

# SIENA COLLEGE EDUCATION DEPARTMENT

## ENGLISH LANGUAGE ARTS OBSERVATION FORM

*Using the 2012 NCTE English Language Arts Professional Standards*

Student Teacher Name: \_\_\_\_\_ Grade/Subject Taught: \_\_\_\_\_

Host School Name: \_\_\_\_\_ Mileage: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Evaluator/Observer Name: \_\_\_\_\_

Lesson Content/Objective/Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### NCTE ENGLISH/LANGUAGE ARTS PROFESSIONAL STANDARDS AND ELEMENTS

#### **CONTENT PEDAGOGY: Planning Literature and Reading Instruction in ELA**

**NCTE Standard III:** *Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.*

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, (**NCTE 3, Element 1**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

2). Candidates design a range of authentic assessments (e.g., 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, (**NCTE 3 Element 2**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

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, (**NCTE 3 Element 3**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

4). Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes, (NCTE 3 **Element 4**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

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, (NCTE 3 **Element 5**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

6). Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials, (NCTE 3 **Element 6**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

### **CONTENT PEDAGOGY: Planning Writing and Composition Instruction in ELA**

**NCTE Standard IV:** *Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.*

7). 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, (NCTE 4 **Element 1**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

8). 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, (NCTE 4 **Element 2**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

9). Candidates design 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 4 **Element 3**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

10). 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, (NCTE 4 **Element 4**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

## LEARNERS AND LEARNING: Implementing English Language Arts Instruction

**NCTE Standard V:** *Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.*

11). Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds, **(NCTE 5 Element 1)**.

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

12). 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 help students participate actively in their own learning in ELA, **(NCTE 5 Element 2)**.

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

13). Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning, **(NCTE 5 Element 3)**.

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

14). 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 English Language Arts, **(NCTE 5 Element 4)**.

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations**

**Comments:**

## PROFESSIONAL KNOWLEDGE AND SKILLS

**NCTE Standards 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 in English Language Arts.*

15). Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society, **(NCTE 6 Element 1)**.

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

16). Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA, **(NCTE 6 Element 2)**.

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

**NCTE Standards 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 English Language Arts professional learning communities, and actively develop as professional educators.*

17). Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA, (**NCTE 7 Element 1**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

18). 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, (**NCTE 7, Element 2**).

**1 - Below expectations    2 - Meets expectations    3 - Exceeds expectations    N/A-Not Applicable**

**Comments:**

**ADDITIONAL COMMENTS:**