ANGELO STATE UNIVERSITY

Cooperating teacher Survey

Exit this survey

To assist Angelo State University's Department of English with its continuing review of the program of study for prospective teachers of secondary English, we would like your input. Thank you for your help in this important endeavor.

Please enter the following information

Student Teacher's Name:

Term:

Secondary School Name:

Cooperating Teacher's Name:

Please rate the student teacher by using the rating scale below:
4=Exceeds Expectations
3=Proficient
2=Below Expectations
1=Un-satisfactory
0=Unable to Evaluate

I. Integrating the Language Arts Program

	4	3	2	1	0
Does the student teacher show the potential to develop lessons that make connections between English Language Arts and developments in culture, society, and education?					
Does the student teacher show the potential to develop lessons in which he/she integrates knowledge of students' language acquisition and development into instruction and assignments that continue students' language development?					
Does the student teacher show the potential to develop lessons that integrate critical reading, writing, speaking, listening, viewing, and thinking?					

Comments:

II. Incorporating Reading Processes and Skills for Literary and Nonliterary Texts

	4	3	2	1	0
Does the student teacher's knowledge of diverse texts (e.g., multicultural literature, young adult literature, canonical literature, nonfiction) reveal the potential to integrate into his/her teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty?					

	4	3	2	1	0

Does the student teacher's knowledge of literature reveal the potential to integrate into students' learning experiences a wide variety of strategies to help students interpret, evaluate, and appreciate a broad historical and contemporary spectrum of United States, British, and world literary texts?

Comments:

[   ]

III. Developing Competence in Writing, Oral Communication, and Media Literacy

	4	3	2	1	0

Does the student teacher show the potential to provide opportunities for students to develop and practice critical listening, speaking, and writing skills?

Does the student teacher show the potential to develop lessons designed to help students develop skills in interpreting, analyzing, and producing messages in various media for various audiences and purposes?

Does the student teacher show the potential to practice and teach various aspects of the recursive writing process (e.g., exploring, planning, revising, editing, evaluating) to generate meaning and clarify understanding?

Does the student teacher show the potential to create activities or lessons designed to help students develop skills in interpreting, analyzing, and producing messages (e.g., aural, visual, digital, and print-based) in various media?

Does the student teacher show the potential to provide a variety of opportunities for students to develop their oral and written language for a variety of audiences and purposes?

Comments:

[   ]

V. Dispositions for Teaching

	4	3	2	1	0

Does the student teacher demonstrate a belief that all children can learn?

Does the student teacher demonstrate a commitment to using reflective practice as the means for designing a well-conceived plan for development of professional and ethical standards through collaboration with the academic and professional communities?

Does the student teacher demonstrate a respect for individual differences of ethnicity, race, language, culture, gender, and ability?

Comments:

[   ]

Because the Department of English values your perspective of our program for training future teachers of

secondary English, we encourage you to include any additional comments.

Submit