



**Curriculum and Instruction Department**  
**Student Teaching Evaluation Form - English 7-12 (STE-E)**

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 National Council of Teachers of English (NCTE) *Standards for the Preparation of Secondary English Language Arts Grades 7-12*. **Numbering of standards corresponds to the 2012 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.

	Excellent	Satisfactory	Unsatisfactory
Create and sustain an inclusive and supportive learning environment in which all students can engage in learning (NCTE 5.1, 5.2, 6.2, 7.1)	Candidate has many relevant materials on display and throughout the room connected to curricular topics and student interests. Candidate’s verbal and nonverbal communication with students is welcoming and encouraging. Candidate uses language and seating arrangements that encourage collaboration and discussion.	Candidate has some materials on display connecting to curricular topics and student interests. Candidate’s language and nonverbal interactions with students show acceptance. Candidate arranges groups that are inclusive and support learning components of ELA, such as speaking and listening.	Candidate has supplied few or no visuals or materials that relate to curriculum or students’ interests. Candidate does not call students by name, or uses language and nonverbal signals that do not demonstrate acceptance and encouragement. Candidate does not use language or grouping practices that promote collaboration and discussion. Seating arrangements might cause some students to feel excluded.
Use ELA extensively and creatively to help their students become more familiar with their own and others’ cultures (NCTE 6.1, 6.2)	Candidate consistently brings in materials and/or uses the Internet and media that enhance global awareness, and invites exploration of many cultures, including but not limited to those represented by the classroom population. Candidate uses literature representing diversity and teaches students to apply critical lenses to whatever they read. Candidate explicitly models appreciation of cultural diversity.	Candidate at times uses literature and other media that represent exploration of cultures, both those represented by the student population and those beyond. Candidate is beginning to model an appreciation for diversity and has made attempts to teach students to read with attention to issues of diversity.	Candidate has a narrow focus or neglects to present information and materials designed to invite an appreciation for diverse cultures. Candidate speaks or acts as if students’ cultural backgrounds are irrelevant.
Use the results of reflective practice to adapt instruction and behavior to assist all	Candidate consistently analyzes data from informal and formal assessments and verbalizes what	Candidate makes some connections between	Candidate shows little or no willingness or ability to modify instruction based on

<p>students to learn (NCTE 3.4)</p>	<p>changes can be made in instructional strategies and teacher behavior that can increase learning. Candidate shows these changes in action as more lessons are taught, and demonstrates ability to differentiate instruction to meet the needs of all learners.</p>	<p>instructional strategies used and results demonstrated on informal and formal assessments. Candidate verbalizes what he or she might do to improve learning, and begins to show efforts to make changes in teaching and communication with students having varied needs.</p>	<p>reflection after lessons are taught and assessments given.</p>
<p>Design and implement instruction and assessments that assist students in developing habits of critical thinking (NCTE 3.3, 6.1)</p>	<p>Candidate consistently offers inviting, relevant and demanding texts (both fictional and expository) and models ways to engage with texts critically. Candidate scaffolds activities that give students opportunities to think critically as well as verbalize and write about their stances relative to texts and issues. Candidate conveys high expectations and offers encouragement as students grapple with ideas and go beyond literal interpretations of texts. Candidate creates and uses authentic assessments that can indicate types and levels of students' thinking, and uses data from these assessments to explicitly teach students to question texts and form conclusions and opinions.</p>	<p>Candidate uses some texts that invite critical thinking and teaches some strategies for engaging with texts beyond a literal level of comprehension. Candidate uses some assessments that call for and give information about students' ability to think critically, and encourages students as they engage with new and challenging ideas.</p>	<p>Candidate uses texts that are not intellectually challenging and do not invite thought beyond the literal level of comprehension. Candidate rarely teaches or models ways to critically evaluate texts, and does not show enthusiasm for using higher level thinking skills.</p>
<p>Make meaningful and creative connections between the ELA curriculum and developments in culture, society, and education (NCTE 6.1, 7.2)</p>	<p>Candidate consistently uses materials to teach ELA skills that relate to the cultures of students and their families as well as to all types of diversity. Candidate invites and encourages students to bring in and discuss texts that reflect current events and societal issues. Candidate models socially just practices and explicitly makes connections so that students can do the same as they explore developments in their schools, communities, nation, and world. Candidate models care for the environment and teaches students skills relating to improving human interactions and living in a way that promotes peace and sustainability. Candidate keeps current in the field of ELA education and shows efforts to continue developing professionally.</p>	<p>Candidate sometimes makes connections between the texts and activities being used and issues relating to school, community, nation, and world. Candidate is beginning to help students understand how growth in reading, writing, speaking and listening can help them to become more aware of crucial issues such as protection of the environment, and can help them lead a rewarding life as well as become active in promoting a just society.</p>	<p>Candidate rarely mentions or uses materials relating to developments in culture, society, or education. Candidate shows little enthusiasm for continued professional growth. Candidate rarely models or teaches students to connect what they are learning in class with what is happening in their school, community, and larger society.</p>

<p>Plan and carry out frequent and extended learning experiences that integrate arts and humanities into the teaching of English (NCTE 1.1, 1.2, 3.6)</p>	<p>Candidate often introduces students to visual texts and teaches them how to interpret, evaluate, appreciate them, as well as connect them to print resources. Candidate encourages students to respond to print texts with transmedia, using art and digital resources to extend their thinking and communication. Candidate models bridging ELA to other humanities such as social studies and philosophy, and synthesizing texts in all areas of humanities.</p>	<p>Candidate is beginning to bring visual texts into lessons, and to allow students to respond to literature and express themselves through art. Candidate has shown some ability to help students make connections between the ELA curriculum and other subjects within the humanities, such as social studies and philosophy.</p>	<p>Candidate rarely uses texts other than print resources, and does not bring much art into the ELA classroom or teach students skills relating to visual literacy. Candidate makes little mention of branches of humanities such as social studies and philosophy.</p>
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	Excellent	Satisfactory	Unsatisfactory
<p>Show an understanding of language acquisition and development; - Demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated</p> <p>- Show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles (NCTE 2.2, 3.5, 4.3)</p>	<p>Candidate explicitly points out language patterns and dialects in the texts used in class and expresses an appreciation for the diversity in language. Candidate encourages students to notice and comment on language used by authors and characters in the independent reading they do. Candidate provides many texts that represent various cultures, ethnic groups, geographic regions, and social roles. Candidate models and encourages students to use specific language patterns for specific purposes as they write</p>	<p>Candidate provides some texts that represent diversity in terms of culture, ethnic groups, geographic regions, and social roles. Candidate points out some language patterns found in the texts being used for instruction and/or independent reading.</p>	<p>Candidate pays little attention to language patterns, rarely talking about language issues with students.</p>
<p>Show the various purposes for which language is used (NCTE 4.3, 4.4)</p>	<p>Candidate has many mentor texts (including print texts and media) that demonstrate purposes for which language is used, including the conveyance of Information; persuasion; creative expression; and exploration of ideas. Candidate models using language to communicate understanding and support, and explicitly teaches ways to use language appropriate for particular audiences and contexts.</p>	<p>Candidate supplies some instruction and some mentor texts representing authentic examples of how writers and speakers use language for a variety of purposes. Candidate supplies some instruction and support as students write and speak to inform, persuade, express emotions, and/or explore ideas.</p>	<p>Candidate rarely models or supplies texts that demonstrate the use of Language for various purposes. Candidate primarily teaches language use for testing or school purposes, and limits language lessons and practice to worksheets.</p>

	Excellent	Satisfactory	Unsatisfactory
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<p>Demonstrate the influence of language and visual images on thinking and composing (NCTE 1.1, 4.1, 5.4)</p>	<p>Candidate's classroom is filled with visual stimuli that can be used as students talk and write. Candidate uses texts that contain language, pictures and graphs, and explicitly models how to analyze, interpret, evaluate, and compose texts containing one or more of these features. Candidate has a rich array of visual texts, including those in graphic novel format, on display or available for students to read independently. Candidate uses literature circles or other methods of encouraging social engagement and discourse around literature and other texts</p>	<p>Candidate provides some texts with language and visual stimuli, and to some extent teaches students to analyze and interpret these texts, as well as how to compose texts with language and visuals such as graphs or charts.</p>	<p>Candidate's room is almost devoid of visual stimuli and texts that use language, pictures, and graphs. Candidate does not often demonstrate how to analyze or compose these types of texts.</p>
<p>Use writing, speaking and observing as major forms of inquiry, reflection, and expression (NCTE 5.2, 5.3)</p>	<p>Candidate shares his or her own writing and explicitly teaches how it reflects inquiry, reflection, and expression. Candidate gives explicit instruction on how to closely examine and interact with texts of all sorts in order to analyze them and reflect upon them. Candidate provides time and opportunity for students to talk and write about texts and situations they observe and want to think about more deeply.</p>	<p>Candidate offers some texts and opportunities for students to talk about their writing, reading and observing. Candidate provides some instruction and modeling of using writing, speaking and observing as a way to reflect and inquire about texts and issues, as well as to express oneself.</p>	<p>Candidate rarely allows time or offers opportunity for students to talk about the texts they are reading and the writing they are doing. Candidate does not often model the use of speaking, observing and writing as a means to inquire, reflect and express oneself.</p>
<p>Use the processes of composing to create various forms of oral, visual, and written literacy (NCTE 2.1, 4.1, 4.4)</p>	<p>Candidate regularly models various processes of composing, including drafting, revision, and editing, showing that the stages are recursive. Candidate demonstrates enthusiasm for producing oral, visual, and written works for different audiences and purposes. Candidate provides opportunities and support for students to experiment with composing for self and for publication of some sort.</p>	<p>Candidate values the recursive stages of composing and offers some opportunities for students to write for authentic purposes and audiences. Candidate provides some modeling and encouragement as students compose oral, visual, and written products.</p>	<p>Candidate does not self-identify as a writer, and rarely demonstrates for students what is expected or possible through the creating of oral, visual, or written products. Candidate shows no joy in writing, and teaches writing as a series of linear steps with little purpose other than completing academic tasks.</p>

Use writing, visual images, and speaking for a variety of purposes and audiences (NCTE 4.1, 4.4, 5.4)	Candidate regularly uses mentor texts to show students authentic examples of people using writing, visual images, and speaking for many purposes and audiences. Candidate often models the use of writing, speaking, and using visuals, and offers many opportunities for students to do the same both in the classroom and beyond.	Candidate is beginning to use mentor texts to help students see real writers and composers of visuals at work for authentic purposes. Candidate offers some opportunities for speaking, writing, and creating visuals for real audiences.	Candidate has students complete writing assignments without giving them a sense of purpose or audience. Candidate rarely offers opportunities for speaking or creating visuals for real audiences and purposes.
Apply knowledge of language structure and conventions to create and critique print and non-print texts (NCTE 3.5, 4.3, 4.4, 5.1)	Candidate uses interesting constructions from literature and expository texts to point out language and structure conventions. Candidate often models ways to critique print and non-print texts, and encourages students as they do the same. Candidate demonstrates a descriptive rather than prescriptive attitude toward grammar and usage.	Candidate sometimes uses authentic mentor texts to point out language constructions and structure. Candidate offers some opportunities and support as students create and critique print and non-print texts.	Candidate uses ready-made worksheets designed to teach language conventions, and neglects to discuss the beauty of well-constructed texts. Candidate marks errors on student work without explaining the reasons for using particular constructions. Candidate approaches grammar instruction from a prescriptive rather than a descriptive mindset.

	Excellent	Satisfactory	Unsatisfactory
Demonstrate how to respond to and interpret what is read in different ways (NCTE 3.1, 3.3)	Candidate teaches explicit strategies to read closely and carefully in order to construct meaning. Candidate models using text-based evidence to form conclusions, make inferences, and evaluate authors' and characters' positions. Candidate shares own rich responses to aesthetic qualities of texts.	Candidate sometimes provides strategies for students to use when interpreting text and demonstrates these strategies through explicit modeling. Candidate shares some examples of responding to the aesthetic qualities of texts.	Candidate gives reading assignments and expects students to respond to and interpret texts, but rarely models what this looks and sounds like, and does not teach strategies for interpreting and responding to texts.
Demonstrate how to discover and create meaning from texts (NCTE 2.2, 3.1, 3.3)	Candidate offers a wealth of relevant, interesting texts, and teaches and models comprehension strategies showing students how to actively create meaning from the text. Candidate demonstrates how one can attend to word choice, syntax and discourse to help comprehension.	Candidate offers some relevant texts and gives some instruction of comprehension strategies. Candidate at times models how to attend to features such as word choice and structure of the text to aid in comprehension.	Candidate gives materials and assignments to students without explaining purpose or showing strategies for creating meaning from text. Little instruction or modeling is provided.

Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts (NCTE 3.1, 3.3, 5.2)	Candidate exhibits enthusiasm while modeling how one thinks about a relevant text in order to interpret characters' motives and actions, or understand and evaluate a position taken by the author in an expository text. Candidate offers encouragement and support as students engage in higher order thinking as they verbalize their interpretations and evaluations based on textual evidence. Candidate encourages students to read widely and apply comprehension strategies to self-chosen texts.	Candidate demonstrates strategies that can be used to interpret information in both fiction and nonfiction. Candidate sometimes models how to use evidence from the text to make inferences and interpretations, as well as to evaluate the thinking and positions of characters, narrators, and authors of text, pointing out evidence from the text that leads to certain conclusions or opinions. Candidate sometimes displays and offers further texts so that students can apply and practice higher order thinking skills.	Candidate does not model or demand more than literal comprehension of texts. Candidate exhibits little joy or appreciation of texts being used.
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	Excellent	Satisfactory	Unsatisfactory
Use a wide range of writing strategies to generate meaning and to clarify understanding (NCTE 4.1, 4.4)	Candidate provides rich and varied examples of authentic writing to serve as mentor texts as students write. Candidate provides many opportunities for students to write for authentic purposes and audiences, and teaches specific strategies while guiding students through recursive stages of drafting and revision. Candidate shares own writing in several genres.	Candidate sometimes gives assignments that are relevant and prompts students to write for authentic purposes and audiences. Candidate sometimes models strategies for drafting and revising, and provides some examples of mentor texts.	Candidate gives writing assignments but provides little instruction as to how to complete the tasks. Candidate does not model her or his own composing processes, and rarely provides mentor texts.
Produce different forms of written discourse (NCTE 4.1, 4.4, 5.1, 5.2)	Candidate shows own writing in different genres and explicitly shares the processes employed to produce the pieces. Candidate provides multiple mentor texts and encourages students to write voluminously for a variety of purposes, including personal satisfaction. Candidate supplies outlets so that student writing goes beyond the classroom and students understand that writing serves important purposes beyond academic success.	Candidate sometimes uses mentor texts in various genres so that students have examples as they write poetry, arguments, interpretive essays, and other genres. Candidate sometimes explicitly teaches strategies for writing creative, informational, and persuasive texts.	Candidate gives writing assignments without establishing a purpose beyond doing schoolwork, and without explaining the different genres and forms available to writers. Little direct instruction or modeling is provided for student writers.
Demonstrate how written discourse can influence thought and action (NCTE 4.1, 4.4, 5.2)	Candidate provides interesting and relevant examples that give evidence of texts influencing readers' thoughts and actions. Candidate provides opportunities for students to	Candidate explains to students that writing can lead to change, and provides some examples of such writing from history and current events. Candidate sometimes	Candidate pays little or no attention to the effects written discourse can have on readers' thoughts and actions. Few if any examples are provided to show how writing can lead

	write in ways that can affect others' thoughts and actions, either within the classroom or school, or in the larger community, perhaps through service learning projects involving written communication.	encourages students to write to influence others' thoughts and actions, and provides some instruction and support while students write in order to enact a change in their readers.	to emotional and cognitive growth; can change opinions; and can result in positive change.
	Excellent	Satisfactory	Unsatisfactory
Recognize the influence of media on culture and on people's actions and communication (NCTE 1.1, 1.2, 2.3, 6.1)	Candidate incorporates Internet resources, apps, music, and/or art in most lessons. Candidate verbalizes and demonstrates how nonprint media relates to contemporary culture, using specific examples. Candidate encourages students to analyze and evaluate technology and media as seen in current events and literature.	Candidate uses some technology and Internet resources when teaching ELA lessons. Candidate shows some evidence of supporting students in recognizing connections between media and culture, and between media and communication.	Candidate uses few media and technology resources. Candidate does not explicitly or indirectly help students to contemplate the influence of media and technology in contemporary culture.
Construct meaning from media and non- print texts (NCTE 1.1, 1.2, 2.3, 3.1)	Candidate models thinking processes as she or he comprehends nonprint texts and media resources. Candidate teaches strategies students can use to construct meaning from media and cite evidence from media and nonprint texts to support their interpretations.	Candidate uses some media and nonprint texts in lessons, and offers some instruction as to how readers go about comprehending those texts and using examples from the texts to support interpretations.	Candidate uses few nonprint texts or media resources. Candidate may expect students to comprehend nonprint texts, but offers little direct instruction, modeling, or support as students complete activities involving constructing meaning from those texts.
Display an understanding of the role of technology in communication (NCTE 1.2, 2.3, 4.1)	Candidate often uses technology in lessons, thus modeling its role in his or her own communication. Candidate supplies examples and resources showing technology being used for communication purposes (e.g. TED Talks, informational websites), and explicitly points out aspects of the role of technology. Candidate encourages students to create products such as podcasts and digital book trailers to communicate to particular audiences.	Candidate uses some variety of technology resources. Candidate offers some instruction and support as students use technology to enhance their communication with various audiences.	Candidate uses few technology resources during instruction. Candidate makes little mention of and gives little instruction on how students can use technology to communicate with various audiences.

	Excellent	Satisfactory	Unsatisfactory
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 (NCTE 3.1, 3.3, 5.1, 5.2, 5.4)	Candidate has a rich supply of literature and interesting texts related to curriculum. Candidate differentiates instruction based on knowledge of student needs, and uses flexible grouping. Candidate uses a variety of teaching methods, including direct instruction; project-	Candidate's classroom materials and texts often relate to the curriculum. Candidate employs some grouping strategies and uses several pedagogical methods that match student needs and some learning standards. Candidate relates to	Candidate uses limited grouping procedures and restricts student interactions. Candidate uses few or ineffective classroom management strategies, or does not vary strategies based on student needs and relationships. Candidate does not seek

	<p>based learning and learning centers; and reading-writing workshop. Candidate's classroom management strategies are directly related to the instruction and to his or her mentoring relationship with students. Candidate seeks and encourages verbal and written feedback from students, and encourages them to reflect on their own learning as well as on the candidate's instruction.</p>	<p>students as a mentor and uses this as she or he employs classroom management strategies. Candidate makes an effort to seek feedback from students and encourage them to reflect on their learning and on the instruction provided by the candidate.</p>	<p>feedback and does not actively encourage reflection on the part of students.</p>
<p>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 (NCTE 2.2, 3.5, 4.4, 5.1, 5.2, 6.2)</p>	<p>Candidate models using informal and formal language in speaking as discourse communities and/or social contexts vary. Candidate offers many mentor texts that demonstrate how writing styles vary according to audience and purpose. Candidate shows respect for students' home languages and dialects, and teaches the conventions of academic language and Standard American English descriptively rather than prescriptively. Candidate offers literature that is relevant to students' language, culture and gender, and allows choice so that students can select texts that match personal interests and abilities.</p>	<p>Candidate sometimes addresses issues of language variation during reading and writing instruction. Candidate offers some mentor texts that show variations of language in terms of dialect and style. Candidate shows respect for students' home languages and dialects, and has some literature in the classroom that reflects diversity in terms of language, culture, ethnicity, and gender.</p>	<p>Candidate treats students' use of language that differs from Standard American English as wrong, rather than appropriate for certain social contexts. Candidate offers few works of literature that portray characters using various dialects or languages, or representing a variety of ethnicities and cultures. Candidate does not address issues of audience, purpose and context when giving writing instruction and assignments.</p>



<p>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 (NCTE 2.2, 4.4, 5.1)</p>	<p>Candidate models speech and related behaviors for conversing about ideas using varied examples of oral, written and visual forms. Candidate points out and provides authentic examples of people and literary characters who participate in conversations within a community. Candidate provides opportunities and support as students use speech and nonverbal behaviors to dialogue with others within their learning community</p>	<p>Candidate sometimes provides modeling, instruction, and sharing of examples relative to participating in dialogue with other learners about ideas presented through oral, written, or visual forms</p>	<p>Candidate rarely models, shares examples of, or provides opportunities for students to participate in dialogue. Candidate neglects to give explicit instruction about speech and related behaviors appropriate for conversing about ideas.</p>
<p>Integrate throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication (NCTE 4.1, 4.4)</p>	<p>Candidate consistently provides assignments and conditions for students to speak and write for authentic purposes and audiences. Candidate models uses of language for various types of communications and provides mentor texts (speeches as well as written texts) while encouraging and supporting students in their speaking and writing efforts.</p>	<p>Candidate sometimes creates opportunities for students to speak and write within the classroom and beyond to achieve real, relevant goals. Candidate demonstrates how language can be used in speaking and writing to bring about change through respectful communication.</p>	<p>Candidate rarely provides opportunities for students to speak or write for purposes beyond preparing for tests or completing school requirements. Candidate does not encourage students to write and speak to achieve authentic goals.</p>
<p>Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances (NCTE 3.1, 3.3, 6.1)</p>	<p>Candidate consistently models connecting personal responses to types of literary criticism, philosophies, and worldviews. Candidate offers many opportunities for students to respond to texts, and listens and supplies support as students make connections to self, other texts, and the world.</p>	<p>Candidate models and encourages personal responses to texts, and sometimes offers opportunities to connect personal responses to larger meanings and kinds of literary criticism.</p>	<p>Candidate rarely models or offers opportunities for students to respond to texts and connect their responses to larger meanings or critical positions.</p>
<p>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 (NCTE 1.2, 3.1)</p>	<p>Candidate explicitly teaches comprehension and metacognitive strategies, modeling how the strategies can be applied flexibly in order to construct meaning from print and nonprint texts, and to monitor one's cognitive processes.</p>	<p>Candidate explains and models a variety of comprehension and metacognitive strategies, and offers some opportunities for students to use these strategies to construct meaning from print and nonprint texts, as well as to monitor their own literacy processes.</p>	<p>Candidate offers little instruction and few opportunities for students to apply comprehension and metacognitive strategies flexibly in order to make meaning from print and nonprint texts.</p>

<p>Integrate assessment consistently into instruction by:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Interpreting the individual and group results of various assessments and drawing upon a variety of information in these assessments to inform instruction;</li> <li>- Assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing (NCTE 3.2, 4.2, 5.2)</li> </ul>	<p>Candidate creates a variety of appropriate tests, project rubrics, and other valid assessment strategies that enable students to see their progress in terms of knowledge and skills learned during instruction. Candidate analyzes data from informal and formal assessments of individuals and groups, and uses the analysis results to plan next steps and future lessons. Candidate explicitly teaches students how to interpret results of assessments showing their growth in speaking, listening, writing, reading, enacting, and viewing.</p>	<p>Candidate uses some assessments that will provide data on student learning, and explains how students can use the results to understand their own growth in knowledge and/or skills. Candidate does some analysis of data provided by assessments of individuals and groups, and begins to use the results of the data analysis to inform future instruction.</p>	<p>Candidate uses few or inappropriate means of assessing the growth of individuals and groups. Candidate does not explain results of assessment to students or teach students how to understand assessment results as a measure of what they know or can do in terms of ELA and literacy skills. Candidate does not adequately analyze data or use results to determine how or what to teach next.</p>
<p>Be able to explain to students, parents, and others concerned with education how students are assessed (NCTE 7.2)</p>	<p>Candidate has frequent contact with parents and guardians, students, and administrators, clearly explaining various types of informal and formal assessments used to determine student growth and needs in the areas of ELA and literacy skills. Candidate listens to all involved parties, using feedback and discussion as further assessment stimulus for reflection.</p>	<p>Candidate makes some effort to explain the means of assessment to students and their parents and guardians. Candidate listens to all parties and reflects on concerns and suggestions in order to determine future direction for instruction.</p>	<p>Candidate makes little effort to communicate with students, parents and guardians, or others about what means of assessment are used and how the results can help determine how teacher and students might proceed in order to foster further growth in ELA and literacy skills.</p>

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

<p><b>Professionalism.</b> 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.</p>			
- 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
<p><b>Instructional Technology.</b> 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.</p>	2	1	0
<p><b>Leadership and Collaboration.</b> Demonstrates commitment to working with cooperating teachers and other school professionals in a shared leadership role to support student learning.</p>	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 \_\_\_\_\_