Teacher Candidate_____ Semester_____

Course (circle one) ADO 420 / ADO 421 / ADO 595 / ADO 596   Supervisor_____

Cooperating Teacher_____ Subject_____

School_____ District_____

The cooperating teacher and college supervisor will collaboratively evaluate the student teacher's performance in the classroom on the criteria indicated below. Please enter your individual scores in TK20. These criteria are based on the NCTE-NCATE *Standards for the Preparation of Secondary English Language Arts Grades 7-12*. **Numbering of standards corresponds to the NCTE professional standards.** The ratings on these standards represent content-area and pedagogy expectations SUNY Oswego School of Education has for its student teachers in Adolescence English Language Arts Education. Additional feedback can be provided on the final page of this form.

2 = Met   The teacher candidate has demonstrated clear evidence of meeting the target criterion.

1 = Developing The teacher candidate has begun to demonstrate evidence toward meeting the target criterion, but has not yet fully met it.

0 = Not Met   The teacher candidate has not demonstrated evidence of meeting the target criterion.

NCTE 2.0 Candidate Attitudes Through modeling, instruction, and involvement in professional organizations, candidates adopt and strengthen professional attitudes; as a result, the candidate will:			
1. Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;	2	1	0
2. Use ELA extensively and creatively to help their students become more familiar with their own and others' cultures;	2	1	0
3. Use the results of reflective practice to adapt instruction and behavior to assist all students to learn;	2	1	0
4. Design and implement instruction and assessments that assist students in developing habits of critical thinking;	2	1	0
5. Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education;	2	1	0
6. Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the teaching of English.	2	1	0
NCTE 3.1 English Language Candidates demonstrate knowledge, understanding, and skill in the use of the English language; as a result, the candidate will:			
1. Show an understanding of language acquisition and development; • Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated; • Show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;	2	1	0
2. Show the various purposes for which language is used.	2	1	0
NCTE 3.2 Oral, Visual & Written Literacy Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; as a result, the candidate will enable students to:			
1. Demonstrate the influence of language and visual images on thinking and composing;	2	1	0
2. Use writing, speaking and observing as major forms of inquiry, reflection, and expression;	2	1	0
3. Use the processes of composing to create various forms of oral, visual, and written literacy;	2	1	0
4. Use writing, visual images, and speaking for a variety of purposes and audiences;	2	1	0
5. Apply knowledge of language structure and conventions to create and critique print and non-print texts.	2	1	0

NCTE 3.3 Reading Process Candidates demonstrate knowledge of reading processes; as a result, the candidate will enable students to:			
1. Demonstrate how to respond to and interpret what is read in different ways;	2	1	0
2. Demonstrate how to discover and create meaning from texts;	2	1	0
3. Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	2	1	0
NCTE 3.4 Composing Process Candidates demonstrate knowledge of different composing processes; as a result, the candidate will enable students to:			
1. Use a wide range of writing strategies to generate meaning and to clarify understanding;	2	1	0
2. Produce different forms of written discourse;	2	1	0
3. Demonstrate how written discourse can influence thought and action.	2	1	0

NCTE 3.6 Media & Technology Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will:			
1. Recognize the influence of media on culture and on people's actions and communication;	2	1	0
2. Construct meaning from media and non- print texts;	2	1	0
3. Display an understanding of the role of technology in communication.	2	1	0
NCTE 4.0 ELA Candidate Pedagogy Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching; as a result, the candidate will:			
1. 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;	2	1	0
2. 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;	2	1	0
3. 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;	2	1	0
4. Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication;	2	1	0
5. Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances;	2	1	0
6. Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning of both print and nonprint texts, and teach a wide variety of such strategies to all students;	2	1	0
7. Integrate assessment consistently into instruction by: • 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 various 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;	2	1	0
8. Be able to explain to students, parents, and others concerned with education how students are assessed.	2	1	0

Assess the student teacher's performance on the skills, dispositions, and behaviors indicated below. These reflect SUNY Oswego's School of Education Conceptual Framework.

Professionalism. The teacher understands the ethical, moral, and legal complexities of schooling and the professional behaviors and dispositions expected of educators as delineated by institutional, school district, state and national standards, and has developed and acts upon a complementary set of values in relation to ethical, moral, and legal issues.			
- Attendance and punctuality	2	1	0
- Communication and collaboration with cooperating teacher	2	1	0
- Timeliness of lesson planning and task completion	2	1	0
- Interactions with students	2	1	0
- Interactions with professional staff, faculty, and administrators	2	1	0
- Recordkeeping	2	1	0
Instructional Technology. The teacher identifies appropriate opportunities and skillfully uses a variety of effective instructional technologies to encourage students' development of critical thinking, problem solving, and performance skills.	2	1	0
Leadership and Collaboration. Demonstrates commitment to working with cooperating teachers and other school professionals in a shared leadership role to support student learning.	2	1	0

Comments about strengths:

Comments about target areas for growth and/or improvement:

Cooperating Teacher's Signature:_____ Date_____

Student Teacher's Signature:_____ Date_____

Supervisor's Signature:_____ Date_____

2/19/13