

University Supervisor

Mentor Teacher

Intern Self-Evaluation

Please fill in the entire form

Midterm

Final

Date:

Intern:

University Supervisor:

Mentor Teacher:

Semester:

Grade/Subject:

Certification Area:

English Education

-

Directions for Midterm: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance level descriptions that best describes the Intern's performance, based on all available evidence. Highlight or underline all available evidence. Review the evaluation with the Intern and set goals for improvement.

Directions for Final: Read the descriptions of performance levels for each criterion carefully. Highlight or underline the overall performance level description that most closely matches the Intern's performance, based on all available evidence.

For example, an Intern must meet all of the components of the description under "Target" with substantial evidence in order to warrant that rating for each indicator.

SECTION I: PEDAGOGY

1. Plans curriculum and instruction based on knowledge of students, subject matter, and curriculum goals. (ED 610.02 c2; INTASC 7; KNOWLEDGE)

Does not meet Target:

In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.

Approaching Target:

In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.

Target:

In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Student work and assessment and documentation of student teaching
E-folio
Other: Please explain

2. Individualizes instruction based on the needs of diverse learners. (ED 610.02 a1; INTASC 1; KNOWLEDGE)

Does not meet Target:

Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences, but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.

Approaching Target:

Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners, but is inconsistent in doing so.

Target:

Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.

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Other: Please explain

3. Uses a repertoire of effective teaching strategies appropriate to the learner(s), content, and learning goals. (ED 610.02 a1, a2,c3; INTASC 1,2,8; KNOWLEDGE)

Does not meet Target:

Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.

Approaching Target:

Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.

Target:

Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.

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4. Promotes students' active engagement in learning. (ED 610.02 a3, c3; INTASC 3, 8; HOLISM)

Does not meet Target:

Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.

Approaching Target:

Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests, but may miss opportunities to do this more regularly.

Target:

Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.

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Other: Please explain

5. Uses a variety of assessment strategies to inform instruction. (ED 610.02 c1; INTASC 6; KNOWLEDGE)

Does not meet Target:

Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.

Approaching Target:

Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed, but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.

Target:

Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.

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6. Uses technology effectively to support teaching and learning. (ED 610.02 c2; INTASC 7; KNOWLEDGE)

Does not meet Target:

Does not use any form of technology to support teaching and learning, or uses it in ways that are meaningless or ineffective.

Approaching Target:

Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.

Target:

Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.

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7. Uses instructional time effectively. (ED 610.02 c3; INTASC 8; KNOWLEDGE)

Does not meet Target:

Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive “down time” or social time. Ends class or lesson early or does not complete lesson.

Approaching Target:

Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.

Target:

Structures and paces instructional time effectively and in response to student needs.. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning

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8. Positively affects students’ learning. (ED 610.02 c1; INTASC 6; KNOWLEDGE)

Does not meet Target:

Intern’s ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.

Approaching Target:

Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.

Target:

Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.

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Comments and suggestions for intern regarding PEDAGOGY:

SECTION II: CLASSROOM ATMOSPHERE

1. Creates a classroom community that fosters students' intellectual, social, and personal development. (ED 610.02 a3; INTASC 3; HOLISM)

Does not meet Target:

Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.

Approaching Target:

Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.

Target:

Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.

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2. Sets high expectations and facilitates all students' achievement of expectations. (ED 610.02 a3; INTASC 3; KNOWLEDGE, HOLISM)

Does not meet Target:

Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.

Approaching Target:

Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.

Target:

Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.

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Other: Please explain

3. Uses classroom management and discipline strategies to create an environment conducive to learning. (ED 610.02 c3; INTASC 8; HOLISM)

Does not meet Target:

Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.

Approaching Target:

Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.

Target:

Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.

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Other: Please explain

Comments and suggestions for intern regarding CLASSROOM ATMOSPHERE:

SECTION III: REFLECTIVE PRACTICE

1. Reflects on and evaluates the effects of his/her pedagogical choices and actions on students' learning. (ED 610.02 d1; INTASC 9; KNOWLEDGE)

Does not meet Target:

Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.

Approaching Target:

Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.

Target:

Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.

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Other: Please explain

2. Reflects on and evaluates the results of student assessment and uses information to inform instruction. (ED 610.02 c1, d1; INTASC 6,9; KNOWLEDGE)

Does not meet Target:

Demonstrates limited or no use of reflective practice during student assessment.

Approaching Target:

Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.

Target:

Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).

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Other:

Comments and suggestions for intern regarding REFLECTIVE PRACTICE:

SECTION IV: PROFESSIONALISM

1. Communication (ED 610.02 c3; INTASC 8; KNOWLEDGE)

Does not meet Target:

Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.

Approaching Target:

Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience, but may sometimes require additional explanations or revisions.

Target:

Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Other: Please explain

2. Partnerships (ED 610.02 d2; INTASC 10; COLLABORATION)

Does not meet Target:

Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.

Approaching Target:

Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.

Target:

Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Other: Please explain

3. Professional Development (ED 610.02 d1; INTASC 9; COMMITMENT)

Does not meet Target:

Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities, or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals

Approaching Target:

Accepts feedback, but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources, but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.

Target:

Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.

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Other: Please explain

4. Professional Presentation (ED 610.02 d2, INTASC 9; COMMITMENT)

Does not meet Target:

Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.

Approaching Target:

Is usually well-prepared and organized. Is punctual and dependable, but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.

Target:

Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.

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Other: Please explain

5. Adheres to school and district policies and procedures. (ED 610.02 d1, INTASC 9; COMMITMENT)

Does not meet Target:

Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.

Approaching Target:

Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting, but may need reminding. Complies with school policies and encourages students to comply with school policies.

Target:

Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.

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Other: Please explain

6. Demonstrates ethical behavior. (ED 610 .02 d1; INTASC 9; COMMITMENT, HOLISM)

Does not meet Target:

Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.

Approaching Target:

Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues, but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.

Target:

Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.

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Other: Please explain

Comments and suggestions for intern regarding PROFESSIONALISM:

SECTION V: CONTENT AND TEACHING OF ENGLISH LANGUAGE ARTS (ED 612; InTASC 4,5)

1. Help students become familiar with their own and others' cultures. (NCTE 2.2)

Does not meet Target:

Presents a monolithic view of culture without regard for the students' own cultural backgrounds, or the ways in which language is used to create and sustain culture. Encourages a passive acceptance of the dominant culture as right or good. Little to no effort to help students to understand how language reflects cultural differences.

Approaching Target:

In teaching, makes some provision for students' backgrounds. Gives opportunities for students to use their home language and culture and makes an effort to help them to connect their culture to materials being learned, although this may be inconsistent. Exposes students to different language use and cultures, but this may not be as in depth as might be desired.

Target:

Instruction is guided by respect for and knowledge of students' language and cultural backgrounds. Language itself is an object of study both of students' home cultures and of other cultural groups. Makes cultural connections with students and helps students connect to content through knowledge of their cultural and linguistic backgrounds.

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Other: Please explain:

2. Know and respect diversity in language use and dialects and show attention to accommodating such diversity in their teaching. (NCTE 3.1.4)

Does not meet Target:

Presents an uncritical view of “correct” language and grammar. Treats dialects as incorrect versions of Standard English. Views regional, ethnic and socio-economic language variations as deficient versions of Standard English.

Approaching Target:

Demonstrates an understanding of language variation and how regional and cultural varieties of language develop. Demonstrates acceptance of students’ home languages and works from a model of adding Standard English to the students’ language repertoire.

Target:

Makes language use itself an object of study. Helps students to understand the relationship of language use and power. Treats all dialects, especially those of the students in his or her classes, with respect. Helps students learn to “code switch” and makes an effort to understand and master students’ home languages.

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Other: Please explain:

3. Use their knowledge of the structure of the English language in teaching their students how to use oral and written language. (NCTE 3.1.6 and 3.1.7)

Does not meet Target:

Evidences little understanding of grammars, syntax, morphology and/or phonology. Treats language as a series of inflexible rules which have been inconsistently mastered by the Intern. Approaches spelling and vocabulary study as the learning of isolated words and the memorization of dictionary definitions and rote spellings.

Approaching Target:

Demonstrates an understanding of grammar, syntax, morphology, and phonology. Is able to use this knowledge in teaching students both oral and written forms of the language, but may be less confident at times. Presents vocabulary and spelling in the context of word families and sound patterns.

Target:

Demonstrates an in-depth knowledge of grammar, syntax, morphology and phonology. Is able to use this knowledge in teaching students both oral and written forms of the language. Has a well-founded confidence in their knowledge. Is able to help students to use language to compose and respond effectively to texts. Actively works to help students to make connections between words and to learn principles of meaning and sound units and grammatical forms to apply to unfamiliar vocabulary or spelling.

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Other: Please explain:

4. Demonstrate the impact of cultural, economic, political and social power on language in their teaching. (NCTE 3.1.3)

Does not meet Target:

Shows little to no evidence of understanding of how language is affected by cultural, economic, political and social environments. Treats language as a skill to be mastered, rather than a complex cultural phenomenon. Treats language as a fixed form by negating the role of language users in shaping language. Does not display understanding of the relationship between language and power.

Approaching Target:

Understands that language is related to power, but applies this knowledge inconsistently in teaching. Understands that language is a complex cultural phenomenon, constantly changing and being shaped by its users, but this knowledge is inconsistently reflected in practice. May not make these understanding explicit for students.

Target:

Demonstrates an in-depth knowledge of the relationship between language and power and how language is affected by cultural, economic, political and social environments. Makes these relationships an object of study for students. Is able to integrate this knowledge in teaching students both oral and written forms of the language by discussing issues of audience, register, purpose, history, etc.

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Other: Please explain:

5. Discover and create meaning through text and help students to do the same. Teach a wide variety of such strategies to all students. (NCTE 3.3.2 and NCTE 4.9)

Does not meet Target:

Does not help students to create and discover meanings in text, but treats textual meaning as something fixed which students need to memorize as content. Evidences little to no attempt to teach reading comprehension strategies. Blames students for their failure to comprehend text rather than assisting them in developing comprehension strategies.

Approaching Target:

Demonstrates an understanding of and ability to apply various strategies to create and discover meanings in texts, both print and non-print. Attempts to aid students in applying a limited repertoire of strategies, and to guide students through a comprehension process.

Target:

Assists students in monitoring their comprehension, demonstrates a wide range of strategies for creating and discovering meaning in texts and tailors this instruction to the needs and experience of the class. Assists students in exercising flexibility in the strategies they employ according to the type of text they are reading. Uses a wide range of approaches for helping students to draw upon past experiences, cultural knowledge, backgrounds and interests to make meaning from texts.

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Other: Please explain:

6. Integrate the arts and humanities in the English Language Arts curriculum. (NCTE 2.6 and NCTE 2.5)

Does not meet Target:

Treats the English language arts content as something separate from its cultural context. Fails to integrate arts or humanities into the English language arts content.

Approaching Target:

Often integrates art or humanities material into the curriculum through the use of activities which demonstrate this value, although this may not be consistent or explicit.

Target:

Plans and carries out frequent and extended learning experiences integrating the arts and humanities into the daily learning of the students.

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Other: Please explain:

7. Engage students in meaningful discussions for the purposes of interpreting and evaluating ideas. (NCTE 4.5)

Does not meet Target:

Discussion is more of a quiz session than a genuine exchange of ideas. Questions focus on simple recall rather than helping students to think more deeply and to interpret and evaluate ideas. Discussion is teacher-dominated (as opposed to guided or facilitated) and constrained.

Approaching Target:

Discussion includes interpretive and evaluative questions, but these are generally teacher generated and monitored. There is some attempt to engage students in interpretation and evaluation, but may be inconsistent. An attempt is made to create an atmosphere in the classroom conducive to analysis and exchange of ideas.

Target:

Discussion centers on interpretive and evaluative means of guiding students to think more deeply about ideas presented through print and non-print, visual or aural forms. Teacher facilitates students in developing habits of mind which enable them to approach ideas presented in a variety of ways more thoughtfully. Helps students to participate in discussion within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University Supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of Intern
Other: Please explain:

8. Engage students in critical analysis of different media and communication technologies. (NCTE 4.6)

Does not meet Target:

Media is presented uncritically if subjected to analysis at all. Evidences little understanding of the effects of media on cultures and societies. Does not appear to question the role of media in cultures and societies or raise these issues for students.

Approaching Target:

Draws critical attention to media and guides students in thinking about the role of media and communication technologies in their lives and in their society. Examines with students how media and communication technologies help to shape culture, although this may be inconsistent.

Target:

Demonstrates an understanding of the impact of media and communication technologies on cultures and societies and makes this a consistent and ongoing subject of analysis in the classroom. Guides students in considering the influence of media and communication technologies as a matter of course in analysis of content.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University Supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of Intern
Other: Please explain:

9. Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication. (NCTE 4.7)

Does not meet Target:

There is a sameness to the instruction which does not encourage students to use language for different purposes. Written assignments not varied by audience or purpose and tend to be formulaic.

Approaching Target:

Assignments are varied enough to guide students in using language for different purposes and tailoring language for different audiences. Writing is not presented as a formula to be followed, and students are encouraged to think about audience and purpose as they craft print and non-print texts.

Target:

Opportunities to consider language use by audience and purpose are integrated throughout the curriculum. Students are provided with strategies for considering audience and purpose as they craft print and non-print texts and audience and purpose are considered as a matter of analysis of all such texts on a consistent basis.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University Supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of Intern
Other: Please explain:

10. Make meaningful and creative connections between the English Language Arts curriculum and developments in culture, society and education. (NCTE 2.5)

Does not meet Target:

Does not assist students in making connections between content and developments in culture, society and education. Treats material in isolation.

Approaching Target:

Assists students in making connections between the English language arts content and developments in the culture and society, by pointing these out and by integrating supplemental materials which highlight these connections.

Target:

Teaches in a way that integrates the cultural and social context through meaningful and creative connections. Guides students in a way of thinking about material which connects content to developments in culture and society. Helps students to understand cultural context as being integral to the material itself.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University Supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of Intern
Other: Please explain:

Comments and suggestions for Intern regarding ENGLISH LANGUAGE ARTS KNOWLEDGE AND PEDAGOGY:

Please email to psu-oep@plymouth.edu

This form has been discussed with the Intern and electronically signed by:

University Supervisor or Mentor teacher's Signature

Date