

Candidate _____ Program Director <u>Roger A. Ladd</u> 3 = excellent, 2 = proficient, 1 = deficient, 0 = no (indicators of meeting Standards) The candidates indicates	Admission Date:	Mid-point Date:	Final Date:
<i>Standard 1: Instructional Expertise in application of advanced knowledge to improve student learning by</i>			
1. seeking, implementing, and evaluating the best practices for literature and literacy within the context of a specific school setting.			
2. incorporating findings from expertise in literature and literacy and educational research			
3. linking literature and literacy to students' developmental and diverse needs			
4. using technology to support students' learning			
5. planning, designing, implementing, and evaluating instruction that is rigorous, coherent, and consistent with NC Standard Course of study, with well-developed theoretical and philosophical foundations, and with best practices emerging from research on literature, literacy, and pedagogy			
6. monitoring instructional actions, selection of materials, and other instructional decision			
7. modifying instruction and learning environments based on assessment of student learning problems and successes.			
<i>Standard 2: Knowledge of Learners and respect for the nature of learners as individuals by</i>			
1. understanding different learning processes, abilities, and styles, and exceptionalities,			
2. understanding the differences among learners resulting from varying backgrounds			
3. designing both instruction and strategies for evaluation that respond to these differences			
4. creating and maintaining a classroom environment conducive to learning in which all learners feel welcome and can be successful			

<i>Standard 3: Research and the habits of mind that embrace critical inquiry and intellectual challenge; the candidate investigates, examines, and improves instructional effectiveness and student achievement by</i>			
1. initiating research in the areas of literature, literacy, composition, and pedagogy			
2. designing procedures for collecting data to include the use of performance data, action research, library, electronic resources and other technologies			
3. analyzing, interpreting, and judging data thus collected			
4. organizing and presenting research by various means such as course papers, presentations, web sites, capstone portfolio			
<i>Standard 4: Content Knowledge and advanced depth and breadth of clearly analyzed and articulated knowledge of</i>			
1. evolving canons of American, British, and world literatures through successful completion of courses on varied literatures			
2. current scholars and scholarship on the texts and authors of the evolving canon			
3. factors which affect the production of literature, such as biography, culture, race, ethnicity, and class			
4. theoretical and critical approaches to the study of literature and literacy			
5. theories of composition and rhetoric			
6. relationships between and among theoretical positions, research findings, and philosophies			
<i>Standard 5: Continuous Professional Reflection, Development, and Leadership at the classroom, school, and community levels and beyond by</i>			
1. reflecting regularly upon personal growth			
2. initiating professional inquiry through reading, dialogue, reflection, professional development, and action research on teaching literature, literacy, and composition			
3. collaborating with other educators, parents, students, and other members of the community and professional organizations to improve curriculum and students' success in literature, literacy, and writing			
4. providing leadership through mentoring and presenting research at workshops, local, state and/or national professional meetings			