



Indiana University of Pennsylvania

COLLEGE OF EDUCATION AND EDUCATIONAL TECHNOLOGY

Office of Teacher Education
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Supervisory Observation English Education *Long Form*

How to use this rubric: This observation form is *cumulative* and should be used to build into the teacher evaluation document for English Education at midterm/final. Listed below are various performance indicators of exemplary teaching of secondary English. Supervisors and cooperating teachers should keep and use this document for observations and submit it at the end of the semester. Copies can be made for students after each observation for immediate feedback.

(Copy 1 – Teacher Education Office, Copy 2 – Student Teacher, Copy 3 – Cooperating Teacher, Copy 4 – University Supervisor)

Student Teacher: _____ Subject: English

School: _____ Semester: _____

Cooperating Teacher: _____

Date of Initial Observation: _____ Date of Final Observation: _____

English Education Standards*	Performance Indicator	Observed Event	Commendations/ Recommendations
Content Pedagogy (Planning Literature and Reading Instruction)			
III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.			
	<p>Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>		

* Numbers refer to NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts (Approved Oct. 2012)

	<p>Element 2: Candidates design a range of authentic assessments (formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p>		
	<p>Element 3: Candidates plan standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</p>		

	<p>Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p>		
	<p>Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.</p>		

	<p>Element 6: Candidates plan instruction that, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</p>		
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Content Pedagogy (Planning Composition Instruction)			
IV. Candidates plan instruction and design assessments for composing texts (oral, written, and visual) to promote learning for all students.			
	<p>Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p>		

	<p>Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.</p>		
	<p>Element 3: Candidates design instruction related to the strategic use of language conventions in the context of students' writing for different audiences, purposes, and modalities.</p>		

	<p>Element 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</p>		
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Implementing ELA Instruction			
V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of ELA, and responds to diverse students' context-based needs.			
	Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.		

	<p>Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and helps students participate actively in their own learning in ELA.</p>		
	<p>Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in ELA; candidates communicate with students about their performance in ways that actively involve them in their own learning.</p>		

	<p>Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in ELA.</p>		
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Professional Knowledge and Skills			
VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn ELA.			
	Element 1: Candidates plan and implement ELA and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.		

	<p>Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects as they affect students' opportunities to learn ELA.</p>		
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<p>VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in ELA professional learning communities, and actively develop as professional educators.</p>			
	<p>Element 1: Candidates model literate and ethical practices in ELA teaching and engage in/reflect on a variety of experiences related to ELA.</p>		

	Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.		
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Student Teacher's Signature: _____
(indicates candidate has seen report)

University Supervisor's Signature: _____