CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

Subject Specific Pedagogy Fieldwork Assessment *ENGLISH*

Candidate Name: **Date:**

Supervisor Name: **Class/Grade:**

Mentor Name: **School:**

Directions: The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the* **Fall Mid-Semester,** *ST's should be evaluated in how they* **assist** *the MT in modeling these TPEs.*

Performance Criteria: Ratings are for performance as **student teachers.** *Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale:* 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory

California Teaching Performance Expectations (TPE) Part II: Teaching English Language Arts	ST	MT	US
English Language Arts Narrative *(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)*			

Candidates will be able to:
- Demonstrate the ability to teach the state-adopted academic content standards for students in English language arts and English language development and plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.
- Make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating.
- Teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective.
- Teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences.
- Select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text.
- Teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas
- Teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.
- Model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines.
- Provide students the opportunity to integrate media and technology as integral tools in the classroom.
- Determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to determine the effectiveness of instruction and students' proficiency after instruction.

_____ The candidate is qualified to continue in the program.

_____ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

_____ The candidate is **not** qualified to continue in the program (see attached explanation).

_____	_____	_____
Student Teacher	Mentor Teacher	University Supervisor