

## **Part 1: Secondary Assessment (NCTE SPA Standards)**



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

<p style="text-align: center;"><b>Target</b></p> <p>Candidate explicitly teaches and supports students' application of digital citizenship characteristics. When necessary, family members are notified in advance of classroom activities.</p> <p style="text-align: center;">○</p>	<p style="text-align: center;"><b>Acceptable</b></p> <p>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.</p> <p style="text-align: center;">○</p>	<p style="text-align: center;"><b>Unacceptable</b></p> <p>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.</p> <p style="text-align: center;">○</p>
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**\*\* 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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