

Appendix I
NORTHERN ILLINOIS UNIVERSITY
College of Liberal Arts and Sciences/English Department
EVALUATION OF PERFORMANCE: *Clinical Experience and Student Teaching in English*

Student Teacher: _____ Z-ID: _____

Cooperating Teacher: _____ Host School: _____

School Address: _____ Grade Levels Taught: _____

Specific Courses Taught (specifying the academic level): _____

Place an X under the rating that indicates your appraisal of the student teacher for each of the standards listed below. (Insufficient Evidence [IE] means **too little basis for rating**.) Then, please attach a letter of evaluation/recommendation to this matrix.

Content Knowledge (NCTE I.1, I.2, II.1, II.2, II.3) *	IE	Unsatisfactory	Basic	Proficient	Excellent
1. Demonstrates a deep understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. (IPTS #2B & 2C) **					
2. Demonstrates a foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (IPTS #6F) **					
3. Demonstrates knowledge and skills in the use of the English language. (IPTS #6E) **					
4. Demonstrates knowledge of oral, visual, and written literacy. (IPTS #6F) **					
5. Demonstrates knowledge of reading processes. (IPTS #6A) **					
6. Demonstrates knowledge of different composing processes. (IPTS #6D & 6P) **					
7. Demonstrates knowledge and uses for a range of literature. (IPTS #2B) **					
8. Demonstrates knowledge and use of print and non-print media and technology in contemporary culture. (IPTS #2B) **					
9. Demonstrates knowledge of theory and findings in ELA research. (IPTS #2B) **					
Content Pedagogy: Planning Literature and Reading Instruction in ELA (NCTE III.1, III.2, III.3, III.4, III.5, III.6) *					
10. Plans instruction reading instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. (IPTS #3M & 3N) **					
11. Formulates clear lesson objectives aligned with course goals and Common Core State Standards. (IPTS #3B) **					
12. Makes meaningful connections between literature, students' lives, and developments in American culture and in modern society at large. (IPTS #3B) **					
13. Engages all learners in authentic discussion to advance the levels of thinking and discourse about complex texts and issues and to practice the procedures necessary for deep reading and elaborated writing. (IPTS #6S) **					
14. Plans lessons in reading and the study of literature that were well-paced, focused, and logically sequenced.					
15. Uses assessment data to change, expand, and modify future instruction and to collaborate with colleagues to devise appropriate interventions. (IPTS #5H) **					
16. Immerses all students in an appropriately challenging and organized sequence of inquiry to foster critical and creative thinking and students' reflection on their own intellectual, social, and emotional development. (IPTS #5M) **					
17. Incorporates technology and print/non-print media into instruction. (IPTS #5N) **					

*The categories for this assessment align with the five broad categories defined by the NCTE Standards.

**Refers to the Illinois Professional Teaching Standards (IPTS): See the related indicators to judge proficiency with this standard.

The complete list of the Standards appears online: http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf.

Content Pedagogy: Planning Literature and Reading Instruction in ELA, continued	IE	Unsatisfactory	Basic	Proficient	Excellent
18. Follows a sequence of alternative strategies and interventions to support the learning of students who appeared to need more than the core instruction. (IPTS #5C) **					
19. Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and ongoing growth and learning. (IPTS #5I) **					
20. Adjusts the delivery of instruction to meet the needs of English language learners, especially by modifying pace, providing visual representations of concepts, tapping prior knowledge, scaffolding instruction, and building students' store of academic language. (IPTS #5I & 5P)**					
Content Pedagogy: Planning Composition Instruction in ELA (NCTE IV.1, IV.2, IV.3, IV4)*					
21. Establishes and consistently required specific, clear, and reasonable deadlines for the completion of stages in the development of written work.					
22. Demonstrates an understanding of the relationship between objectives, instructional activities, and assessments.					
23. Plans instruction that builds on students' funds of knowledge and follows a logical sequence that supports composing processes and self-reflection.					
24. Effectively uses whole class, individual, and small group instruction to support composing processes. (IPTS #4K) **					
25. Designs appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes, in order to adjust practice, as necessary. (IPTS #7K)**					
26. Provides individual students frequent feedback to advance their learning and support their self-reflection. (IPTS #6N) **					
Learners and Learning: Implementing ELA Instruction (NCTE V.1, V.2, V.3, V4)*					
27. Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. (IPTS #4I) **					
28. Creates an inclusive and supportive learning environment for all students. (IPTS #4I)**					
29. Enforces clear and reasonable behavioral expectations consistently. (IPTS #4J)**					
30. Keeps students focused during classroom activities. (IPTS #5R)**					
31. Demonstrates good organizational skills balanced with flexibility.					
Professional Knowledge and Skills (NCTE VI.1, V.2, VII.1, VII.2)*					
32. Builds and maintains collaborative relationships with students, parents/guardians, colleagues, and community members in order to foster students' cognitive, linguistic, physical, and social and emotional development. (IPTS #8K & 8L) **					
33. Performs duties promptly and professionally. (IPTS #9H)**					
34. Interacts professionally with students, colleagues, and parents.					
35. Exhibits professionalism by providing leadership in the learning community and by advocating for students, parents or guardians, and the profession. (IPTS #9P) **					
36. Reflects thoughtfully and candidly about the efficacy of instruction in order to guide professional growth and the improvement of instruction. (IPTS #9K)**					
37. Maintains accurate records, managed data effectively, and protected confidentiality. (IPTS #9J)**					

NOTE: Please insert any additional comments in the space provided.

Printed Name: _____

Signature: _____

Date: _____

Indicate the semester for this evaluation: _____ Final Clinical

_____ Student Teaching