



## Teacher Education

### Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

## ENGLISH EDUCATION

### LEARNER:

#### Outcome 1: Engages students in social construction of knowledge.

Performance

Indicators:

- Provides instruction and practice in group work.
- Models and facilitates negotiation of meaning between students and teacher and among students.
- Models and facilitates reader response to literature.
- Develops with students standards for good writing, both their own writing and the writing of published authors.

#### Outcome 2: Establishes optimum conditions for learning.

Performance

Indicators:

- Implements current pedagogical practice in the teaching of composition, literature, literacy, and language.
- Facilitates interaction among students.
- Respects divergent learning styles, as well as gender and cultural differences.
- Provides classroom time for important learning tasks.
- Provides prompt and adequate response for learning products.
- Encourages student ownership of learning tasks.
- Maintains atmosphere which supports risk-taking.
- Values error as a part of learning.
- Monitors group and individual activities appropriately.
- Integrates visual, oral, and textual activities in lesson plans.
- Understands and uses workshop methodology.

#### Outcome 3 Models effective literacy practices.

Performance

Indicators:

- Writes and shares writing with students.
- Reads for authentic purposes.
- Speaks standard English.
- Shares meaning-making strategies in language use.

### COMMITMENT:

#### Outcome 1: Demonstrates active involvement in the profession of teaching English.

Performance

Indicators:

- Belongs to the National Council of Teachers of English and/or the International Reading Association.
- Belongs to, and actively participates in, at least one state or local professional organization.
- Reads at least one professional journal regularly.
- Participates in school and district-level opportunities for professional development.

## CONTENT:

**Outcome 1:** Demonstrates understanding of literature and of the ways students transact with literature to construct meaning.

Performance Indicators

- Encourages and values divergent responses to literature.
- Introduces literature from many cultures.
- Uses adolescent, as well as classical and "popular" literature in the classroom.
- Helps students relate literature to their own lives.
- Provides instruction in strategies for reading and responding to text.

**Outcome 2:** Demonstrates understanding of the social and cognitive processes involved in writing.

Performance Indicators:

- Uses writing as a way to learn in the classroom.
- Helps students choose their own topics for writing.
- Provides instruction and practice in responding to writing.
- Provides instruction and practice in revision and editing of writing.
- Provides sharing or publication for student writing.
- Develops with students standards for good writing and criteria relevant to the improvement of writing.
- Uses writing for authentic purposes in the classroom.

**Outcome 3:** Demonstrates understanding of language structure and its role in reading and writing.

Performance Indicators:

- Integrates language study with instruction and practice in composition.
- Avoids use of fragmentary and non-contextual grammar or vocabulary drills.

## COMPETENCE:

**Outcome 1:** Demonstrates understanding of the role of oral communication in the classroom.

Performance Indicators:

- Provides encouragement for students to develop communication skills in small group and whole-class discussions.
- Reinforces vocabulary by using words in natural and appropriate context.

**Outcome 2:** Demonstrates appropriate use of media in the English classroom.

Performance Indicators:

- Provides opportunities for students to apply language and thought to material on videotape or audiotape, and in photographs or other representations.
- Makes full use of computers, where available.