NCATE VII.1, VII.2]</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e.,</p>	<p>TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC seeks and is receptive to constructive feedback. TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management,</p>		

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		planning, instruction, assessment, management, communication, and/or dispositions).		communication, and/or dispositions).		
4.8	TC uses self-reflection to evaluate and improve professional practice. InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching) [NCTE/NCATE VII.1, VII.2]	TC’s reflections include general statements not supported by specific examples and plans for change are not included.	TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include detailed explanations of strategies that will be used to improve instruction and student learning.		

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for professionalism			

Describe at least one professionalism strength:	
List at least one professionalism goal:	

Domain 5: ENGLISH Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	TC uses his/her 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/CAEP III.1]	TC's plans are frequently lacking relevance to student learning and standards, or fail to use a range of texts as defined in this NCTE Standard, or fail to use instructional strategies that are motivating and accessible to all students as defined in this NCTE Standard.	TC's plans are standards-based, relevant, use a range of texts as defined in this NCTE Standard, and use instructional strategies that are motivating and accessible to all students as defined in this NCTE Standard. TC meets this standard well, but not consistently and not all at once.	TC's plans are consistently standards-based, relevant, use a range of texts as defined in this NCTE Standard, and use instructional strategies that are motivating and accessible to all students as defined in this NCTE Standard.		
5.2	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/CAEP III.2]	TC designs reading and literature assessments that do not indicate an understanding of learner development AND/OR address only two or fewer of the following interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	TC designs a range of reading and literature assessments that facilitate learner development and address MOST of the following: interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	TC designs a range of reading and literature assessments that facilitate learner development and address ALL of the following: interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.		
5.3	Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect	TC's plans do not reflect knowledge of current reading theory and research and utilize	TC's plans reflect knowledge of current reading theory and research, utilize individual and collaborative	TC's plans consistently reflect knowledge of current reading theory and research, utilize individual		

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	knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. [NCTE/CAEP III.3]	a one-size-fits all approach (only individual, only collaborative, little variety).	approaches, and utilize a variety of reading strategies.	and collaborative approaches, and utilize a variety of reading strategies.		
5.4	Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. [NCTE/CAEP III.4]	TC's plans are frequently lacking relevance to student learning and standards, or fail to use a range of texts as defined in this NCTE Standard, or fail to use instructional strategies that are motivating and accessible to all students as defined in this NCTE Standard.	TC uses reading assessments to inform instruction. Assessments provide TC data about student interests, or reading proficiencies, or reading processes.	TC uses reading assessments (designed and/or selected) to inform instruction. Assessments provide TC data about student interests, reading proficiencies, and reading processes.		
5.5	Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. [NCTE/CAEP III.5]	TC designs reading and literature assessments that do not indicate an understanding of learner development AND/OR address only two or fewer of the following interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	Plans frequently incorporate knowledge of language – structure, history, and conventions – to facilitate students' comprehension or interpretation of print or non-print texts.	Plans consistently incorporate knowledge of language – structure, history, and conventions – to facilitate students' comprehension and interpretation of print and non-print texts.		
5.6	Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching	TC's plans do not reflect knowledge of current reading theory and research and utilize a one-size-fits all	Lesson plans, when appropriate, incorporate interdisciplinary teaching methods and materials. Cross-curricular learning	Lesson plans, when appropriate, consistently integrate cross-curricular experiences, incorporating interdisciplinary teaching		

	methods and materials. [NCTE/CAEP IV.6]	approach (only individual, only collaborative, little variety).	experiences meet expectations of disciplines involved in lesson.	methods and materials. Cross-curricular learning experiences meet the highest expectations of disciplines involved in lesson.		
5.7	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/CAEP IV.1]	TC's use of writing in the classroom does not indicate an understanding of current research, theory, and best practice. TC uses only an individual approach, does not incorporate technologies, does not incorporate the writing process, OR does not indicate an understanding of writing in different genres or writing for a variety of audiences and purposes.	TC's plans composing experiences that demonstrate his/her knowledge of theory, research, and best practice. Composing experiences utilize individual and collaborative approaches and contemporary technologies. Composing experiences reflect and understanding of writing processes, writing in different genres, OR writing for a variety of audiences and purposes.	TC consistently plans standards-based and relevant composing experiences that demonstrate his/her knowledge of theory, research, and best practice. Composing experiences utilize individual and collaborative approaches, contemporary technologies, and reflect an understanding of writing processes and strategies in different genres for a variety of audiences and purposes.		
5.8	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/CAEP IV.2]	TC's writing assessments are not consistent with current research and theory. TCs respond to student writing at only one stage in the process (either at invention, draft, or final draft) OR responses are focused on only one aspect of writing, such as grammar, OR responses are only critical, rather than a	TC's writing assessments are consistent with current research and theory. TCs respond to student writing across the process (at invention, draft, and final draft), engaging with student ideas and encouraging growth (balancing criticism with praise).	TC's assessments promote student development as writers, are appropriate to the writing task and are consistent with current research and theory. TC's respond to student writing across the process in ways that engage students' ideas and encourage their growth as writers.		

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		balance or criticism and praise.				
5.9	Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. [NCTE/CAEP IV.3]	Instruction with respect to language conventions is separate from the context of student writing (such as Daily Oral Language, rote grammar exercises, and SAT/ACT preparation exercises)	Instruction with respect to language conventions if within the context of students' writing.	Instruction with respect to language conventions is strategic and in the context of students' writing for different audiences, purposes, and modalities.		
5.10	Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. [NCTE/CAEP IV.4]	Instruction ignores students' home/community languages.	Instruction incorporates students' home/community languages to examine and appreciate language differences and rhetorical choices.	Instruction in writing and speaking incorporate students' home/community languages for the purpose of developing skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.		
5.11	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/CAEP V.4]	Instruction does not show variety in strategies or resources AND/OR doesn't include contemporary technologies and digital media.	Instruction shows some variety in strategies and resources and often includes contemporary technologies and digital media.	Instruction shows variety in strategies and resources and includes contemporary technologies and digital media.		
5.12	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,	Instruction does not address social issues such as diversity, inclusivity, and equity or promotes or allows the opposite.	Instruction thoroughly and fairly addresses social issues such as diversity, inclusivity, and equity.	Instruction promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.		

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	inclusive, equitable society. [NCTE/CAEP VI.1]					
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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for English education			

Describe at least one English education strength:	
List at least one English education goal:	