

Assessment of Student Teaching
English Observation Form Description

The English Observation Form is the performance evaluation document used by UNO supervisors, student interns, and cooperating teachers to demonstrate achievement of the NCTE Standards 1, 2, 3, and 4 during the candidates' student teaching experience. This assessment provides evidence of the candidates' effects on student learning of the English language arts through performances, artifacts, observations, and self-report with each of the NCTE Standards and with multiple observers (cooperating teacher, college supervisor and student teacher via video taping).

Directions:

As you proceed through your teacher education program at UNO, you will be collecting work samples in your Live text portfolio to demonstrate your developing knowledge, skills, and dispositions as a teacher. These work examples will be evaluated by Teacher Education faculty as you move from course work into student teaching and again when you complete student teaching, prior to graduation and teacher certification. The standards from the National Council I of Teachers of English (NCTE) and the evidence sets developed by our teacher education program in correlation with the Louisiana Components of Effective Teaching (LCET) will be used to evaluate your performance.

To prepare for these events, you will be evaluated during the student teaching semester using the following observation tool. This observation tool demonstrates your ability to plan instruction, deliver and assess students and will be used as an assessment of your student teaching. Please review the standards and the observation tool.

These tools will be used by your mentor teacher and your college mentor as they assess your progress.

STRUCTURE OF THE BASIC PROGRAM

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

ATTITUDES FOR ENGLISH/LANGUAGE ARTS

Standard 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Standard 2.3. Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

Standard 2.4. Candidate use practices designed to assist students in developing habits of critical thinking and judgment.

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

KNOWLEDGE OF ENGLISH LANGUAGE ARTS

Standard 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy, print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

PEDAGOGY FOR ENGLISH LANGUAGE ARTS

Standard 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

UNO College of Education Evidence Sets

- planning effective instruction
- maintaining an environment conducive to learning
- maximizing time available for learning
- supporting learner behavior to provide productive learning opportunities
- delivering effective instruction
- presenting appropriate content
- providing opportunities for student involvement in the learning process
- demonstrating ability to assess and facilitate student academic growth
- creating partnerships with parents/caregivers and colleagues
- using inquiry and reflection to improve practice
- engaging in advocacy efforts
- planning for professional development
- taking an active role in building-level decision making