



Promoting Learning Development Across the Lifespan

EDCI 669 Advanced Methods of Teaching Secondary English

Fall, 2013

Instructor: Dr. Laura Horvath

Date and Time: Thursdays 7:20 – 10:00

Class Location: L019

Email: lhovath@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 Mason email

Blackboard 9.1 will be used for the course. Access Blackboard 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:

Prerequisite: EDCI 569. This is the second course in a two-part sequence of courses for preservice English teachers. This course guides students in working effectively with national and local standards for teaching secondary English.

Course Outcomes and Objectives:

This course focuses on best practices in English education including the use of technology and meeting the needs of diverse learners and English language learners as called for by the Standards of Learning (SOLs) for Virginia Public Schools and English/language arts standards as outlined by National Council of Teachers of English (NCTE). This course is designed to support pre-service and in-service secondary school teachers as they:

- A strong focus on literature and the role of writing in teaching literature.
 - **Innovation, Collaboration, NCTE standards: 3.0, 3.2.3**
- Examination of literary interpretations and rhetoric.
 - **Innovation, Social Justice, NCTE standards 3.2.3, 3.3.3**
- Consideration of English language arts instruction with a broad focus on literacy and literacy skills.
 - **Research-based Practice, NCTE standards 3.4, 3.5**
- Inquiry-based research and discussions using multiple literacies and multi-modal lenses.
 - **Research-based Practice, NCTE standards 3.5, 3.7**
- Practice planning and implementing lessons on English language instruction that are taught within the context of language arts
 - **Innovation; NCTE 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; NCTE Standard 3.2**
- Observe and analyze teaching practices in light of course readings and discussions
 - **Research-Based Practice; NCTE 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; NCTE 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; NCTE 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, Social Justice; NCTE Standards 3.7, 4.0**
- Develop assessments appropriate for identified curricular objectives and related to national, state, and local standards
 - **Research-Based Practice; NCTE Standard 1.0**
- Incorporate media/technology into the curriculum to enhance the teaching and learning of English
 - **Innovation; NCTE 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; NCTE standard 3.7**

Relationship to Program Goals and Professional Organizations

EDCI 669 is designed to encompass a critical exploration and analysis of current developments in the teaching of secondary English with an emphasis on student-centered methods that encourage the integrated study of language arts. Areas of study include reading and writing development, the writing process, the processes involved in reading literary texts, reader response theories and research, oral language and listening skill development, as well as formative and summative techniques for assessing

pupil of diverse 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), the National Council of Teachers of English (NCTE), and the International Reading Association (IRA).

College Expectations and University Honor Code

The Graduate School of Education (GSE) expects that all students exhibit professional behavior and dispositions:

Commitment to the profession

Promoting excellent practice
Excellence in teaching and learning
Advancing the profession
Engagement in partnerships

Commitment to honoring professional ethical standards

Fairness
Integrity
Honesty
Trustworthiness
Confidentiality
Respect for colleagues and students

Commitment to key elements of professional practice

Belief that all individuals have potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities and perspectives
Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, life-long learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment of unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrate multiple perspectives

College of Education and Human Development Statement of Expectations

All students must abide by the following:

- Professional Dispositions – Students are expected to exhibit professional behaviors and dispositions at all times. See <http://gse.gmu.edu/facultysaffres/profdisp.htm>. for a listing of these dispositions
- Students must adhere to 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 the Responsible Use of Computing (see <http://universitypolicy.gmu.edu/1301gen.html>).
- Please note that plagiarism encompasses the following (from the Mason Honor Code online at <http://mason.gmu.edu/~montein/plagiarism.htm>):
 - Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgement.
 - Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement
- Paraphrasing involves the taking of someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- 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.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary action.
- 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 that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counselors who offer a wide range of services 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 intended to support students as they work to construct and share knowledge through writing (see <http://for>)

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

Required Texts

Appleman, D. (2009). *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*, second edition. Urbana: National Council of Teachers of English.

Bomer, R (2011). *Building Adolescent Literacy in Today's English Classrooms*. Portsmouth: Heinemann.

Cisneros, S. (1984). *The House on Mango Street*. New York: Vintage Books.

Holden, J & Schmit, J (2002). *Inquiry and the Literary Text: Constructing Discussions in the English Classroom*. Urbana: National Council of Teachers of English.

Jaramillo, A (2006). *la linea*. New York: Macmillan.

Kass, P (2004). *Real Time*. New York: Houghton Mifflin

Satrapa, M (2003). *Persepolis: The Story of a Childhood*. Paris: L'Association.

Recommended Texts

Burke, J. (2008). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum and the Profession*. Portsmouth, NH: Heinemann. (from Methods I)

Smagorinsky, P. (2007). *Teaching English By Design: How to Create and Carry Out Instructional Units*. Portsmouth, NH: Heinemann. (from Methods I)

Students are also recommended to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

Resources

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

What Kids Can Do: www.whatkidscando.org

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association: www.reading.org

National Reading Conference: www.nrconlin.org

National Council of Teachers of English: www.ncte.org

International Visual Sociology Association: www.visualsociology.org

Figment: <http://figment.com>

Movella: <http://www.movellas.com/>

The Poetry Foundation: <http://www.poetryfoundation.org/>

Attendance and Participation.

Attendance at each class session and field experience is critical and required. Your attendance, thoughtfulness, preparedness, clarity and active sharing of responsibility for our classroom community will affect your grade. You are expected to read and keep notes on class material, complete all assignments on time, and contribute both as a listener and speaker in class discussions. Absences and tardies, both in class and fieldwork assignments will impact your grade. Two tardies are equal to one absence. If unavoidable circumstances prevent attendance at a class, please call the instructor in advance and contact a classmate to discuss missed assignments. **Please turn off all cell phones, computers and pagers when conducting fieldwork assignments. Please turn off all cell phones and pagers during class.**

Writer's Notebook. Learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions 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 secondary classrooms. Writer's Notebook assignments should be brought to all class sessions; they will be used as the basis of class discussions and activities will be shared periodically with classmates and the instructor.

Story of Injustice Persuasive Narrative

One of the primary ways we develop as citizens is to participate in activities in our classes where we consider issues of justice. The goal of this assignment is to get to know yourselves as writers and explore issues that matter in your classroom that will guide your practice.

Multigenre Paper

This paper is an exploration of some aspect of English instruction specifically focused on the teaching of **literature in the high school English classroom** that ***you have not researched before***. 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 (tri-fold brochure, PowerPoint presentation, Inspiration-generated concept map, etc.) Course texts can be used as sources, but a minimum of 7 additional readings from NCTE/IRA publications or relevant texts/journals must also be cited in the paper. Additional information will be provided in class.

Lesson Plan and Micro-Teaching

Given our focus on the teaching of literature, please design and be prepared to teach a lesson focused on a literary text. Please use the lesson plan format used in Methods 1 and include all materials you would use with students in your classroom for every member of our class. The lesson plan must address at least two NCTE standards and the INTASC standards, and must include differentiation of instruction for students of varying levels. You will have the opportunity to teach this lesson and then debrief it with members of our class. If you plan carefully, this lesson can become one of the lessons required in the Unit Plan, as can the lesson plan created in Methods I.

Choose One:

Interview of English Language Arts Teacher

Students will conduct a minimum 10 question interview with an English teacher in a school setting. Ideally this will occur in your fieldwork setting for the semester. Based on your interview, write a summary report of the interview. The purpose of the interview is to begin to learn from a professional

educator who you trust and respect. The report must include the name of the person being interviewed, their position in the school, the grade/grades with whom this individual works, the questions asked, and a summary of their transcribed responses. Possible questions to ask during the interview may include the following (though you are free to add or change any if you choose):

- What are the primary literacy challenges facing your students?
- Describe the English curricula utilized in your classroom/school.
- Describe an English lesson you have used to serve the needs of your students.
- Describe other literary activities that you utilize in your classroom to serve students' needs.
- What do you believe are the assets of your school or classroom English curricula/programs?
- Where is the "room to grow" in your school or classroom English curricula/programs?
- How do you and your colleagues support parents and families to promote student engagement and achievement within school or out of school literary activities?
- What do you think is critical to a successful literature lesson?
- How do you measure your effectiveness in reaching your objectives as an English teacher?

-OR-

Teacher Scavenger Hunt

For this assignment, you will locate various items that new teacher need to have access to during the internship and beyond. The purpose of this assignment is to become familiar with terms and items that you will be expected to know upon entering the profession. For this scavenger hunt you will need to locate (in your field experience school) the following items:

- VGLA
- Pacing Guide
- POS
- WIDA scores
- Lexile Framework
- IEP/504 forms
- CT/CLT/PLC philosophy

In addition, you will write a brief paper explaining how you went about discovering both what the items were and where they were located/used in your school. Discuss challenges discoveries and surprises. Due:

Unit Plan

As a culminating project for this course each student will use the "backwards design" process to develop a plan for teaching a literature-based unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; effectively integrates reading, writing and oral language; and provides authentic assessment. Please include at least one 'paired text' as a part of the unit. The unit must include at least one literary work(s), and center around a **theme**, as well as build on the strengths and needs of a diverse student population.

Long-range plans will include:

1. a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, and planned assessment techniques (including at least one authentic assessment),
2. Unit calendar,
3. Specific daily lesson plans, including support materials should be included for any **five** block-length lessons or ten period-length lessons from the unit (which shall include at least one lesson

emphasizing literature study, one emphasizing writing, and one emphasizing oral language); each making clear connections between stated objectives and planned assessment.

4. The unit plan must also include a rationale in which you explain your use of theory and research to argue for an approach to instruction that focuses on students' varied uses of language; both oral and written.

To evaluate how well these unit plans meet the NCTE standards for effective planning, the units will be scored using an evaluation rubric based on those standards, a rubric attached to this syllabus. The unit plan assignment is aimed at helping English education candidates consider how their students' varied uses of language and no-print media can be related to the study of literature and visual and written composition. As such the English evaluation rubric focuses on NCTE Standards 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, and 4.8.

WORK NOT COMPLETED OR FAILURE TO UPLOAD TO TASKSTREAM BY DUE DATE WILL RESULT IN AN "F" IN THE COURSE. FINAL PRODUCT IS DUE TO TASK STREAM BY MIDNIGHT ON NOVEMBER 21.

All assignments will be graded using a system developed by Lisa Green, English department chair at Robinson Senior Secondary School. Eligible, *complete* assignments (with the exception of oral exams, the "Theory of Teaching English" paper, and the Field Experiences Report) may be revised and/or edited and resubmitted for a "higher grade" up until the final deadline of . Each *complete* assignment handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required).

Incomplete assignments handed in on the initial due date or late will not be eligible for revision and resubmission. Eligible assignments may be revised and resubmitted as many times as you wish until the final deadline. At that point of "final deadline" (), codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

The grading system for graduate courses at GMU is as follows: A+, A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

A+ = 97 – 100

B+ = 87 – 89

C = 70 – 79

F = -70

A = 94 -96

B = 84 – 86

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.

Grades of "A" in the course are earned by students who do exemplary, distinguished work. The A+, A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

EDCI 479/669 assignments are weighted as follows:

Attendance and Participation	8
Writer’s Notebook (at-home, online and in-class writings)	10
Story of Injustice Persuasive Narrative	10
Multi-Genre Research Paper	20
Lesson Plan and Micro-Teaching	20
Interview or Scavenger Hunt	7
Unit Plan	25

Schedule of Topics and Assignments

NOTE: Schedule is subject to change depending on student need and other factors. Students will be notified via email and in class as soon as possible if changes are made.

Date	Topic	Assignments/Readings due NEXT class
8/29	Introduction/Course overview, Review of WNB, History as Reader	<ul style="list-style-type: none"> • Appleman chapters 1-5 • Bomer chapter 10 • Smagorinsky chapter 129 • History as a Reader blog entry
9/5	Poetry Invitations to Learn, Intro to the Unit Plan Assignment Writing Workshop (Unit Planning)	<ul style="list-style-type: none"> • Appleman chapters 6-9 • Bomer chapters 1-3, 17 • Smagorinsky chapter 10 • WNB: As an English student, how was literature presented to you? What would you like to do differently?
9/12	Reader Response/Lit Theory, Feminism, Marxism, etc., Symbolic Story Representation	<ul style="list-style-type: none"> • Bomer chapters 4-7 • Burke chapter 4 • WNB: using one of the assigned readings, create a Symbolic Story Representation to share next class • Work on MGRP, Unit Plan and Micro-teaching
9/19	Lit Circles on MGRP, Intro to the MGRP Assignment	<ul style="list-style-type: none"> • Burke chapter 17, in your WNB, attempt a feminist reading response and reflect on the impact that has on your reading • Work on MGRP, Unit Plan and Micro-teaching
9/26	Micro-teaching (3) Swimming Practice	<ul style="list-style-type: none"> • Burke chapter 18, attempt a Marxist reading response in your WNB, and reflect on the impact that has on your reading • Work on MGRP, Unit Plan and Micro-teaching

10/3	Fishbowl Midterm	<ul style="list-style-type: none"> • Burke chapters 12, 13 • WNB: Reflect on your experiences with film in the English classroom • Work on MGRP, Unit Plan and Micro-teaching
10/10	Micro-teaching (3) Visual Literacy, teaching film	<ul style="list-style-type: none"> • Bomer chapters 8-9 • WNB: How was technology used in your English classes as a student? What are some types of technology you'd like to use in your classroom? • Work on MGRP, Unit Plan and Micro-teaching
10/17	Micro-teaching (3), Technology Toolbox (MGRP, Unit Plan)	<ul style="list-style-type: none"> • Bomer chapter 14 • Holden and Schmit chapters 1-3 • Complete your Lit Circle Role Sheet in preparation for next week • Begin to assemble a technology toolbox of websites and resources you'll find useful in your own classroom
10/24	<i>Lit Circles on YA Lit</i> , Writing Workshop	<ul style="list-style-type: none"> • Burke, chapter 16, 18, & 20 • WNB: Reflect on the challenges and benefits you see for having all kinds of students and abilities in your classroom • Look for a text to pair with your YA Lit Circle book and be prepared to share next class • Unit plan due next class
10/31	Micro-teaching (3) Paired Texts, Writing Workshop MGRP, Unit Plan)	<ul style="list-style-type: none"> • Holden and Schmit chapters 4-7 • WNB: Reflect on how drama was taught to you as an English student.
11/7	Micro-teaching (3), Performance techniques to teach drama ,Writing Workshop (MGRP)	<ul style="list-style-type: none"> • Holden and Schmit chapters 8-12 • Burke chapters 14 -15 • WNB: How can teaching English change the world?
11/14	Micro-teaching (3), Integrating Projects and Service into the English classroom	<ul style="list-style-type: none"> • Burke chapters 22 and 25 • WNB: What are you burning questions as you begin to think about your own English classroom? • MGRP due next class
11/21	Micro-teaching (3), Prep for Seminar	<ul style="list-style-type: none"> • Holden and Schmitt chapters 13-14 • WNB: What do you hope your students will know and be able to do when they graduate from your class? What do you hope they will say about the experience of learning English in your classroom? • Technology Toolbox due next class • Field Experience due next class
12/5	Socratic Seminar	LAST CLASS

GEORGE MASON UNIVERSITY
College of Education and Human Development

Secondary Education Program

UNIT PLAN NCTE Evaluation Rubric English

Name of candidate _____

Date _____

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

Rating		Description
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 <i>marginally</i> 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 <i>fully</i> meets the

		Acceptable 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 fully meets the Target level of criteria for a NCTE standard.

**NCTE/NCATE STANDARDS
for
Initial Preparation of Teachers of Secondary English Language Arts
Grades 7–12**

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

Standard 1: Attitudes for the English/Language Arts

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

NOT ACCEPTABLE	ACCEPTABLE	TARGET
-----------------------	-------------------	---------------

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

Standard 2: Knowledge of the English Language

NOT ACCEPTABLE	ACCEPTABLE	TARGET
-----------------------	-------------------	---------------

Demonstrate little knowledge of how to recognize the impact of cultural, economic, political, and social environments on language.

Demonstrate an awareness in their teaching of the impact of cultural, economic, political, and social environments on language.

Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language.

Demonstrate little knowledge of the evolution of the English language and the historical influences on its various forms.

Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching.

Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning.

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

Standard 3: Knowledge of Literacy

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy.	Use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.	Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show little knowledge of language structure and conventions in creating and critiquing print and nonprint texts.	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities.	Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes and help students understand the relationship between symbols and meaning.

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

Standard 4: Knowledge of Reading Processes

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show limited ability to respond to and interpret what is read.	Respond to and interpret, in varied ways, what is read, teaching their students how to do this.	Integrate into their teaching continuous use of carefully designed learning experiences.

NOT ACCEPTABLE	ACCEPTABLE	TARGET
-----------------------	-------------------	---------------

Score (Circle One): 0 1 2 3

Evidence:

Standard 5: Knowledge of Composing Processes

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

Score (Circle One): 0 1 2 3

Evidence:

Standard 6: Knowledge of Literature

NOT ACCEPTABLE	ACCEPTABLE	TARGET
----------------	------------	--------

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

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

Standard 7: Knowledge of Media and Technology

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

NOT ACCEPTABLE	ACCEPTABLE	TARGET
-----------------------	-------------------	---------------

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

Standard 8: Knowledge of Research in ELA

NOT ACCEPTABLE	ACCEPTABLE	TARGET
Show a lack of knowledge of the major sources of research and theory related to English language arts.	Use major sources of research and theory related to English language arts to support their teaching decisions.	Reflect on their own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in their teaching as appropriate.

NOT ACCEPTABLE	ACCEPTABLE	TARGET
-----------------------	-------------------	---------------

;

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

Evidence:

Standard 9: Pedagogy for the English Language Arts

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

NOT ACCEPTABLE	ACCEPTABLE	TARGET
-----------------------	-------------------	---------------

Score (Circle One): 0 1 2 3
Evidence

STANDARD	SCORE
1. Attitudes for English Language Arts	
2. Knowledge of the English language	
3. Knowledge of literacy	
4. Knowledge of reading processes	
5. Knowledge of composing processes	
6. Knowledge of literature	
7. Knowledge of the media & technology	
8. Knowledge of research in ELA	
9. Pedagogy for English Language Arts	
Mean Rating	

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