**1.3.e Hanover College Department of Education**

**EDU 333 English Language Arts Practice Teaching Assessment** (6/13)

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please indicate a score using the following scale:**

**0 = not addressed, not met 1 = incomplete, not met 2 = satisfactory, met 3 = exceeds target, met**

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| **Indiana** | **NCTE** | **Competence: Language Arts Content and Pedagogical Knowledge** | **0** | **1** | **2** | **3** |
|  | 1.4 | Indicates successful preparation for student teaching (70% of indicators or 23 are met with score of 2 or 3) |  |  |  |  |
|  | 2.1 | Creates an inclusive and supportive learning environment in which all students can engage in learning |  |  |  |  |
|  | 2.2 | Uses ELA to help students become familiar with their own and others’ cultures (Banks’ framework) |  |  |  |  |
|  | 2.3 | Demonstrates collaboration with other teachers and candidates as a part of reflective practice. |  |  |  |  |
|  | 2.4 | Encourages students’ habit of critical thinking and judgment |  |  |  |  |
|  | 2.6 | Engages students in activities that demonstrate the role of arts and humanities in learning |  |  |  |  |
|  | 3.1.1 | Uses knowledge of language acquisition and development to design effective activities |  |  |  |  |
|  | 3.1.2 | Demonstrates how writing \_\_, speaking \_\_\_, listening \_\_\_, viewing \_\_\_, and thinking \_\_\_ are interrelated in learning |  |  |  |  |
|  | 3.1.3 | Reflects on the impact of cultural, economic, political, and social environments on language (print and nonprint) |  |  |  |  |
|  | 3.1.4 | Demonstrates a recognition of and respect for diversity in language use, patterns, and dialects across cultures, regions and social roles |  |  |  |  |
|  | 3.1.6 | Uses knowledge of English grammars in teaching |  |  |  |  |
|  | 3.1.7 | Uses knowledge of semantics, syntax, morphology, and phonology in teaching |  |  |  |  |
|  | 3.2.1 | Uses knowledge of language and visual images on thinking and composing in teaching |  |  |  |  |
|  | 3.2.2 | Uses writing, speaking, and observing as form of inquiry, expression or reflection in teaching |  |  |  |  |
|  | 3.2.3 | Engages students in various forms of oral, visual, and written composition |  |  |  |  |
|  | 3.2.5 | Assists students in creating and critiquing their own print/non-print texts |  |  |  |  |
|  | 3.3.1 | Teaches students how to respond and interpret text in varied ways |  |  |  |  |
|  | 3.3.2 | Teaches students to discover and create meaning from texts |  |  |  |  |
|  | 3.3.3 | Teaches students a variety of strategies to comprehend, interpret, evaluate, and appreciate texts (Marzano) |  |  |  |  |
|  | 3.4.1 | Uses a variety of writing strategies to generate meaning and to clarify understanding (Marzano) |  |  |  |  |
|  | 3.6.3 | Incorporates current technology to help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts |  |  |  |  |
|  | 3.7.2 | Uses teacher researcher model of classroom inquiry |  |  |  |  |
|  | 4.1 | Examines and selects resources for ELA instructions |  |  |  |  |
|  | 4.2 | Promotes whole class, small group, and individual work (Marzano) |  |  |  |  |
|  | 4.3 | Provides interdisciplinary teaching strategies and materials |  |  |  |  |
|  | 4.4 | Respects and supports individual differences of ethnicity, race, language, culture, gender, and ability |  |  |  |  |
|  | 4.6 | Engages students in critical analysis of different media and communication technologies |  |  |  |  |
|  | 4.7 | Emphasizes varied uses and purposes for language in communication in learning experiences |  |  |  |  |
|  | 4.8 | Engages students in making meaning of texts through personal response |  |  |  |  |
|  | 4.9 | Promotes student selection of appropriate reading strategies for a range of print and non-print texts ((includes SBRR/Marzano strategies such as summarizing and note-taking, nonlinguistic representations, cooperative learning, cues/questions/advanced organizers, or teaching specific types of knowledge)  |  |  |  |  |
|  | 4.10 | Create regular opportunities to use, interpret, and report student assessment results |  |  |  |  |
|  |  | **Competence: Unit Lesson Planning and Assessment** |  |  |  |  |
|  |  | Designs lessons at appropriate instructional level |  |  |  |  |
|  |  | Designs instruction based on common core student standards and student assessments that are valid, reliable, and free of bias |  |  |  |  |
|  |  | **Critically Reflective** |  |  |  |  |
|  |  | Values feedback from supervising and mentor teachers |  |  |  |  |
|  |  | Documents response to teacher mentor’s or supervisor’s feedback |  |  |  |  |



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| **Hanover College Department of Education****EDU 332 Visual Arts Practice Teaching Assessment**Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Please indicate a score using the following scale:****1 = standard not met; unsatisfactory, little or no understanding****2 = standard not met, basic, inconsistent or superficial understanding** **3 = standard met; satisfactory, consistent and accurate** **4 = standard exceeded, strong, sophisticated**

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| Indiana Standards | **Criteria: Competence****Visual Arts** | Score | Comments |
| Indiana 1, 4, 5, 7.9 | Demonstrates broad and comprehensive understanding of elements and principles of art, the integrative nature of visual arts and related careers, and aesthetics and art criticism |  |  |
| Indiana 2, 6, 7.7 | Demonstrates broad and comprehensive understanding of media, tools, techniques and processes used in visual arts and art production and chooses effective and engaging resources  |  |  |
| Indiana 3 | Demonstrates broad and comprehensive understanding of the historical, political, social, and cultural context of art created throughout the world, past and present |  |  |
| Indiana 7.1, 7.2, 7.4, 7.8 | Designs instruction to meet Indiana Academic, Arts/Edge and ISTE standards, chooses effective and engaging techniques and approaches that meet the need of diverse learners, and assesses student learning |  |  |
| Indiana 7.5, 7.6 | Promotes critical thinking, problem-solving, decision-making, communication, performance skills, inquiry, and collaboration |  |  |
| INTASC and Hanover Conceptual Framework | **Criteria: Competence** **Organizing for Planning and Teaching** |  |  |
| INTASC 4, 5, 6, 8 | Uses appropriate use of whole class, small group, paired, and independent learning structures |  |  |
|  | Encourages a positive and respectful classroom climate |  |  |
| INTASC 1,2,7,8 | Demonstrates advanced preparation of plans and materials |  |  |
|  | Demonstrates appropriate instructional level |  |  |
|  | Chooses engaging/effective introduction to lesson |  |  |
|  | **Criteria: Cultural Responsiveness** |  |  |
| INTASC 2, 3Indiana 3, 7.4 | Integrates multicultural curriculum using Banks’ framework and visual arts contributions from diverse cultures |  |  |
|  | **Criteria: Commitment** |  |  |
| INTASC 10 | Is courteous, punctual, and enthusiastic |  |  |
|  | **Criteria: Critically Reflective** |  |  |
|  | Documents response to teacher mentor’s or supervisor’s feedback |  |  |

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