



## Distributed Teacher and Leader Education

### English Teacher Candidate Disciplinary Standards Form

NCTE Thematic Standards – Performance Evidence

Teacher Candidate: \_\_\_\_\_

USBID: \_\_\_\_\_

Cooperating Teacher or

Grade/

University Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

Choose One:

Methods I

Grades 7-9 Student Teaching Placement

Methods II

Grades 10-12 Student Teaching Placement

#### DIRECTIONS

The National Council of Teachers of English requires accredited education programs to provide performance evidence showing how well teacher candidates can plan and practice instruction aligned with NCTE Standards. This form evaluates our English teacher candidates' progress in meeting standards for Attitudes, Knowledge, and Pedagogy (Standards 2-4). Stony Brook instructors should use this form to evaluate lesson and unit planning in the methods courses, checking only the boxes for "PLANNING." Cooperating teachers and student teaching seminar instructors should complete this form for student teachers' PLANNING and TEACHING.

#### RUBRIC

1	2	3	4
<b>Does not meet standards</b>	<b>Minimally meets standards</b>	<b>Meets standards</b>	<b>Exceeds standards</b>
<p><b>Does not address the standard, does not understand the standard or use it properly in a lesson or unit where it should be taught, and/or does not adequately design instruction with respect to this standard.</b></p>	<p><b>Addresses the standard, but may not adequately capture the significance of the standard for the topic being taught and/or effectively communicate it to the students.</b></p>	<p><b>Standard is addressed where appropriate in the unit or course and the main underlying ideas are effectively communicated to the students.</b></p>	<p><b>Standard is addressed where appropriate and the main understandings are communicated by relating them to the topic in a sophisticated manner and employing well-conceived learning activities.</b></p>

## NCTE/IRA Professional Standards – Performance Evidence

<b>NCTE Standard 1:</b>	
<i>Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 2:</b>	
<i>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 3:</b>	
<i>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 4:</b>	

<i>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 5:</b>	
<i>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 6:</b>	
<i>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 7:</b>	
<i>Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>

Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 8:</b>	
<i>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 9:</b>	
<i>Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 10:</b>	
<i>Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 11:</b>	
<i>Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</i>	

Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
<b>NCTE Standard 12:</b>	
<i>Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</i>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Please provide us with narrative comments expanding upon the strengths and weaknesses of our teacher candidate in the space below.	