

OLD DOMINION UNIVERSITY
Darden College of Education and Professional Studies

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Date_____

Summary of Teacher Candidate Performance:

Developing Professional Educators

English 6-12

Vj g'r wtr qug'qh'vj g'lwaf gpv'gcej lpi "õeqpvgpv'cuuguo gpv'ku'vq'r tqxlf g'o qtg'ur gekle'kphqto cvkqp'vq" the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the

					Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, digital, media). (NCTE 2.2/CAEP 1.2)
					Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences. (NCTE 2.3/CAEP 1.2)

Instructional Practice: Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment. (NCTE 3/CAEP 1.2, 1.3)

Rating					Competency
EE	ME	NI	U	NO	Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, antiracist/antibias, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. (NCTE 3.1/CAEP 1.2, 1.3)
					Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage learners in monitoring their progress toward established goals. (NCTE 3.2/CAEP 1.2, 1.3)

Instructional Practice: Implementing Instruction in ELA. Candidates implement planned, coherent, relevant, standards-aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners. (NCTE 4/CAEP 1.2, 1.3)

Rating					Competency
EE	ME	NI	U	NO	Candidates implement coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals. (NCTE 4.1/CAEP 1.2, 1.3)

