

## ENGE 390 Field Experience Planning & Reflection Assessment

Domain	Exceeds Expectations (2)	Meets Expectations (1)	Below Expectations (0)
<b>NCTE/CAEP Standard III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students</b>			
<b>Element 1, part 1</b> Candidates plan lessons utilizing instructional <b>strategies to promote learning for all students.</b>	Candidates use their knowledge of theory, research, and practice in English Language Arts <b>to plan standards-based, coherent and relevant learning experiences</b> utilizing instructional strategies that are motivating and accessible to all students, <b>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.</b>	Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, relevant learning experiences utilizing instructional strategies that are motivating and accessible to most students.	Candidates may not develop complete, accurate, and/or measurable lesson plans. Some instructional strategies may not meet identified objectives or are developmentally inappropriate. Lesson plans may not meet expectations of the discipline. Strategies may not address learning needs of diverse learners.
<b>Element 1, part 2</b> Candidates plan lessons <b>utilizing a range of different texts.</b>	Candidates use their knowledge of theory, research, and practice in English Language Arts to design standards-based, coherent and relevant assessments for reading <b>utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media.</b>	Candidates use their knowledge of theory, research, and practice in English Language Arts to design standards-based, coherent and relevant assessments for reading and the study of literature with some demonstration of range.	Candidates do not design lessons that make use of current theory, research, and best practice for reading that promote learning for all students. Only one text is used (no range demonstrated).
<b>NCTE/CAEP Standard IV: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</b>			

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	<p><b>Element 1, part 1</b></p> <p>Candidates plan instruction for composing texts that utilizes <b>individual and collaborative approaches and contemporary technologies</b>.</p>	<p>Candidates use their knowledge of <b>theory, research, and practice in English Language Arts</b> to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies.</p>	<p>Candidates use their knowledge of practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize either individual or collaborative approaches and contemporary technologies.</p>	<p>Candidates do not sufficiently plan composing experiences that use individual or collaborative experiences. Candidates do not use contemporary technologies in these experiences.</p>
	<p><b>Element 1, part 2</b></p> <p>Candidates plan instruction for composing texts that <b>reflects an understanding of writing processes and strategies in different genres for a variety of audiences and purposes</b>.</p>	<p>Candidates use their knowledge of <b>theory, research, and practice in English Language Arts</b> to plan standards-based, coherent and relevant composing experiences that reflect an understanding of <b>writing processes and strategies in different genres for a variety of audiences and purposes</b>.</p>	<p>Candidates use their knowledge of practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that reflect an understanding of the writing process.</p>	<p>Candidates do not sufficiently plan composing experiences that reflect an understanding of the writing process or composing strategies for a variety of audiences and purposes.</p>
	<p><b>Element 4</b></p> <p>Candidates plan instruction with a specific <b>focus on language conventions</b>.</p>	<p>Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) <b>in the context of students' writing for different audiences, purposes, and modalities</b>.</p>	<p>Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics).</p>	<p>Candidates design instruction with limited or no attention to the strategic use of language conventions. Candidate errors with convention instruction are apparent.</p>
	<p><b>NCTE/CAEP Standard V: Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.</b></p>			
	<p><b>Element 4</b></p> <p>Candidates plan, implement, and assess research-based instruction that <b>increases motivation and active student engagement</b> that builds sustained learning of English language arts.</p>	<p>Candidates select, create, and use a <b>variety</b> of instructional strategies and teaching resources, including <b>contemporary technologies and digital media</b>, consistent with what is currently known about student learning in English Language Arts.</p>	<p>Candidates select, create, and use a <b>variety</b> of instructional strategies and teaching resources consistent with what is currently known about student learning in English Language Arts.</p>	<p>Candidates do not use a variety of instructional strategies consistent with what is currently known about student learning in English Language Arts. Single strategy lessons implemented.</p>

	Domain	Exceeds Expectations (2)	Meets Expectations (1)	Below Expectations (0)
	<p><b>NCTE/CAEP Standard VII: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.</b></p>			
	<p><b>Element 1</b></p> <p>Candidates show professional knowledge and skills through modeling literate and ethical practices in teaching ELA and through engaging in reflective practice.</p>	<p>Candidates model literate and ethical practices in ELA teaching, and write detailed reflections on teaching that analyze their performance and make connections to theory and best practice in ELA.</p>	<p>Candidates model literate and ethical practices in ELA teaching, and write detailed reflections on teaching that analyze their performance.</p>	<p>Candidates do not model literate and ethical practices in ELA teaching and/or do not engage in written reflective practice. Reflections that are submitted prove superficial.</p>