



Part 1: Secondary Assessment (NCTE SPA Standards)

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 parts.

1. Practices based on the National Council for Teachers of English (NCTE) standards for beginning teachers
2. Knowledge and skills as outlined by InTASC and CAEP, our accrediting body
3. Dispositions that are valued by the faculty at Purdue University Fort Wayne and that 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.

Updated Spring 2024

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

12/22/2023

Teacher Candidate Name

Teacher Candidate E-mail

Placement School

Grade Level Taught

University Supervisor Name

University Supervisor E-mail

Cooperating Teacher Name

Cooperating Teacher E-mail

The person completing this form is:

- ☐ Cooperating Teacher
- ☐ University Supervisor

Standard 1: Learners and Learning in ELA

Indicator 1: Candidate fosters inclusive ELA learning environments.

NCTE Standard 1.1

TARGET

Candidate collects and uses data about students' individual differences, identities, and funds of knowledge to create and sustain inclusive ELA learning environments that actively engage all students.



ACCEPTABLE

Candidate applies knowledge about students' identities to support an ELA learning environment that promotes respect for and support of individual differences.



UNACCEPTABLE

Candidate makes broad generalizations about students or otherwise demonstrates limited capacity to create an inclusive ELA learning environment.



Standard 1: Learners and Learning in ELA

Indicator 2: Candidate applies knowledge of how learners' identities affect learning experiences.

NCTE Standard 1.2

TARGET

Candidate consistently approaches students from an asset perspective, applying and demonstrating extensive and accurate knowledge about how students' identities affect learning experiences to foster coherent, relevant, inclusive, and anti-oppressive ELA instruction that critically engages all students.



ACCEPTABLE

Candidate generally assumes an asset perspective of students, applying and demonstrating knowledge about how students' identities affect learning experiences as they create coherent, relevant, inclusive, and anti-oppressive ELA instruction.



UNACCEPTABLE

Candidate assumes a deficit perspective of students or otherwise fails to apply and demonstrate knowledge of how students' identities affect learning experiences.



Standard 1: Learners and Learning in ELA

Indicator 3: Candidate applies and demonstrates knowledge of learners and learning that involves multifaceted engagement with texts.

NCTE Standard 1.3

TARGET

Candidate consistently applies and demonstrates extensive and accurate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts.



ACCEPTABLE

Candidate applies and demonstrates accurate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts; candidate handles lapses in knowledge with grace and exhibits openness to learning.



UNACCEPTABLE

Candidate's knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts limits their capacity to advance learning in the ELA classroom.



Standard 2: ELA Content Knowledge

Indicator 4: Candidate demonstrates knowledge about literary and informational texts.

NCTE Standard 2.1

TARGET

Candidate consistently applies and demonstrates extensive and accurate knowledge about various texts that reflect different genres, cultures, and lived experiences: 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 ELA curriculum.



ACCEPTABLE

Candidate applies and demonstrates accurate knowledge about texts that reflect different genres, cultures, and lived experiences: fiction and nonfiction, print and non-print, classic and contemporary. Candidate uses knowledge to support students in making meaning of texts featured in a standards-based ELA curriculum; candidate handles lapses in knowledge with grace and exhibits openness to learning.



UNACCEPTABLE

Candidate's knowledge of literary and/or informational texts limits their capacity to support students in making meaning of texts featured in a standards-based ELA curriculum, and/or candidate does not exhibit openness to learning.



Standard 2: ELA Content Knowledge

Indicator 5: Candidate demonstrates accurate knowledge about language and composition.

NCTE Standards 2.2, 2.3

TARGET

Candidate consistently applies and demonstrates extensive, accurate knowledge about language (i.e., acquisition, conventions, dialect, grammar systems) and composition and uses such knowledge to enhance instruction and to support students as they engage in the recursive process of writing texts for various audiences, purposes, and rhetorical situations.

ACCEPTABLE

Candidate applies and demonstrates accurate knowledge about language (i.e., acquisition, conventions, dialect, grammar systems) and composition, applying such knowledge to support students in writing for various audiences, purposes, and rhetorical situations; candidate handles lapses in knowledge with grace and exhibits openness to learning.

UNACCEPTABLE

Candidate's knowledge of language (i.e., acquisition, conventions, dialect, grammar systems) and composition limits their capacity to support students in writing for various audiences, purposes, and rhetorical situations, and/or candidate does not exhibit openness to learning.

Standard 3: Planning for ELA Instruction

Indicator 6: Candidate plans coherent, relevant, research-informed, standards-aligned, differentiated, and anti-oppressive ELA instruction.

NCTE Standard 3.1

TARGET

Candidate consistently plans ELA instruction that is coherent, relevant, research-based, standards-aligned, differentiated, and anti-oppressive, reflecting the potential to engage all students in meeting learning goals.

ACCEPTABLE

Candidate demonstrates the capacity to plan ELA instruction that is coherent, research-informed, standards-aligned, differentiated, and anti-oppressive, though some plans appear limited in their potential to engage all students in meeting learning goals.

UNACCEPTABLE

Candidate establishes a pattern of planning instruction that lacks coherence, and/or connections to research, and/or alignment to standards, and/or differentiation, and/or the plans run counter to anti-oppressive aims.

Standard 3: Planning for ELA Instruction

Indicator 7: Candidate plans for apt formative and summative assessment.

NCTE Standard 3.2

TARGET

Candidate consistently selects and/or designs formative and summative assessments that are aligned to learning outcomes; gauge students' interpretive, critical, and evaluative abilities across the language arts; invite self-evaluation; and stand to guide future instruction.



ACCEPTABLE

Candidate selects and/or designs formative assessments, including self-evaluation, to gauge students' abilities across the language arts. Assessments are designed in ways that provide evidence of whether the intended learning outcomes are met.



UNACCEPTABLE

Candidate does not select and/or design assessments to evaluate students' abilities in ELA, or candidate selects and/or designs assessments that do not align with the intended learning outcomes and/or corresponding activities.



Standard 4: Implementing ELA Instruction

Indicator 8: Candidate implements coherent, relevant, research-informed, standards-aligned, differentiated, and anti-oppressive ELA instruction.

NCTE Standard 4.1

TARGET

Candidate consistently uses available resources and technologies to implement coherent, relevant, research-based, standards-aligned, differentiated, and anti-oppressive ELA instruction in ways that engage all students in meeting learning goals.



ACCEPTABLE

Candidate employs available resources and technologies to implement coherent, research-informed, standards-aligned, differentiated, and anti-oppressive ELA instruction, though some lessons fall short of engaging all students in meeting learning goals.



UNACCEPTABLE

Candidate establishes a pattern of implementing instruction that lacks coherence, and/or connections to research, and/or alignment to standards, and/or differentiation, and/or the lessons run counter to anti-oppressive aims.



Standard 4: Implementing ELA Instruction

Indicator 9: Candidate implements assessments and communicates results.

NCTE Standards 4.2, 4.3

TARGET

Candidate consistently implements formative and summative assessments that are aligned to learning outcomes and corresponding activities in ways that support gauging students' interpretive, critical, and evaluative abilities; candidate consistently discusses levels of performance with individual students, supporting them in setting goals and monitoring their progress toward achieving them.



ACCEPTABLE

Candidate implements formative and summative assessments that are aligned to learning outcomes and corresponding activities; candidate communicates results of assessments with students so they can monitor their own progress.



UNACCEPTABLE

Candidate implements assessments that are poorly aligned with intended learning outcomes and/or corresponding activities, and/or candidate provides students with minimal support for monitoring their own progress.



Standard 5: Professional Responsibilities of ELA Teachers

Indicator 11: Candidate collaborates with others.

NCTE Standard 5.3

TARGET

Candidate actively seeks out opportunities for collaboration and consistently demonstrates knowledge in partnerships with colleagues, students' families, and/or members of the larger community.



ACCEPTABLE

Candidate works productively in collaboration with colleagues and/or students' families, demonstrating accurate content knowledge in those partnerships.



UNACCEPTABLE

Candidate does not collaborate with colleagues nor students' families, or candidate fails to demonstrate accurate content knowledge in those partnerships.



Standard 5: Professional Responsibilities of ELA Teachers

Indicator 12: Candidate demonstrates readiness for leadership, professional learning, and advocacy.

NCTE Standard 5.4

TARGET

Candidate consistently demonstrates preparation for leadership, professional learning, and advocacy by actively pursuing opportunities to collaborate with colleagues, by actively contributing to professional learning activities, and by actively advocating for students, themselves, and ELA.



ACCEPTABLE

Candidate demonstrates readiness for leadership, professional learning, and advocacy by embracing opportunities to collaborate with colleagues, by participating in professional learning activities, and by advocating for students and/or themselves.



UNACCEPTABLE

Candidate demonstrates that they are not ready for leadership, professional learning, and/or advocacy by passing up or undermining opportunities to collaborate, and/or to participate in professional learning activities, and/or to advocate for students as circumstances warrant.



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	Acceptable	Unacceptable
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.	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.	Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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	Acceptable	Unacceptable
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 larger meanings and critical stances in the content area.	Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.	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.
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 experiences also align to curriculum and content standards



Acceptable

Candidate selects learning experiences based on students' prior knowledge. The experiences also reflect curriculum and content standards, yet sometimes not directly.



Unacceptable

Candidate follows curriculum guides or sequence with minimal consideration to how meaningful experiences are 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	Acceptable	Unacceptable
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. 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.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**** 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	ACCEPTABLE	UNACCEPTABLE
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.	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.	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 similarities and differences are understood by c/a.



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 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 schools, teachers, families, students, or communities.



ACCEPTABLE

Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.



UNACCEPTABLE

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