Assessment #4
SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS
STUDENT TEACHING EXPERIENCE
NCTE Standards 2.1-2.6; 3.51-4 & 3.1.6&7; 3.6.1&3; 3.71; 4.1-4.8 & 4.10

I. CONTENT KNOWLEDGE	Not Observed 0	NOT ACCEPTABLE 1	ACCEPTABLE 2	TARGET 3
Literature (Standard 3.5)				
British Lit (3.5.1)		Shows little knowledge of British literature in teaching	Shows knowledge of a variety of British literature in teaching	Demonstrates in-depth knowledge of British literature in teaching
US Lit (3.5.1)		Shows little knowledge of US literature in teaching	Shows knowledge of a variety of US literature in teaching	Demonstrates in-depth knowledge of US literature in teaching
World Lit (3.5.1)		Shows little knowledge of World literature in teaching	Shows knowledge of a variety of World literature in teaching	Demonstrates in-depth knowledge of World literature in teaching
Non-Western Lit (3.5.1)		Shows little knowledge of Non-Western literature in teaching	Shows knowledge of a variety of Non-Western literature in teaching	Demonstrates in-depth knowledge of Non-Western literature in teaching
Different Genres (3.5.2)		Shows little knowledge of genres literature in teaching	Shows knowledge of a variety of different genres in teaching	Demonstrates in-depth knowledge of different genres in teaching
Female Writers (3.5.2)		Shows little knowledge of female writers in teaching	Shows knowledge of a variety of female writers in teaching	Demonstrates in-depth knowledge of female writers in teaching
Authors of Color (3.5.1)		Shows little knowledge of authors of color in teaching	Shows knowledge of a variety of authors of color in teaching	Demonstrates in-depth knowledge of authors of color in teaching
Adolescent Lit (3.5.3)		Shows little knowledge of adolescent literature in teaching	Shows knowledge of a variety of adolescent literature in teaching	Demonstrates in-depth knowledge of adolescent literature in teaching
Literary Criticism (3.5.4)		Shows little knowledge of literary criticism in teaching	Shows knowledge of literary criticism in teaching	Demonstrates in-depth knowledge of literary criticism in teaching
Language and Grammar (Standard 3.1)				
In candidate's speaking (3.1.7)		Makes frequent errors that call into question the candidate's knowledge of grammar	Usually demonstrates a clear understanding of grammar in speaking	Nearly always demonstrates a clear understanding of grammar in speaking

In candidate's writing (3.1.7)		Makes frequent errors that call into question the candidate's knowledge of grammar	Usually demonstrates a clear understanding of grammar in writing	Nearly always demonstrates a clear understanding of grammar in writing
In teaching grammar (3.1.6)		Grammar teaching calls into question the candidate's knowledge of English	Is usually able to translates knowledge of grammar into effective lessons for students	Translates knowledge of grammar into effective lessons for students
Non-print Texts				
Media's influence on culture (3.6.1)		Lacks a critical and analytical understanding of the relation between media and culture	Understands how to extract meaning from media and use it to enhance student learning	Demonstrates a critical understanding of media's influence on culture in teaching
Technology				
Effective use in candidate's teaching (3.6.3)		Candidate shows little knowledge of how to use technology to enhance teaching	Candidate uses technology in instruction	Candidate is comfortable with technology and able to use it effectively to enhance teaching
Effective use in students' learning (3.6.3)		Seems uncomfortable with helping students use technology for learning	Requires students to use technology for learning	Is adept at helping students use technology to enhance and reflect on their learning
Promotes critical analysis of media and technology (4.6)		Shows little understanding of how to help students analyze media critically	Engages students in analyzing media and technology	Engages students in critical analysis of how media and technology affect learning
II. INSTRUCTION				
Creates an inclusive and supportive environment (2.1)		Does not seem able to create or maintain an inclusive and supportive environment in which all students can learn	Creates an inclusive and supportive environment in which all students can learn	Creates and maintains an inclusive and supportive environment in which all students can learn
Uses the curriculum to help students learn about their own and others' cultures and societies (2.2, 2.5)		Does not seem to have a clear understanding of their own or others' cultures and societies so as to increase students' understanding	Helps students to increase their understanding their own and others' cultures and societies	Consistently seeks opportunities to teach students about their own and others' cultures and societies in creative ways
Helps students incorporate language arts into their daily learning (2.6)		Does little to demonstrate the role of arts and humanities in learning	Demonstrates the role of the arts and humanities in learning	Consistently plans learning experiences that connect the arts and humanities into their students' learning
Language use (4.7)		Seldom addresses various purposes of language use	Emphasize various uses and purposes for language use	Consistently plans lessons that allow students to use language for a variety of purposes

Promotes critical thinking (2.4)		Seldom designs instruction that promotes critical thinking	Uses instruction techniques designed to develop students' critical thinking ability.	Consistently designs instruction that helps students to develop their critical thinking ability
Teaches students how to show respect for individual differences (4.4)		Seems unable to create an environment of respect for differences	Creates an environment that promotes respect for individual differences	Consistently seeks opportunities to analyze how social contexts affect language, carefully monitors own use of language, and expects students to show respect for differences
Teaches students how to read and interpret non-print texts (3.6.2)		Seems unable to construct meaning from media and non-print texts	Is able to construct meaning from media and non-print texts and help students to gain this ability	Designs instruction that effectively teaches students how to construct meaning from media and non-print texts
Teaches students' respectful ways in which to converse with each other (4.5)		Is often ineffective to engaging students in discussions around others' ideas	Manages effective discussions for responding to others' ideas	Teaches students how to present and discuss their ideas and to respond to others in a respectful and appropriate way
Use of reader response as a way for students' to engage in textual analysis (4.8)		Does not consistently help students connect texts to their lives	Uses reader response techniques to help students see how texts are connected to their lives	Consistently helps students to make connections between the meaning of texts and their personal lives
III. PROFESSIONAL ABILITY				
Reflects on teaching for the purpose of improving instruction (2.3 and 3.7.1)		Is not a consistent reflective practitioner and does not actively pursue professional growth and interaction	Reflects on practice, is aware of professional resources, and discusses teaching with colleagues	Is a reflective practitioner who seeks continually to improve instruction by seeking advice , additional study, and professional development
Uses a variety of current curricula, resources and methods (4.1)		Is not always effective in selecting materials or techniques for learning	Selects appropriate materials for instruction	Uses a variety of effective methods and current resources in designing instruction
Uses effective classroom management strategies for students and the environment (4.2)		Is often ineffective at matching instruction with classroom organization to promote learning	Is aware of the need to organize the classroom environment for learning and includes whole group, small group, and individual learning time	Is effective in managing the classroom behavior and environment to create learning communities
Provides students with		Does not always provide appropriate feedback or	Provides appropriate feedback and time for	Employs a variety of effective techniques for providing

opportunities for feedback and reflection (4.2)		allow for students to learn from each other.	students to learn from each other	feedback to students and allowing them to provide feedback to each other and to reflect on their work
Works with colleagues in other disciplines when appropriate (4.3)		Is limited in knowledge of connections to other disciplines	Uses interdisciplinary approaches in own teaching when appropriate	Works well with colleagues from other disciplines to helps students make connections among the disciplines
IV. ASSESSMENT (4.10)				
Devises effective and varied assessment strategies, including non-print, that are clear to students (3.6.2 and 4.1)		Fails to design or use a variety of assessment strategies	Uses a variety of assessment strategies	Designs a variety of effective assessment strategies with clear rubrics that genuinely measure students' ELA learning
Uses assessment results to inform instruction (4.10)		Results of assessment are not reported or interpreted so as to promote student learning	Uses assessment instruments to report student progress	Consistently follows through to maximize student learning in ELA through assessment results
Uses assessments to help students monitor their learning 4.3)		Assesses student work without making a clear connection to learning and progress	Keeps students informed about assessment results and consequences for overall progress	Designs ways for students to use assessment results to monitor their learning and progress in ELA
Can explain assessments to students, parents, and other concerned professionals(4.4)		Can not easily respond to others' questions about assessment instruments or results	Is able to explain assessment techniques to others	Is able to explain assessment instruments and results to others and to articulate the relationship between the instrument chosen and the desired learning outcomes