FORMATIVE STUDENT TEACHER OBSERVATION FORM: ENGLISH LANGUAGE ARTS

Student Teacher
Observer
School District
Grade Subject No. of Students

Date of Obs. / Time from- to

University of Delaware Scoring Scale

<table>
<thead>
<tr>
<th>Domain A</th>
<th>As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>A1:</td>
<td><strong>Becomes familiar with relevant aspects of students’ background knowledge and experiences</strong></td>
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<td></td>
<td>• understands how adolescents read texts and make meaning through interaction with media environments. (NCTE 1.2)</td>
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<td>• understands theory and research related to language acquisition and development. (NCTE 2.2)</td>
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<td>• understands how adolescents compose texts and make meaning through interaction with media environments. (NCTE 2.3)</td>
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<td></td>
<td>• plans instruction that is responsive to students’ local, national and international histories, individual identities and language dialects as they affect individual students’ opportunities to learn in ELA. (NCTE 6.2)</td>
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<td>A2:</td>
<td><strong>Identifies clear learning goals that are appropriate for the students</strong></td>
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<td>• use knowledge of theory, research, and practice in ELA to plan standards-based coherent and relevant learning experiences utilizing a range of different texts. Selects goals and objectives based on students’ abilities and needs, the learning environment—including media—state and national standards, and other factors. (NCTE 3.1)</td>
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<td>• plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds. (NCTE 5.1)</td>
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<td>A3:</td>
<td><strong>Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future</strong></td>
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<td>• integrates literary theory into ELA instruction so that students can interpret and critique a wide range of texts, and make connections among diverse texts. (NCTE 1.1)</td>
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<td>• integrates experiences that encourage students to compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context and purpose. (NCTE 2.1)</td>
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<td>• integrates experiences that encourage students to recognize the influence of English language history on ELA content, and the impact of language on society. (NCTE 2.2)</td>
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<td>• plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. (NCTE 3.6)</td>
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<td>A4:</td>
<td><strong>Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson</strong></td>
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<td>• examines and select resources for instruction such as textbooks, other print. materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.</td>
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<td>• engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</td>
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<td>• selects instructional strategies that promote positive learning results, active engagement, critical thinking, and problem solving.</td>
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<td>• engage their students in activities that demonstrate the role of arts and humanities in learning.</td>
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<td>• creates instructional opportunities that are adapted to diverse students.</td>
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### Domain B As a Scholar, Problem Solver, and Partner, Creates an Environment for Student Learning That Serves Diverse Classroom Communities

**B1: Creates a climate that promotes fairness**
- uses data about students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instructions and help students to participate actively in their own learning in ELA. (NCTE 5.2)
- plans and implements ELA instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society in the classroom as a whole. (NCTE 6.1)
- values, creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, socio-economics and ability.

**B2: Establishes and maintains rapport with students**
- creates an inclusive and supportive learning environment in which all students can engage in learning.
- uses appropriate and effective interpersonal communication techniques.

**B3: Communicates challenging learning expectations to each student**
- encourages students to assume responsibility for themselves and one another.
- promotes independence, self-motivation, self-direction, personal empowerment, and self-advocacy in students.
- communicates explicitly or implicitly a belief that each student is capable of significant achievement, learning with understanding, and activities that demonstrate the role of arts and humanities in learning.

**B4: Establishes and maintains consistent standards of classroom behavior**
- creates an inclusive and supportive learning environment in which all students can engage in learning.
- knows and uses a variety of effective teaching techniques regarding classroom management.

**B5: Makes the physical environment as safe and conducive to learning as possible**
- designs a classroom environment that promotes whole-class, small-group, and individual work.
- create an environment that fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals.
## Domain C  As a Scholar, Problem Solver, and Partner, Teaches to Accommodate Diverse Student Learning

C1: **Makes learning goals and instructional procedures clear to students**
- provides procedural information according to students’ diverse needs, abilities, and learning styles.
- provides students with clear goals for learning segments and purposes for reading and composing activities.

C2: **Makes content comprehensible to students**
- engages students in 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. (NCTE 3.3)
- uses knowledge of theory, research, and practice in ELA to instruct 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. (NCTE 4.1)
- utilizes 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. (NCTE 4.4)
- selects, creates and uses 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. (NCTE 5.4)

C3: **Encourages students to extend their thinking**
- plans instruction that is designed to assist students in developing critical thinking.
- engages students in meaningful discussions that interpret and evaluate ideas presented through oral, written, visual and digital forms.
- engages students in critical analysis of different media and communications technologies.

C4: **Monitors students’ understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation**
- responds appropriately to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers. (NCTE 4.2)
- communicates with students about their performance in ways that actively involve them in their own learning. (NCTE 5.3)

C5: **Uses instructional time effectively**
- follows a specific curriculum.
- uses effective teaching techniques to pace the lesson according to the content, learner, and situation.
- establishes efficient classroom routines.

## Domain D  As a Scholar, Problem Solver, and Partner, Demonstrates Reflective Practice and Teacher Professionalism

D1: **Reflects on the extent to which the learning goals were met**
- uses assessment data to monitor own teaching strategies and behavior in terms of improving student success.
- reflects on practice in light of research on teaching and learning and resources available for professional learning to continually evaluate the effects of professional decisions.

D2: **Demonstrates a sense of efficacy**
- models literate and ethical practices in ELA teaching and engage in/reflect on a variety of experiences related to ELA. (7.1)

D3: **Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students**
- engages in a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development and community engagement. (7.2)
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<th>D4: Communicates with parents/guardians regarding student learning</th>
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<td>• integrates assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.</td>
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**Domain P Professional Dispositions**

- P1: Interacts positively with others
- P2: Writes and speaks effectively and correctly
- P3: Responds appropriately to feedback
- P4: Demonstrates a curiosity and a willingness to learn
- P5: Demonstrates respect, empathy, and sensitivity towards all learners
- P6: Exhibits enthusiasm, initiative, and a positive attitude
- P7: Attempts to solve problems in a fair-minded manner
- P8: Is dedicated to mastering best practices
- P9: Uses reflective practice to improve instruction
- P10: Acts in an ethical, responsible, and professional manner

**ADDENDUM**

- A4.1 Appropriate teaching methods, learning activities, and instructional materials or other resources RELATED TO TEXTS AND READING INSTRUCTION
  - selects a variety of texts, print and non-print texts, media texts, classic texts and contemporary texts, including young adult, that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes. (NCTE 1.1)
  - selects instructional strategies that are sensitive to how adolescents read texts and make meaning in a variety of contexts including media environments and creates instructional opportunities that are adapted to meet the needs and experiences of diverse students. (NCTE 1.2)
  - plans instruction that incorporates knowledge of language—structure, history and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts. (NCTE 3.5)

- A4.2 Appropriate teaching methods, learning activities, and instructional materials or other resources RELATED TO WRITING INSTRUCTION
  - selects instructional strategies that promote a recursive writing process that includes contemporary technologies and/or using digital media to compose multimodal discourse. (NCTE 2.1)
  - selects instructional strategies that promote understanding of the conventions of English language and demonstrate familiarity with descriptive and prescriptive grammar systems. (NCTE 2.2)
  - designs instruction related to the strategic use of language conventions (grammar, usage and mechanics) in the context of students’ writing for different audiences, purposes and modalities. (NCTE 3.3)
  - uses knowledge of theory, research, and practice in ELA 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. (NCTE 4.1)

- A4.3 Appropriate teaching methods, learning activities, and instructional materials or other resources THAT MEET THE NEEDS OF ALL STUDENTS
  - demonstrates the ability to use knowledge of theory, research, and practice in ELA to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts, 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. (NCTE 3.1)
  - designs and utilizes 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. (NCTE 4.4)