

Tier 3 Addendum English

IPTS Standard	0	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Exceptional
			<i>Expected Range</i>		
<p>1.1: Candidates are knowledgeable about texts print and non-print texts, media texts, classic texts and contemporary texts including young adult that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts</p>	Not Observed	<p>Candidates are not knowledgeable about texts, print and non-print texts, media texts, classic texts and contemporary texts including young adult that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are unable to use literary theories to interpret and critique a range of texts</p>	<p>Candidates demonstrate limited knowledge about texts, print and non-print texts, media texts, classic texts and contemporary texts including young adult that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; their ability to use literary theories to interpret and critique a range of texts is limited.</p>	<p>Candidates are knowledgeable about texts, print and non-print texts, media texts, classic texts and contemporary texts including young adult that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts</p>	<p>Candidates are Exceptionally knowledgeable about texts, print and non-print texts, media texts, classic texts and contemporary texts including young adult that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to expertly use literary theories to interpret and critique a range of texts</p>
<p>3.1: Candidates use their 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.</p>	Not Observed	<p>Candidates demonstrate an inability to use their 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.</p>	<p>Candidates demonstrate a limited ability to use their 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.</p>	<p>Candidates use their 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.</p>	<p>Candidates expertly use their 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.</p>

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<p>3.2: Candidates design 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</p>	<p>Not Observed</p>	<p>The candidate is unable to design 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</p>	<p>The candidate demonstrates limited to design 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</p>	<p>Candidates design 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</p>	<p>Candidates expertly design 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</p>
<p>5.3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning</p>	<p>Not Observed</p>	<p>Candidate fails to differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidate does not communicate with students about their performance in ways that actively involve them in their own learning</p>	<p>Candidate engages in limited differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidate's ability to communicate with students about their performance in ways that actively involve them in their own learning is limited.</p>	<p>Candidate differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidate communicates with students about their performance in ways that actively involve them in their own learning</p>	<p>Candidate expertly differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidate communicates with students about their performance in ways that actively involve them in their own learning</p>
<p>7.1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p>	<p>Not Observed</p>	<p>The candidate fails to model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p>	<p>The candidate demonstrates a limited ability to model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p>	<p>The candidate consistently models literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p>	<p>The candidate always models literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</p>

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<p>7.2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p style="text-align: center;">Not Observed</p>	<p>The Candidate fails to engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p>The candidate demonstrates a limited ability engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p>The candidate consistently engages in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p>The candidate always engages in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>
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Student Teacher Name: _____ **Date:** _____

University Supervisor Name: _____ **University Supervisor Signature:** _____