

Secondary English Content Knowledge Evaluation Form  
Revised 2014

University of Montana Western  
Department of Education

To be completed by the Supervising Teacher or Principal,  
as part of the Student Teaching or Internship evaluation

This form may be completed in an on-going basis,  
throughout the Student Teaching or Internship semester

Based on the Standards of the National Council of Teachers of English (NCTE)

[http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_111212.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf)

Student Teacher/Intern name: \_\_\_\_\_

Student Teacher/Intern Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor name: \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Ratings:      0= unacceptable      1=developing      2=proficient      3=professional

The student teacher or intern:

**I. Demonstrates knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.**

A. Is knowledgeable about 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; they are able to use literary theories to interpret and critique a range of texts.

Date:                  Evidence:

Date:                  Evidence:

Rating: 0       1       2       3

B. Is knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

Date:                  Evidence:

Date:                  Evidence:

Rating: 0       1       2       3

**II. Demonstrates knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.**

A. Can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; understands that writing is a recursive process; can use contemporary technologies and/or digital media to compose multimodal discourse.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

B. Knows the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understands the concept of dialect and is familiar with relevant grammar systems (e.g., descriptive and prescriptive); understands principles of language acquisition; recognizes the influence of English language history on ELA content; and understands the impact of language on society.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

C. Is knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**III. Plans instruction and designs assessments for reading and the study of literature to promote learning for all students.**

A. Uses 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

B. Designs 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

C. Plans 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

D. Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

E. Plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

F. Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**IV. Plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.**

A. Uses 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

B. Designs 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. Candidate is 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

C. 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

D. Designs 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**V. Plans, implements, assesses, and reflects 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.**

A. Plans and implements instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

B. Uses data about 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

C. Differentiates instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidate communicates with students about their performance in ways that actively involve them in their own learning.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

D. 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 English Language Arts.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**VI. Demonstrates 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.**

A. Plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

B. Uses 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.

**Date:**                      **Evidence:**

**Date:**                      **Evidence:**

**Rating:** 0       1       2       3

**VII. Is 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.**

A. Models literate and ethical practices in ELA teaching, and engages in/reflects on a variety of experiences related to ELA.

**Date:**                    **Evidence:**

**Date:**                    **Evidence:**

**Rating:** 0       1       2       3

B. Engages in and reflects on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

**Date:**                    **Evidence:**

**Date:**                    **Evidence:**

**Rating:** 0       1       2       3

**Average Rating:**  
**(Add all ratings, then divide by 23) \_\_\_\_\_**

**Additional Commendations and Recommendations:**