

English (ELA) Professional Statement (2021 NCTE Standards)



	Exceeds Expectations	At Expectations	Nearing Expectations	Below Expectations	Score/Level
<p>Component 5.1: Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.</p>	<p>Includes all of level 3 and: The project integrates personal reflection with research and theory, and provides multiple explanations and specific examples to support analysis.</p>	<p>Project identifies the author's identities and experiences and provides insight into how these frame and impact their instructional practice, however may be missing specific detail, examples, or additional support for analysis. Theory and research are accurately referenced.</p>	<p>Project identifies the author's individual identities or experiences but may not elaborate sufficiently for one or both.</p> <p>Project identifies instructional practice and rationale for decisions made, but may not draw direct connections to the author's identity or experiences.</p>	<p>Project does not describe the author's individual identities and experiences and/or does not accurately or clearly connect them to their instructional practice.</p>	
<p>Component 5.2: Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.</p>	<p>Includes all of Level 3 and: Candidate uses evidence and feedback to develop long-range professional learning goals and shares a strategy for improvement over time in these areas through access to professional associations and other resources.</p>	<p>Candidate reflects on their impact on students' learning through multiple sources of feedback and measures. Project provides evidence of use of this feedback to adjust instruction and includes results from student learning and further reflection as a result of these adjustments.</p>	<p>Candidate reflects on their impact on students' learning and their own instructional practice using limited evidence and feedback. Sufficient evidence is provided to support claims and analysis, but it is not clear the direct impact of this reflection on instructional practice.</p>	<p>Project does not provide evidence of candidate reflection on practice based on feedback and other sources; or evidence may be provided, may not be substantial or sufficient to support claims, or analysis and reflection does not directly relate to information provided. Reflection may not align with expected dispositions as presented throughout the program.</p>	

	Exceeds Expectations	At Expectations	Nearing Expectations	Below Expectations	Score/Level
Component 5.3: Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.	Project provides multiple examples of collaborative efforts among a wide array of constituents, including students, families, colleagues and ELA-related learning community members, demonstrating on-going efforts that span instructional sequences and episodes.	Project provides specific examples of candidate communication with families, and learners in the development of instructional plans and resources. Project also includes at least one example of collaboration with colleagues or ELA-related learning community members in the development of instructional events and/or materials.	Project refers to collaborative instructional practice, however specific evidence to support claims is insufficient, inaccurate, or limited.	Project does not provide clear evidence of collaboration with colleagues, families, learners, or other ELA-related learning communities.	
Component 5.4: Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.	Includes all of Level 3, plus: Project includes specific examples from lived experience to demonstrate readiness in each of these areas.	Project addresses leadership, professional learning and advocacy in ways that align with professional standards expectations, providing some examples and evidence that support claims.	Project may accurately address professional expectations for leadership, professional learning, or advocacy, but specific evidence to support claims is not present, insufficient, or mis-aligned with claims.	Project does not address leadership, professional learning, or advocacy in alignment with expectations for professional dispositions of educators.	