

**Ohio Wesleyan University
Student Teaching Evaluation Form
Supports the NCTE/NCATE Standards for Initial Preparation of ELA Teachers 7-12**

Check one: Midterm Final

Student Teacher: _____

School Site and District: _____

Cooperating Teacher: _____

University Supervisor: _____

Date of Evaluation: _____

Self
Assessment:

Student Teacher Signature _____

University Supervisor Signature _____

Date _____

Please attach a copy of the student teacher's "ELA Student Teaching Competencies Tracking Form" to this document for the midterm and final evaluations.

2.0 Attitudes for Teaching English Language Arts. Candidates adopt and strengthen professional attitudes needed by ELA teachers.				
	Rating:			
Competency	E	A	U	Evidence and Feedback:
2.1 Create an inclusive learning environment in which all students can engage in learning				
2.2 Use ELA to help their students become familiar with their own and other cultures				
2.3 Demonstrate reflective practice, involvement in professional organizations [NCTE], and collaboration with peers.				
2.4 Use practices designed to assist students in developing habits of critical thinking.				
2.5 Make meaningful connections between the ELA curriculum and culture, society, and education.				
2.6 Engage students in activities that demonstrate the role of arts and humanities in learning.				

3.0 ELA Candidate Knowledge Candidates demonstrate knowledge about language; literature; oral, visual, and written literacy, print and non-print media,; technology; and research theory and findings.				
	Rating:			
Competency	E	A	U	Evidence and Feedback:
3.1.1 Use of knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning				
3.1.3 demonstrate in their teaching an awareness of the impact of cultural, economic, political and social environments on their learning.				
3.1.4 Know and respect diversity in language use and accommodate such diversity in teaching.				
3.1.5-3.1.7 Demonstrate a knowledge of English language and its historical influences, grammars, semantics, syntax, morphology, etc. and use this knowledge in instruction.				

3.3.1-3.3.3 Design, implement, and assess learning experiences that enable students to read and respond to a variety of texts in personal, social, cultural, analytical, and interpretive ways.				
3.4.1-3.4.2 Design, implement, and assess learning experiences that develop in students a variety of effective composing strategies that allow them to write effectively for a variety of audiences and purposes.				
3.5.1-3.5.4 Select literary materials that represent a range of works to promote students' developing understanding of reading, crucial, and interpretive stances. These should include marginalized writers, under-represented writers, YA texts, works from a variety of genres and cultures, female authors and authors of color, as well as traditionally Western canonical authors.				
3.6.1-3.6.2 Create an opportunity for students to construct meaning from various forms of media, understanding its significance and influence on people, culture, and communication.				
3.6.3 Use technology in instruction to meaningfully support student learning and/or to provide students with opportunities to use technology to compose and respond to multimedia, to enhance their own learning.				
3.7.1-3.7.2 Reflect on their teaching in a systematic, purposeful manner that contributes to improved instructional design and practice.				
3.7.1-3.7.2 Combines research-based best practices and current research with their own reflections classroom practices and student reactions to make informed classroom and pedagogical decisions.				
4.0 Candidate Pedagogy				
Candidates demonstrate the skills needed to integrate knowledge of ELA, students, and teaching.				
	Rating:			
Competency:	E	A	U	Evidence and Feedback:
4.1 Select and create appropriate instructional materials [considering the academic and developmental level of the students, the topic, and inclusionary efforts].				

4.3 Collaborate with colleagues in ELA and in other disciplines to support ELA content as well as develop interdisciplinary connections				
4.4, 4.5,4.7 Create opportunities for students to investigate, analyze, reflect on how language, context, speech are individualistic and socially/culturally affected, often modified for a variety of purposes and audiences in communication.				
4.6, 4.8, 4.9 Assist students in developing comprehension and interpretation strategies in addition to ways to respond personally and critically to text.				
4.10 Developing and use various types of assessment to gauge and monitor student learning, to inform instructional decisions				

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Directions : During your student teaching experience, you are expected to implement and reflect on a number of the theories and practices you've learned about throughout your teacher education/ELA program. Although you are likely to implement these skills and strategies numerous times, please provide documentation **of at least one implementation of each skill/competency. Reflect on your thoughts of how this practice worked for you.**

Skill/Competency	Date	Description of Lesson/Learning Task/Activity	Reflection
1. Conduct an interpretive discussion			
2. Use critical lenses and or text selection to add multiple perspectives			

3. Authentic writing assignment through multiple drafts with rubric, student samples with feedback			
4. Lesson with integrated language instruction.			
5. Lesson with integrated literature and writing.			