

Language Arts Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Language Arts Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

- A. Demonstrate an understanding of and be able to teach the concepts, skills, and processes of reading and writing as defined in the Nebraska Student Standards for grades eight and twelve;
- B1. Demonstrate an understanding of language acquisition and development;
- B6. Demonstrate an understanding of English grammars;
- B7. Demonstrate an understanding of syntax and phonology;
- B8. Demonstrate an understanding of the various purposes for which language is used;
- C1. Describe reading and writing development;
- C7. Demonstrate how to respond to and interpret literature in different ways;
- C8. Demonstrate how to discover and create meaning from texts, including non-print media;
- D4. Revise, edit, and proofread written text;
- E1. Demonstrate knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:

- a. literature from a range of cultures;
- b. literature from a range of genres;
- c. literature by authors of both genders;
- d. literature by authors of color;
- e. literature written specifically for older children and young adults; and
- f. works of literary theory, history, and criticism;

F3. Demonstrate an understanding of and the ability to use current technologies in communication;

I. Demonstrate an understanding of and be able to apply the principles of contemporary rhetoric, interpersonal communication, performance theory, and public address; and

J. Demonstrate an understanding of and be able to apply the principles of basic acting; play direction; and theatre design and technology.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

C4. Motivate readers and writers using a wide variety of methods and materials;

C5. Match reading materials with students' abilities;

C6. Involve parents in cooperative efforts and programs;

C9. Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary and other texts; and

G. Demonstrate methods for conducting research and analyzing information.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

B2. Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated; and

C10. Demonstrate an understanding of the uses of reading for different purposes, including reading in the workplace.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

B3. Recognize the impact of cultural, economic, political, and social environments upon language;

B5. Demonstrate an understanding of and why the English language evolves;

F1. Recognize the influence of media on culture and on people's actions and communication; and

F2. Describe the historical, ethical, and legal issues central to communication.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

B4. Demonstrate an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;

C2. Teach basic skills and strategies in reading and writing;

C3. Teach students to use reading and writing as tools for learning;

D1. Use a wide range of writing strategies to generate meaning and to clarify understanding;

D2. Produce different forms of written discourse for various audiences demonstrating conventional usages for those forms and audiences;

D3. Demonstrate how written discourse can influence thought and action; and

H. Demonstrate an understanding of management and budgeting skills as they apply to curricular and cocurricular communication activities.

**Peru State College Conceptual Framework Outcomes
Pedagogical Knowledge/Skills**

PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7