

University of Central Oklahoma
Mentor/Supervisor Assessment of Student Teacher English
(Sample – assessment will be emailed to mentor/supervisor)

Dear Mentor Teachers and University Supervisors,

University of Central Oklahoma English Education faculty members Dr. Deborah Brown and Dr. Laura Bolf-Beliveau have requested that mentor teachers and university supervisors of English student teachers complete the attached rubric based on National Council of Teachers of English (NCTE) standards. This instrument provides valuable insight for program review.

We realize this takes great effort on your part. Please know that your observations and perceptions will be used to strengthen the English Education program at UCO.

As you complete the instrument, please rank the candidate using U for unacceptable, A for acceptable, or T for target performance. This letter should be written on the blank next to the standard number. Each standard offers a brief explanation of the criteria for U, A, or T. Please return all assessment forms in the envelope provided.

We appreciate your time and effort on behalf of UCO's teacher preparation program. Should you have any questions about this rubric, please contact:

Dr. Laura Bolf-Beliveau
405-974-5505
lbolfbeliveau@uco.edu

Student Teacher Name: _____

School: _____

Mentor Teacher Name: _____

OR

University Supervisor Name: _____

Mentor/Supervisor Assessment of Student Teacher Secondary English
(Sample - assessment will be emailed to mentor/supervisor)

Please review the proficiency items below and indicate the performance level of the student teacher by writing U (Unacceptable), A (Acceptable), or T (Target) in the blank in the left standards column. Please return this assessment form in the envelope provided.

Standards	Unacceptable (U)	Acceptable (A)	Target (T)
2.0 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. AS A RESULT, A CANDIDATE....			
_____2.1	Shows little or no evidence of ability to create an inclusive and supportive learning environment in which all students can learn.	Demonstrates ability to create an inclusive and supportive learning environment in which all students can engage in learning.	Skillfully and strongly demonstrates ability to create and sustain an inclusive and supportive learning environment in which all students can engage in learning.
_____2.2	Shows little or no evidence of using ELA to help students become more familiar with their own and others' culture.	Uses ELA to help students become more familiar with their own and others' culture.	Shows strong knowledge about the use of ELA and is highly proficient in using knowledge extensively and creatively to help students become more familiar with their own and others' culture.
_____2.3	Shows little or no evidence of reflective practice to adapt instruction and behavior and/or shows little or no evidence of using reflective practice to plan for professional development that collaborates with others.	Demonstrates ability to engage in reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	Systematically engages in reflection and actively engages in adapting instruction and behavior to assist all students in learning and also enthusiastically collaborates with the academic community, professional organizations and

			others to plan for and engage in professional development.
_____2.4	Shows little or no evidence of designing or using instruction that assists students in developing habits of critical thinking.	Demonstrates ability use practices designed to assist students in developing habits of critical thinking and judgment.	Consistently and skillfully designs and implements instruction and assessment that assist students in developing habits of critical thinking.
Standards:	Unacceptable	Acceptable	Target
_____2.5	Shows a lack a lack of understanding of how the English language arts curriculum, teachers, students, and education in general are influenced by culture, social events, and issues.	Demonstrates ability to make meaningful connections between the ELA curriculum and developments in culture, society, and education.	Skillfully makes meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.
_____2.6	Shows little or no evidence of promoting the arts and humanities in the learning of his/her students.	Demonstrates ability to engage his/her students in activities that demonstrate the role of arts and humanities in learning.	Skillfully plans and implements frequent and extended learning experiences that integrate arts and humanities into the daily learning of his/her students.
_____3.1.1	Demonstrates a limited knowledge of students' language acquisition and development processes.	Uses knowledge of students' language acquisition and development as a basis for designing appropriate learning	Skillfully and proficiently integrates his/her knowledge of students' language acquisition and development into

		activities that promote student learning.	instruction and assessment designed to enhance their students' learning.
_____3.1.2	Demonstrates little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience.	Demonstrates how writing, speaking, listening, viewing and thinking are interrelated in his/her own learning and in his/her students' learning of ELA.	
_____3.1.3	Shows little or no evidence of knowledge of how to recognize the impact of cultural, economic, political, and social environments on language.	Demonstrates awareness in his/her teaching of the impact of cultural, economic, political, and social environments on language.	Skillfully and appropriately uses both theory and practice in helping students understand the impact of cultural/economic/political/social environments on language.
_____3.1.4	Shows a lack of respect for and little knowledge of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	Demonstrates knowledge of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles and shows attention to accommodating such diversity in his/her teaching.	Shows extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and proficiently incorporates that knowledge into classroom instruction and assessment that acknowledges and shows consistent respect for language diversity.

_____3.1.5	Shows little or no evidence of knowledge of the evolution of the English language and the historical influences on its various forms.	Demonstrates knowledge of the evolution of the English language and the historical influences on its various forms and uses this knowledge in his/her teaching.	Clearly and strongly demonstrates in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into his/her students' learning.
_____3.1.6	Demonstrates a lack of knowledge of English grammars and their application to teaching.	Shows his/her knowledge of English grammars in teaching students both oral and written forms of the language.	Skillfully incorporates an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral and other texts.
_____3.1.7	Shows little knowledge of semantics, syntax, morphology, and phonology or their applications to teaching.	Uses his/her knowledge of semantics, syntax, morphology, and to teach his/her students how to use oral and written language.	Shows an in-depth knowledge of semantic, syntax, morphology, and phonology, his/her own effective use of language and skillfully integrates that knowledge into teaching his/her students to use oral and written language effectively.

**3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
AS A RESULT, A CANDIDATE.....**

_____3.2.1	Demonstrates a lack of understanding of the influence that language and visual images have on thinking and	Demonstrates his/her understanding of the influence of language and visual images on thinking and composing in his/her	Skillfully and appropriately creates opportunities and develops strategies that permit students to demonstrate, through
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	composing.	own work and in his/her own teaching.	their own work, the influence of language and visual images on thinking and composing.
_____3.2.2	Shows little or no evidence of using writing, speaking, and observing throughout the semester as major forms of inquiry, reflection, and expression.	Uses writing, speaking, and observing as major forms of inquiry, reflection, and expression in his/her teaching.	Creates opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes.
_____3.2.3	Shows little or no use of the processes of composing to create various forms of oral, visual, and written literacy.	Uses composing processes in creating various forms of oral, visual, and written literacy of his/her own and engages students in these processes.	Skillfully demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.
_____3.2.4	Shows little or no evidence of understanding the use of writing, visual images, and speaking for a variety of audiences and purposes.	Demonstrates, through their his/her own learning and teaching, how writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes.	Skillfully and frequently engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes.
_____3.2.5	Shows little knowledge of language structure and conventions in creating and critiquing print and non-print texts.	Demonstrates his/her knowledge of language structure and conventions by creating and critiquing his/her own print and non-print texts and by assisting	Skillfully and frequently uses a variety of ways to assist students in creating and critiquing a wide range of print and non-print texts for

		his/her students in such activities.	multiple purposes and helps students understand the relationship between symbols and meaning.
_____3.3.1	Shows little understanding of how to respond to and interpret what is read.	Demonstrates ability to respond to and interpret, in varied ways, what is read, is able to teach his/her students how to respond to and interpret texts.	Skillfully integrates into his/her teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty.
_____3.3.2	Shows a lack of knowledge of ways to discover and create meaning from texts.	Demonstrates ability to discover and create meaning from texts and ability to guide students in the same processes.	Skillfully uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts.
_____3.3.3	Uses few strategies to comprehend, interpret, evaluate, and appreciate texts.	Uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teaches those strategies to his/her students.	Skillfully integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and appropriately assess the effectiveness of such strategies in promoting student learning.

3.4 Candidates demonstrate knowledge of different composing processes. AS A RESULT A CANDIDATE....

_____3.4.1	Uses a limited number of writing strategies to generate meaning and clarify understanding.	Uses a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in his/her teaching.	Skillfully develops in his/her students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.
_____3.4.2	Produces a very limited number of forms of written discourse and shows little understanding of how written discourse can influence thought and action.	Produces different forms of written discourse and understands how written discourse can influence thought and action.	Skillfully teaches students to make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to assess the effectiveness of their products in influencing thought and action.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, A CANDIDATE.....

_____3.5.1	Shows little knowledge of, or use of, a variety of teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature.	Knows and uses a variety of teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.	Demonstrates an in-depth knowledge of, and ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.
_____3.5.2	Shows little knowledge of, or use of, a variety of teaching applications	Knows and uses a variety of teaching applications for works from a wide variety of	Demonstrates an in-depth knowledge of, and ability to use, varied teaching

	for works from a wide variety of genres and cultures, works by female authors, and works by authors of color.	genres and cultures, works by female authors, and works by authors of color.	applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color.
_____3.5.3	Shows little knowledge of, or use of, a variety of teaching applications for numerous works specifically written for older children and younger adults.	Knows and uses a variety of teaching applications for numerous works specifically written for older children and younger adults.	Demonstrates an in-depth knowledge of, and ability to use, varied teaching applications for numerous works specifically written for older children and younger adults.
_____3.5.4	Shows little knowledge of, or use of, a variety of teaching applications for a range of works of literary theory and criticism.	Knows and uses a variety of teaching applications for a range of works of literary theory and criticism.	Demonstrates an in-depth knowledge of, and ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

3.6 Candidates demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture. AS A RESULT a CANDIDATE.....

_____3.6.1	Exhibits a lack of understanding of the influence of media on culture and on people's actions and communication.	Understands how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning.	Understands media's influence on culture and people's actions and communication, reflecting that knowledge not only in his/her own work but also in his/her teaching.
_____3.6.2	Shows little understanding of how	Shows an ability to construct meaning	Skillfully uses a variety of approaches

	to construct meaning from media and non-print texts.	from media and non-print texts, and to assist students in learning these processes.	for teaching students how to construct meaning from media and non-print texts and integrates learning opportunities into classroom experiences that promote composing and responding to such texts.
_____3.6.3	Shows little or no evidence of knowledge of how to incorporate technology and print/non-print media into instruction.	Demonstrates ability to incorporate technology and print/non-print media into their own work and instruction.	Skillfully helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and uses current technology to enhance his/her own learning and reflection on his/her learning.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts. AS A RESULT, A CANDIDATE.....

_____3.7.1	Shows little or no evidence of knowledge of the major sources.	Uses major sources of research and theory related to ELA to support his/her teaching decisions.	Consistently and appropriately reflects on his/her own teaching performances in light of research on, and theories of, how students compose and respond to text and make adjustments in his/her teaching as appropriate.
_____3.7.2	Shows little or no evidence of using and/or understanding teacher-researcher	Uses teacher-researcher models of classroom inquiry to inform his/her own	Uses teacher-researcher models of classroom inquiry to analyze his/her own

models of classroom inquiry.	study and teaching.	teaching practices so he/she can better understand what enables students to speak, listen, write, read, enact, and view effectively in varying learning situations.
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4.0 Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. AS A RESULT, A CANDIDATE.....

_____4.1	Shows little experience in examining, and selecting resources for instruction appropriate for supporting the teaching of English language arts.	Demonstrates ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, records, & software, appropriate for supporting the teaching of English arts.	Understands the purposes and characteristics of different kinds of curricula & related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.
_____4.2	Shows little ability to design instruction to meet the needs of all students and provide for students' progress and success.	Demonstrates ability to align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	Skillfully creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies by providing students with opportunities for feedback and reflection.

_____4.3	Shows little or no evidence of using interdisciplinary teaching strategies and materials.	Demonstrates ability to integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	Appropriately works with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines.
_____4.4	Shows little or no evidence of ability to create learning environments that promote respect for, and support of, individual difference of ethnicity, race, language, culture, gender, and ability.	Demonstrates ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender and ability.	Skillfully creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.
_____4.5	Shows little or no evidence of ability to engage students effectively in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Shows ability to engage students often in meaningful discussion for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	Clearly demonstrates ability to help students participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms.
_____4.6	Shows little or no evidence of ability to enable students to respond critically to different media and communications technologies.	Demonstrates ability to engage students in critical analysis of different media and communications technologies.	Skillfully engages students in critical analysis of different media and communications technologies and their effect on students'

_____4.7	Uses little instruction that promotes understanding of varied uses and purposes for language in communication.	Demonstrates ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	learning. Skillfully integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication.
_____4.8	Shows little or no evidence of the ability to engage students in making meaning of texts through personal responses.	Demonstrates ability to engage students in making meaning of texts through personal responses.	Skillfully engages students in discovering their personal responses to text and ways to connect such responses to other larger meanings and critical stances.
_____4.9	Shows little or no evidence of the ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.	Demonstrates that his/her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non-print texts.	Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teaches a wide variety of such strategies to all students.
_____4.10	Shows little or no evidence of understanding how to, and/or of using formal and informal assessment activities and instruments to evaluate student work and of using a variety of means to interpret and report assessment	Integrates assessment consistently into instruction by (a) using a variety of formal and informal assessment activities and instruments to evaluate processes and products and (b) creating regular opportunities to use a	Skillfully integrates assessment consistently and appropriately into instruction by doing the following: (a) establishing criteria and developing strategies for assessment that allow all students to

methods and results to students, administrators, parents, and others.

variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

understand what they know and can do in light of their instructional experiences; (b) interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; (c) assisting all students in becoming monitor of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and (d) explaining to students, parents, and others concerned with education how students are assessed.

