



English Language Arts Student Teaching Evaluation Form
 (____ MID TERM) (____ FINAL)

Student Teacher _____
 Cooperating Teacher _____ Date _____
 Field Supervisor _____
 School Site _____

Signature of Evaluator _____ Grade/Subject _____

Standard 2 – Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. AS A RESULT, CANDIDATES

2.1	1-Not Acceptable Show little evidence of creating an inclusive and supportive learning environment in which all students can engage in learning;	2-Acceptable Create an inclusive and supportive learning environment in which all students can engage in learning;	3-Target Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;
2.2	1-Not Acceptable Show little evidence in using ELA for helping their students to become familiar with their own and others' cultures;	2-Acceptable Use ELA to help their students become familiar with their own and others' cultures	3-Target Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;
2.3	1-Not Acceptable Demonstrate inconsistency in reflective practice and seldom pursue professional growth and collaboration with colleagues and involvement with appropriate professional organizations;	2-Acceptable Demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates;	3-Target Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others;
2.4	1-Not Acceptable Engage in few practices designed to assist students in developing habits of critical thinking and judgment;	2-Acceptable Use practices designed to assist students in developing habits of critical thinking and judgment;	3-Target Design and implement instruction and assessment that assist students in developing habits of critical thinking;
2.5	1-Not Acceptable Show a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues;	2-Acceptable Make meaningful connections between the ELA curriculum and developments in culture, society, and education;	3-Target Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;
2.6	1-Not Acceptable Demonstrate little evidence of promoting the arts and humanities in the learning of their students;	2-Acceptable Engage their students in activities that demonstrate the role of arts and humanities in learning;	3-Target Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students.

Standard 4 – Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. AS A RESULT, CANDIDATES

4.1	1-Not Acceptable Show limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	2-Acceptable Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts;	3-Target Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA;
4.2	1-Not Acceptable Demonstrate limited ability to design instruction to meet the needs of all students and provide for students' progress and success;	2-Acceptable Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work;	3-Target Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection;
4.3	1-Not Acceptable Use few interdisciplinary teaching strategies and materials;	2-Acceptable Integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students;	3-Target Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines;
4.4	1-Not Acceptable Show limited ability to create learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	2-Acceptable Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability;	3-Target Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability;
4.5	1-Not Acceptable Demonstrate limited ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	2-Acceptable Engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms;	3-Target Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms;
4.6	1-Not Acceptable Show limited ability to enable students to respond critically to different media and communications technologies;	2-Acceptable Engage students in critical analysis of different media and communications technologies;	3-Target Engage students in critical analysis of different media and communications technologies and their effect on students' learning;
4.7	1-Not Acceptable Demonstrate infrequent use of instruction that promotes understanding of varied uses and purposes for language in communication;	2-Acceptable Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication;	3-Target Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;
4.8	1-Not Acceptable Demonstrate limited ability to	2-Acceptable Engage students in making	3-Target Engage students in discovering their personal

	engage students in making meaning of texts through personal response;	meaning of texts through personal response;	response to texts and ways to connect such responses to other larger meanings and critical stances;
4.9	1-Not Acceptable Demonstrate limited ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	2-Acceptable Demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts;	3-Target Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students;
4.10	1-Not Acceptable Use assessment in instruction by: <ul style="list-style-type: none"> • Failing to use formal and informal assessment activities and instruments to evaluate student work; • Failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others; 	2-Acceptable Integrate assessment consistently into instruction by: <ul style="list-style-type: none"> • Using a variety of formal and informal assessment activities and instruments to evaluate processes and products; • Creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences; 	3-Target Integrate assessment consistently into instruction by: <ul style="list-style-type: none"> • Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; • Interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; • Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; • Explaining to students, parents, and others concerned with education how students are assessed.