



### English Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

	N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
<b>1. English Education Candidate Knowledge</b> <b>English Education teacher candidates understand and apply the knowledge of the discipline in the development of learning experiences that are meaningful to students and assure mastery of the content.</b>								
INTASC 4: Demonstrates knowledge of and skills in the use of the English language.								
INTASC 4: Demonstrates knowledge of the practices of oral, visual, and written literacy.								
INTASC 4: Demonstrates knowledge of reading processes.								
INTASC 4: Demonstrates knowledge of difference composing processes.								
INTASC 4: Demonstrates knowledge of, and uses for, an extensive range of literature.								
INTASC 4: Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture.								
INTASC 4: Demonstrates knowledge of research theory and findings in the English language arts.								
<b>2. English Education Candidate Pedagogy/Application of Content</b> <b>English Education teacher candidates understand how to connect content knowledge and related concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</b>								
INTASC 5: Examines and selects resources for instruction such as textbooks, other print materials, videos, films, recordings, and software appropriate for supporting the teaching of the language arts.								
INTASC 5: Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.								
INTASC 5: Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.								
INTASC 5: Engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.								
INTASC 5: Engages students in critical analysis of different media and communication technologies.								
INTASC 5: Engages students in learning experiences that consistently emphasize varied uses and purposes in communication.								
INTASC 5: Engages students in making meaning of texts through personal response.								
INTASC 5: Demonstrates that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.								
<b>3. Learner Development</b> <b>English Education teacher candidates know how young people learn and develop and can provide learning opportunities that support a young person’s intellectual, social and personal development.</b>								
INTASC 1: Includes learning experiences that are developmentally appropriate for learners.								

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INTASC 1: Addresses prior knowledge of individual and group performance and makes connections to new knowledge.							
INTASC 1: Understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.							
INTASC 1: Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.							
<b>4. Learner Differences</b> <b>English Education teacher candidates understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners</b>							
INTASC 5: Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.							
INTASC 5: Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.							
<b>5. Assessment</b> <b>English Education teacher candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision-making.</b>							
INTASC 6: Integrates assessment into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products.							
INTASC 6: Integrates assessment into instruction by creating regular opportunities to share a variety of ways to interpret and report assessment methods to students, parents, administrators, and other audiences.							
<b>6. Learning Environments</b> <b>English Education teacher candidates work with others to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation on the part of learners.</b>							
INTASC 5: Displays effective classroom management strategies.							
INTASC 5: Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.							
INTASC 5: Provides a motivating learning environment.							
INTASC 5: Promotes appropriate classroom participation.							
INTASC 5: Responds appropriately to student needs.							
<b>7. Designing, Planning, and Implementing Instruction</b> <b>English Education teacher candidates understand how to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections; candidates use appropriate implementation of classroom management strategies support learners so that they can focus on the elements of instruction.</b>							
INTASC 7: Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.							
INTASC 7: Includes appropriate use of a variety of instructional methods, materials, and resources.							
INTASC 7: Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.							
INTASC 7: Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's needs and enhance learning.							
INTASC 8: Maximizes the amount of class time students are engaged in learning.							
INTASC 8: Communicates to students specific standards and high expectations for learning.							
INTASC 8: Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.							
INTASC 8: Asks questions to stimulate discussion that serves different purposes.							
INTASC 8: Demonstrates use of voice projection and inflection.							
<b>8. Reflective Practice and Professional Development</b> <b>English Education teacher candidates understand and demonstrate dispositions essential to becoming effective professionals.</b>							

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
INTASC 9: Is mindful of and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, composure, honesty) appropriate to the cultural context.							
INTASC 9: Reviews his or her practice and evaluates the influences of his/her practice on student growth and learning.							
INTASC 9: Is open to new ideas and accepts constructive criticism in a professional manner and makes adjustments.							
INTASC 10: Seeks professional development opportunities and/or opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.							
<b>Progress</b>							
<b>Student Teacher Professional Progress</b>							
Student Teacher Professional Progress (check one)							
Professional progress is satisfactory for time and placement.							
Professional progress is not satisfactory for time and placement (alert will be sent).							
Comments: <b>Please provide any additional comments you would like to add regarding this student's performance.</b>							
Comments: <b>How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.</b>							
Comments: <b>How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)</b>							

Comments: **Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?**

Please note the interpretation for the scoring rubric is as follows:

N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.

U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to “meet” by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.