**USC Aiken School of Education**

**ENGLISH LANGUAGE ARTS ADDENDUM**

**(Pilot implementation, Spring 2018)**

**Candidate Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions: Judged against the expected performance of a beginning teacher and in accordance with the scoring rubric, rate the candidate on each criterion as Exemplary (4), More than Satisfactory (3), Satisfactory (2), or Unsatisfactory (1). See the accompanying scoring rubric for explanations and descriptions of the score points for each criterion.

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| NCTE Standard # | NCTE Standard | Rating | Comment |
| III.1 | Uses 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. |  |  |
| III.2 | Designs 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. |  |  |
| III.3 | Plans standards-based, coherent and relevant learning experiences in reading that reflect 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. |  |  |
| III.4 | Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes |  |  |
| III.5 | Plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. |  |  |
| III.6 | Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. |  |  |
| IV.1 | Uses 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. |  |  |
| IV.2 | Designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. 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. |  |  |
| IV.3 | Designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of writing for different audiences, purposed and modalities.  |  |  |
| IV.4 | Designs 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 |  |  |
| V.1 | Plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.  |  |  |
| V.2 | Uses data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. |  |  |
| V.3 | Differentiates instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; communicates with students about their performance in ways that actively involve them in their own learning. |  |  |
| V.4 | Selects, creates, and uses 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. |  |  |
| VI.1 | Plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society |  |  |
| VI.2 | Uses knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, spiritual belief, ability, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA. \_ \_ |  |  |
| VII.1 | Models model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. |  |  |
| VII.2 | Engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. |  |  |

*\*Adapted from USC – Upstate Assessment*

The following rubric illustrates how candidates are scored for each identified NCTE/CAEP standard.

***Table 2.***  **USC Aiken English Language Arts CONTENT and PEDAGOGY EVALUATION (ELA Addendum) SCORING RUBRIC**

(Pilot Spring 2018) \*Adapted from USC-Upstate

*Directions: Judged against the expected performance of a beginning teacher and in accordance with the scoring rubric, rate the candidate on each criterion as Exemplary (4), More than Satisfactory (3), Satisfactory (2), or Unsatisfactory (1). See the scoring rubric descriptors for explanations of the score points for each criterion.*

|  |  | **RATING:** LOW (1 = Unsatisfactory) to HIGH (4 = Exemplary) |
| --- | --- | --- |
| **NCTE Standard** | **1 (Unsatisfactory)** | **2 (Satisfactory)** | **3 (More than Satisfactory)** | **4 (EXEMPLARY)** |
| III.1 Uses 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. | Demonstrates a limitedknowledge of theory, research, and practice to plan standards-based, relevant learning experiences. Uses few texts and fails to consider range of possible texts (genre, period, culture, etc.). Texts used may not be accessible to all students. | Demonstrates knowledge of theory, research, and practice to plan standards-based, relevant learning experiences. Uses multiple texts and considers the range of possible texts (genre, period, culture, etc.). Texts used are generally accessible to all students. | Demonstrates a thoroughknowledge of theory, research, and practice to plan standards-based, relevant learning experiences. Uses multiple texts and considers the range of possible texts (genre, period, culture, etc.). Texts used are accessible to all students and enhance learning. | Integrates a thoroughknowledge of theory, research, and practice in developing standards-based, relevant learning experiences. Uses multiple texts and diverse texts (genre, period, culture, etc.). which are accessible to all students, relevant to learners, and enhance learning. |
| III.2 Designs 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. | Demonstrates little under-standing of assessments of reading and/or literature. Assessments do not adequately address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. | Demonstrates an under-standing of assessments of reading and/or literature. Assessments adequately address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. | Demonstrates a more than under-standing of assessments of reading and/or literature. Assessments address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. | Demonstrates a thorough under-standing of assessments of reading and/or literature. Assessments consistently address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. |
| III.3 Plans standards-based, coherent and relevant learning experiences in reading that reflect 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. | Fails to plan standards-based, coherent and relevant learning experiences for students. Current theory and research is not evident in instructional approaches to reading. | Plans standards-based, coherent and relevant learning experiences for students. Current theory and research is somewhat evident in instructional approaches to reading. | Plans standards-based, coherent and relevant learning experiences for students that draw on current theory and research to inform instructional approaches to reading. | Plans exemplary standards-based, coherent and relevant learning experiences for students that clearly use current theory and research to inform instructional approaches to reading. |
| III.4 Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes | Does not select or design reading assessments to inform instruction. | Selects or designs appropriate reading assessments. Uses the data provided to make instructional decisions. | At a more than satisfactory level, selects or designs appropriate reading assessments. Analyzes the data provided from multiple assessments to make sound instructional decisions. | Uses a deep knowledge of reading assessments to select or designs appropriate tools to measure student progress. Consistently analyzes the data provided from multiple assessments to make sound instructional decisions. |
| III.5 Plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. | Demonstrates little knowledge of language and struggles to facilitate students’ comprehension and interpretation of print and/or non-print texts. | Demonstrates knowledge of language and facilitates students’ comprehension and interpretation of print and non-print texts. | Demonstrates more than satisfactory knowledge of language and facilitates students’ comprehension and interpretation of print and non-print texts. | Demonstrates an in-depth knowledge of language and consistently facilitates students’ comprehension and interpretation of print and non-print texts to lead to more sophisticated understandings. |
| III.6 Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. | Does not consider curriculum integration and interdisciplinary teaching methods/ materials in planning instruction. | Uses curriculum integration and interdisciplinary teaching methods/ materials in planning instruction. | Develops plans that capitalize on curriculum integration and interdisciplinary teaching methods/ materials to further students understanding in English language arts. | Develops plans that utilize curriculum integration and interdisciplinary teaching methods/ materials effectively to further understanding in English language arts and across disciplines. |
| IV.1 Uses 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. | Fails to consistently incorporate knowledge of theory, research, and practice in English language arts to plan composition instruction. Fails to use both individual and collaborative approaches, as well as technology, to develop lessons with relevant composition experiences across genres for a variety of audiences and purposes.  | Incorporate knowledge of theory, research, and practice in English language arts to plan composition instruction. Uses both individual and collaborative approaches, as well as technology, to develop lessons with relevant composition experiences across genres for a variety of audiences and purposes.  | Readily and consistently incorporates in-depth knowledge of theory, research, and practice in English language arts to plan composition instruction. Uses both individual and collaborative approaches, as well as technology, to develop lessons with relevant composition experiences across genres for a variety of audiences and purposes. | Readily and consistently incorporates a deep knowledge of theory, research, and practice in English language arts to plan innovative composition instruction. Uses both individual and collaborative approaches, as well as technology, to develop lessons with relevant composition experiences across genres for a wide variety of audiences and purposes.  |
| IV.2 Designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. 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. | Fails to design assessments that promote the development of students as writers. Assessments may not be appropriate to the writing task. Candidate fails to respond to students throughout the writing process.  | Candidate designs assessments that promote the development of students as writers. Assessments are appropriate to the writing task and the candidate responds to students throughout the writing process.  | Candidate designs a range of assessments that promote the development of students as writers, incorporating current research and theory. Assessments are appropriate to the writing task and the candidate responds to students throughout the writing process, encouraging student growth.  | Candidate develops a range of well-designed assessments that promote the development of students as writers, incorporating current research and theory. Assessments are appropriate to the writing task and the candidate responds to students throughout the writing process, encouraging student growth. Candidate offers specific feedback to young writers on finished texts. |
| IV.3 Designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of writing for different audiences, purposed and modalities.  | Ineffectively plans instruction related to the strategic use of language conventions in the context of writing. | Plans instruction related to the strategic use of language conventions in the context of writing for different audiences, purposes, and modalities. | Plans effective instruction related to the strategic use of language conventions in the context of writing for different audiences, purposes, and modalities. | Develops effective and innovative instruction related to the strategic use of language conventions in the context of writing for different audiences, purposes, and modalities. |
| IV.4 Designs 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 | Infrequently considers students’ home and community languages in designing instruction.  | Develops plans that incorporate students’ home and community languages, enabling students to demonstrate control over rhetorical choices and language practices for a variety of audiences and purposes. | Develops effective plans that incorporate students’ home and community languages, enabling students to demonstrate skillful control over rhetorical choices and language practices for a variety of audiences and purposes. | Develops effective and innovative plans that incorporate students’ home and community languages, enabling students to demonstrate skillful control over rhetorical choices and language practices for a wide variety of audiences and purposes. |
| V.1 Plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.  | Fails to implement instruction based on ELA curricular requirements and standards, school and community contexts. | Plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds. | Plans and effectively implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds. | Plans and effectively implements innovative instruction based on ELA curricular requirements and standards, school and community contexts. Incorporates knowledge about students’ linguistic and cultural backgrounds as an integral part of instruction. |
| V.2 Uses data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. | Does not demonstrate an ability to develop inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA. | Develops an inclusive learning environment for all students, considering students’ individual differences, identities, and funds of knowledge, when planning instruction. Helps students participate actively in their own learning in ELA. | Effectively develops an inclusive learning environment for all students, considering individual differences, identities, and funds of knowledge, when planning instruction. Helps students participate actively in their own learning in ELA. | Effectively develops an inclusive learning environment for all students, demonstrating a deep knowledge of individual differences, identities, and funds of knowledge, when planning instruction. Helps students participate actively in their own learning in ELA. |
| V.3 Differentiates instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; communicates with students about their performance in ways that actively involve them in their own learning. | Does not differentiate instruction for students’ based on formal and informal assessment data. Does not communicate with students about their performance.  | Differentiates instruction for students’ based on self-, formal, and informal assessments in ELA. Communicates with students about their performance in ways that actively engages students in their own learning.  | Effectively differentiates instruction for students’ based on self-, formal, and informal assessments in ELA. Communicates clearly with students about their performance in ways that actively engages students in their own learning.  | Effectively differentiates instruction for students’ based on multiple assessments, including self-, formal, and informal assessments in ELA. Communicates clearly and regularly with students about their performance in ways that actively engages students in their own learning. |
| V.4 Selects, creates, and uses 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. | Fails to select, create, and/or use a variety of instructional strategies and materials in instruction. | Selects, creates, and uses a variety of instructional strategies and materials in instruction, including technologies and digital media. | Selects, creates, and uses a variety of effective instructional strategies and materials in instruction, including technologies and digital media, to further student learning in ELA.  | Selects, creates, and uses a wide-range of effective instructional strategies and materials in instruction, including technologies and digital media, to further student learning in ELA.  |
| VI.1 Plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society | Fails to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through ELA instruction. | Promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through ELA instruction.  | Effectively promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through effective ELA instruction.  | Effectively promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through effective planning and instruction in ELA.  |
| VI.2 Uses knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, spiritual belief, ability, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.  | Fails to use theories and research to plan responsive instructive for students. | Uses theories and research to plan responsive instructive for students. Considers students’ identities and funds of knowledge and their impact on student learning in ELA. | Effectively uses theories and research to plan responsive instructive for students. Considers students’ identities and funds of knowledge and their impact on student learning in ELA and tailors instruction accordingly. | Consistently and effectively uses theories and research to plan responsive instructive for students. Considers students’ identities and funds of knowledge and their impact on student learning in ELA and develops innovative instruction to meet student needs. |
| VII.1 Models model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. | Does not model literate practices in ELA teaching. May not engage in a variety of experiences related to ELA.  | Models model literate and ethical practices in ELA. Engages in a variety of experiences related to ELA and reflects on those experiences.  | Effectively models model literate and ethical practices in ELA. Engages in a wide variety of experiences related to ELA and reflects on those experiences. | Effectively models model literate and ethical practices in ELA. Engages in a wide variety of experiences related to ELA and reflects deeply on those experiences, shaping future participation in literate practices. |
| VII.2 Engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. | Fails to engage in and reflect on experiences related to ELA. Does not demonstrate an understanding of leadership, and is not perceived as a collaborative professional. Does not pursue relevant professional development opportunities.  | Engages in and reflects on experiences related to ELA. Demonstrates an understanding of and potential for professional leadership. Candidate demonstrates the qualities of a collaborative professional, pursuing relevant professional development opportunities and opportunities for community engagement. | Engages in and reflects on a variety of experiences related to ELA. Demonstrates a thorough understanding of and potential for professional leadership. Candidate demonstrates the qualities of a collaborative professional, pursuing ongoing, relevant professional development opportunities, as well as opportunities for community engagement. | Engages in and reflects on a wide variety of experiences related to ELA. Demonstrates a deep understanding of professional leadership and has demonstrated professional leadership. Candidate is a collaborative professional, pursues ongoing, relevant professional development opportunities, and seeks out and/or develops opportunities for community engagement. |