

Part 1: Secondary Assessment (NCTE SPA Standards)

PURDUE UNIVERSITY
FORT WAYNE

School of Education

Secondary English/Language Arts FINAL ST Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first part is based on the National Council for Teachers of English (NCTE) standards for beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP, our accrediting body. The last part asks to you to consider the dispositions that are valued by the faculty at Purdue University Fort Wayne. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation -- it is very important to us and the Student Teacher.

The results of this evaluation will be collected by the Student Teaching office as well as forwarded to the e-mails listed below:

Evaluation Information:

Date of Evaluation mm/dd/yyyy

Teacher Candidate Name

Teacher Candidate E-mail

School

Grade Level

University Supervisor Name

University Supervisor E-mail

Cooperating Teacher Name

Cooperating Teacher E-mail

The person completing this form is:

- Cooperating Teacher
- University Supervisor

Indicator 1: Democratic learning environment that accounts for and respects diverse learners

NCTE Standard 5.2

TARGET

Candidate uses data about students' individual differences, identities, and funds of knowledge to create inclusive ELA learning environments that contextualize curriculum.

Candidate creates opportunities for students to analyze how social context affects learning. Candidate monitors personal language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.



ACCEPTABLE

Candidate creates and sustains ELA learning environments that promote respect for and support of individual differences, identities, and funds of knowledge. Candidate is respectful in behavior and language use in response to individual differences of ethnicity, race, language, culture, gender, and ability.



UNACCEPTABLE

Candidate shows limited ability to create ELA learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability.



Indicator 2: Management of classroom learning environment

NCTE Standard 5.2

TARGET

Candidate creates literate classroom communities by presenting varied structures and techniques for group interactions, by employing effective classroom

ACCEPTABLE

Candidate creates classroom learning environments and experiences to promote whole-class, small-group, and individual work. Candidate

UNACCEPTABLE

Candidate demonstrates limited ability to create an inclusive learning environment that contributes to students' active learning, progress, and success in the ELA classroom.

management strategies, and by providing students with opportunities for feedback and reflection. Candidate provides rich opportunities for students to confront inaccurate preconceptions and participate actively in their own ELA learning.



uses grouping strategies to confront inaccurate preconceptions and facilitate active participation in ELA learning.



Indicator 3: Curricular/instructional planning

NCTE Standard 5.1

TARGET

Candidate understands the purposes and characteristics of different kinds of curricula and relates them to curricular requirements and standards. Candidate selects teaching resources or creates instructional materials that are consistent with what is currently known about student learning in ELA.



ACCEPTABLE

Candidate examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, ensuring that they reflect curricular requirements and standards and that they are appropriate for supporting the teaching of ELA.



UNACCEPTABLE

Candidate shows limited skill in evaluating, and selecting appropriate resources for instruction, including print-based texts, videos, films, records, and software, based on state standards and in support of teaching ELA



Indicator 4: Interdisciplinary teaching strategies/collaboration

NCTE Standard 3.6

TARGET

Candidate works/collaborates with teachers in other content areas or through professional development opportunities in the

English language arts to design opportunities for students to connect important ideas, concepts, and skills with similar ones in other disciplines.



ACCEPTABLE

Candidate collaborates with teachers of other content areas to integrate interdisciplinary teaching strategies and materials into the ELA classroom.



UNACCEPTABLE

Candidate uses few interdisciplinary teaching strategies and materials; demonstrates no consistent collaboration with teachers of other content areas.



Indicator 5: Student engagement with content

TARGET

Candidate engages students in discovering their personal response to texts, materials, and performances, and/or ways to connect such responses to other larger meanings and critical

ACCEPTABLE

Candidate engages students in making meaning of texts, materials, and performances through personal response.



UNACCEPTABLE

Candidate focuses on engaging students to make meaning of text, materials, and performances in isolation of a greater personal response.



stances in the English
language
arts.



Indicator 6: Classroom discussion/critical thinking

NCTE Standard 5.4

TARGET

Candidate uses a variety of instructional strategies and teaching resources to help students participate in dialogue and critical thinking within the community of learners. Candidate makes explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, visual, or digital media to support what is known about student learning in ELA.



ACCEPTABLE

Candidate engages students often in meaningful discussions for the purposes of interpreting, evaluating, and critiquing ideas presented through oral, written, visual, or digital media. Candidate supports what is known about student learning in ELA.



UNACCEPTABLE

Candidate engages in teacherstudent talk, rather than facilitating student-student conversations, demonstrating limited understanding of how to engage students effectively in discussion for the purposes of student learning in ELA.



Indicator 7: Effective language skills for composing

NCTE Standard 4.1

TARGET

Candidate integrates throughout the English language arts curriculum standards-based learning opportunities in which students—individually and collaboratively—demonstrate their abilities to use language — including home and community languages—to generate a range of text types for a variety of purposes and audiences.



ACCEPTABLE

Candidate engages students in standards-based learning experiences that consistently emphasize varied uses and purposes for language, including home and community languages.



UNACCEPTABLE

Candidate frequently uses instructional practices that promote a singular use and purpose for language.



Indicator 8: Assessment: Literature and reading

NCTE Standards 3.2

TARGET

Candidate demonstrates consistent use of a variety of appropriate reading- and literature-focused assessments—

ACCEPTABLE

Candidate demonstrates consistent use of appropriate reading- and literature-focused assessments to evaluate students'

UNACCEPTABLE

Candidate fails to demonstrate consistent use of appropriate reading- and literature-focused assessments to evaluate student

formal and informal, formative and summative—to gauge students' interpretive, critical, and evaluative abilities across the language arts (i.e., reading, writing, speaking, listening, viewing, and presenting). Candidate uses information gleaned from such assessments to inform future instruction.



abilities in the English language arts. Assessments are designed in ways that stand to inform future instruction.



performance or assessments are not designed and/or interpreted in ways that inform future instruction.



Indicator 9: Assessment: Language use and composition

NCTE Standards 4.2

TARGET

Candidate creates research-based assessments for writing that are varied—formal and informal, formative and summative—for her/his own use and for selfassessment by students. Data derived from the tools are used to individualize instruction, engage students' ideas, and scaffold

ACCEPTABLE

Candidate demonstrates consistent use of a variety of writing-focused assessments—formal and informal, formative and summative—to enhance students' development as writers. Assessments are appropriate to the writing task and consistent with current research. Candidate uses information gleaned from such assessments to inform

UNACCEPTABLE

Candidate inconsistently uses writing-focused assessments that contribute to students' development as writers or uses assessments that are not designed and/or interpreted in ways that inform future instruction and support student growth as writers.



student growth as writers over
time.



future
instruction and encourage
student
growth as writers.



Indicator 10: Content knowledge mastery: Literature and multimedia texts
NCTE Standard 1.1

TARGET

Candidate demonstrates
extensive, accurate, and
integrated content knowledge
as it
relates to the study of various
texts: fiction and nonfiction,
print
and non-print, classic and
contemporary. Candidate uses
knowledge to enhance
instruction
and to support students in
making
meaning of texts featured in a
standards-based English
language
arts (ELA) curriculum.



ACCEPTABLE

Candidate demonstrates
adequate
content knowledge as it
relates to
the study of various texts:
fiction
and nonfiction, print and
nonprint,
classic and contemporary.
Candidate uses knowledge to
support students in making
meaning of texts featured in a
standards-based ELA
curriculum.
Candidate handles mistakes
with
grace and communicates
openness to learning.



UNACCEPTABLE

Content knowledge limits the
candidate's capacity to
support
students in making meaning of
texts featured in a
standardsbased
ELA curriculum. Candidate
is not open to corrections and
instead tries to cover up
deficiencies.



Indicator 11: Content knowledge mastery: Language use and composition
NCTE Standards 2.1, 2.2

TARGET

Candidate demonstrates extensive, accurate, and integrated content knowledge as it relates to language use and composition. Candidate uses such knowledge to enhance instruction and to support students as they engage in the recursive process of writing formal and informal texts for various audiences, purposes, and rhetorical situations, using contemporary technologies as appropriate.



ACCEPTABLE

Candidate demonstrates adequate content knowledge as it relates to language use and composition. Candidate uses knowledge to support students in writing formal and informal texts for various audiences, purposes, and rhetorical situations, using contemporary technologies as appropriate. Candidate handles mistakes with grace and communicates openness to learning.



UNACCEPTABLE

Candidate demonstrates weaknesses in content knowledge as it relates to language use and composition. Candidate does not recognize writing as a recursive process and/or is not open to corrections but instead tries to cover up deficiencies.



Comments on the NCTE Standards.

**** You have now completed Part 1. Please verify your answers before hitting the button to continue to Parts 2 and 3. ****

Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)

Learners & Learning

The candidate regularly assesses development and learning of each student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target

Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.



Acceptable

Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.



Unacceptable

Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.



Content Knowledge

Candidate uses technology effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target

Candidate engages and involves students with different technologies to achieve specific learning goals in the content area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content.



Acceptable

Candidate engages students in technologies that are connected to the specific learning goals for the content area(s).



Unacceptable

Candidate emphasizes technologies that have limited utility for enriching learning in the content area(s).



Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target

Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other

Acceptable

Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.



Unacceptable

Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.

larger meanings and critical stances in the content area.



Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target

Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.



Acceptable

Candidate uses both formative and summative assessments to document learning.



Unacceptable

Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.



Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target

Candidate creates learning experiences that are meaningful to learners due to students' contextual variables and prior knowledge. The

Acceptable

Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content

Unacceptable

Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are

experiences also align to curriculum and content standards



standards, yet sometimes not directly.



for learners or for addressing content standards.



Instructional Practice

Candidate uses technology to ensure accessibility and relevance for all learners.

InTASC #8

CAEP 1.1

Target

Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-appropriate, matching ability levels, interests, and needs.



Acceptable

Technology selected is age-appropriate, matching ability levels, interests, and needs.



Unacceptable

Technology selected is appropriate for a subset of students.



Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3.6

Target

Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are

Acceptable

Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are

Unacceptable

Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so.

analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.



analyzed and used to make improvements to future instructional plans.



Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.



Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target

Candidate understands and appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.



Acceptable

Candidate demonstrates a firm understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.



Unacceptable

Candidate demonstrates misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.






Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1.5

Target	Acceptable	Unacceptable
Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
		

**** You have now completed Parts 1 and 2; please verify your answers before hitting the button to continue on to Part 3.**

Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Professional Studies

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

Target

Communicates through words and actions that each c/a can learn to high levels.

Communicates faith in values, strengths, and competencies of each c/a and family.

Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.

**ACCEPTABLE**

Communicates through words and actions that each c/a can learn to high levels.

Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.

**UNACCEPTABLE**

Communicates through words and actions that some (not all) c/a can learn to high levels.

Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.



Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET

Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.

**ACCEPTABLE**

Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.

**UNACCEPTABLE**

A single perspective dominates classroom materials, activities, and assignments.



Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

TARGET

Independently reflects on effectiveness of teaching by asking critical questions.

Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.



ACCEPTABLE

Makes changes to practices in response to feedback.

Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.



UNACCEPTABLE

Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities



Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

TARGET

Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that

ACCEPTABLE

Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.

UNACCEPTABLE

Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and

similarities and differences are understood by c/a.



accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.



Indicator 5: ADVOCACY:

Willingness to collaborate to help each child learn.

InTASC # 9

CAEP 3.3

TARGET

Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.



ACCEPTABLE

Coordinates actions with colleagues to meet students' learning needs.



UNACCEPTABLE

Important educational decisions are made independently without communicating with family members or colleagues.



Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET

Advocates for the profession by speaking or acting publically on issues facing

ACCEPTABLE

Projects positive view of profession when communicating with others about children, adolescents,

UNACCEPTABLE

Initiates or adds to negativity about c/a, families, colleagues, or profession,

schools, teachers, families,
students, or communities.



families, colleagues, or the
profession.



projecting a negative view of
the profession to others.



COMMENTS - This is the most important part of the student teacher FINAL evaluation. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

Final Recommendation

- Recommend for licensing
- Recommend for licensing with reservations
- I do not recommend for licensing

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