

**California State University, Fullerton - Multiple Subject Credential Program
Reading/Language Arts Performance Objectives**

Teacher Candidate's Name: _____

Block: _____ Academic Year(s): _____

For each performance objective listed below, obtain initials where there is an "x" in the box that notes the individual who is required to verify the teacher candidate's progress in meeting the objective. Submit this form to block leader at the end of final semester of clinical experience.

Objective	University Instructor	Mentor Teacher	Teacher Candidate
Upon completion of the program the teacher candidate will demonstrate:			
1. Knowledge of the research related to advancing the literacy development, especially beginning reading, of the full range of learners.	X		X
2. Familiarity with California's Common Core State Standards for English-Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.	X		X
3. Familiarity with the California Preschool Learning Foundations in Language and Literacy.	X		X
4. Familiarity with current state preschool and K-12 literacy/language arts frameworks.	X		X
5. Knowledge of the assets and role of the home and community in students' literacy development and the ability to learn from and collaborate with the home and community.	X	X	X
6. Knowledge of and ability to implement a variety of instructional approaches (e.g., direct instruction, inquiry-based learning, and collaborative learning).	X	X	X
7. Knowledge of and ability to plan a systematic progression of instruction in the language arts	X	X	X
8. Knowledge of and ability to teach the foundational skills of literacy, including:	X	X	X
a. print concepts			
b. phonological and phonemic awareness	X	X	X
c. phonics and word recognition	X	X	X
d. fluency	X	X	X
9. Knowledge of the factors influencing meaning making, including language and background knowledge, and the ability to facilitate students' use of comprehension strategies (e.g., previewing, predicting, activating and developing prior knowledge, setting purposes, generating questions, summarizing, making connections, creating visual/graphic representations of text meanings) with texts of appropriately demanding levels of complexity.	X	X	X
10. Ability to promote students' comprehension of and use of evidence from narrative, including teaching students to: a. identify key ideas and details, b. determine the meaning of text language, c. analyze text types and structures d. distinguish points of view or purposes, e. integrate and evaluate content presented in different formats and media, f. compare and contrast various elements of two or more works of literature.	X	X	X
11. Ability to promote students' comprehension of and use of evidence from informational text, including teaching students to: a. identify key ideas and details, b. determine the meaning of text language, c. analyze text structures and features, d. identify text purposes and biases, e. interpret information presented in different formats and media, f. explain the author's use of reasons and evidence to support particular points in the text, g. compare and contrast information from two or more texts.	X	X	X
12. Ability to provide appropriate scaffolding for student reading of challenging text.	X	X	X
13. Ability to teach students to write, including teaching students to: a. write a variety of text types for a variety of purposes, including writing that draws upon evidence from literary and informational texts, b. produce clear, coherent, organized writing appropriate to the task, purpose and audience, c. engage in planning, revising, editing, and rewriting, d. use technology to produce and publish writing and to interact and collaborate with others, e. conduct short as well as sustained research projects and present knowledge, f. write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	X	X	X

14. Ability to teach students to speak and listen, including teaching students to: a. prepare for and participate in a range of conversations and collaborations with diverse partners, b. integrate and evaluate information presented in diverse media and formats, c. ask and answer questions about information provided by a speaker, d. present information, both orally and using media or visual displays, e. use formal language in appropriate contexts.	X	X	X
15. Ability to teach language, including: a. vocabulary, including general academic and domain-specific words and phrases, b. standard English grammar, c. standard English capitalization, punctuation, and spelling. (Note: In dual immersion classes, candidates teach these aspects of language in the language of instruction.)	X	X	X
16. Knowledge of the different literacy demands of the disciplines and ability to teach meaning making, academic language, and effective expression in the content areas.	X	X	X
17. Knowledge of and ability to implement strategies for motivating students to progress in their literacy development, including promoting independent reading and creating a literacy-rich environment.	X	X	X
18. Ability to use a range of instructional materials, including standards-aligned materials for instruction and intervention, high quality literature, and informational texts, all of which accurately and respectfully reflect human diversity.	X	X	X
19. Ability to use entry-level, formative, and summative assessments (both informal and formal) to determine students' progress and plan appropriate instruction based on the results.	X	X	X
20. Knowledge of how to organize and manage instruction to meet the needs of the full range of learners (e.g., whole class instruction, flexible grouping, individualized instruction).	X	X	X
21. Attendance at one meeting of a professional organization (e.g., OCRA, CRA, IRA, CAFE) where the teaching of language arts is a primary focus.	X		X
If both placements are third grade and above, verify the following.	Clinical Coach	Mentor Teacher	Teacher Candidate
The teacher candidate had extended opportunities to observe and participate in beginning reading instruction and early literacy practices (for example, in a first grade classroom).	X	X	X

Signatures

University Instructor Date

Mentor Teacher – Placement 1 Date

Mentor Teacher – Placement 2 Date

Clinical Coach – Placement 1 Date

Clinical Coach – Placement 2 Date

Teacher Candidate Date