OSWEGO
STATE UNIVERSITY OF NEW YORK

Curriculum and Instruction Department
Student Teaching Evaluation Form for **Modern Language Education**

Teacher Candidate_____   Semester_____

Supervisor_____   Course_____

Cooperating Teacher_____   School District_____

Host School_____   Language_____

Use the following rubric to evaluate the student teacher's performance in the classroom on each of the criteria in the categories of Planning, Instruction, Assessment, and Professionalism. These criteria reflect the ACTFL Standards, a set of knowledge, dispositions, and performances deemed essential for beginning modern language educators and the expectations that SUNY Oswego School of Education has for its Modern Language Education teacher candidates. Space for commentary, goal-setting, and feedback is provided at the end of this form.

The Candidate:				
Planning				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Plans with Students in Mind ACTFL 3b	Seeks to knows the students well, and consistently plans instruction appropriate to their physical, cognitive, emotional, and social developmental.	Seeks to know the students, and plans instruction appropriate to some of their physical, cognitive, emotional, and social developmental characteristics.	Seeks limited knowledge of the students. May recognize differences in physical, cognitive, emotional, and social developmental characteristics, but does not plan for these differences or does so on a limited basis.	
Plans with Students' Learning Needs in Mind ACTFL 3b	Consistently plans a variety of instructional approaches that accommodate different ways of learning and are differentiated to specifically address identified and special learning needs.	Plans instructional approaches that engage students in different ways of learning and that address identified and special learning needs.	May recognize that students learn in different ways and that some have identified or special learning needs, but does not plan for these differences or plans for them on a limited basis.	
Plans with Students' Language Levels and Backgrounds in Mind ACTFL 3b	Seeks to know the students' language levels and language backgrounds well, and consistently uses this information to inform and shape instructional planning.	Seeks to know the students' language levels and language backgrounds, and uses this information to select instructional approaches and learning activities.	May recognize that students have different and varied language levels and language backgrounds, but does not plan for these differences or plans for them on a limited basis.	
Plans with Language Acquisition Theory in Mind ACTFL 3a	Consistently applies language acquisition theories in planning through the integration of a wide variety of strategies purposefully selected to facilitate students' language acquisition.	Applies language acquisition theories in planning through the integration of strategies that are likely to facilitate students' language acquisition.	May be aware of concepts of language acquisition theory but demonstrates limited application of these in selecting instructional strategies to facilitate students' language acquisition.	
Plans with the Learning Standards in Mind ACTFL 4a	Uses the *Standards for Foreign Language Learning in the 21st Century* (*SFLL*), the New York State *Standards for Languages Other Than English (LOTE)*, and the *Common Core State Standards (CCSS)* as the starting point to unit and lesson planning.	Creates activities and/or adapts existing instructional materials and activities to address specific *SFLL,* NYS *LOTE*, and *CCSS* learning standards.	Applies *SFLL, NYS LOTE,* and *CCSS* learning standards to planning to the extent that instructional materials do so *or* does not refer to the *SFLL* NYS *LOTE,* or *CCSS* learning standards in planning	

The Candidate:				
Planning (continued)				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Selects Instructional Materials with the Learning Standards in Mind ACTFL 4c	Identifies a variety of authentic materials appropriate to the learning objectives to guide standards-based learning.	Identifies and/or adapts authentic materials to correspond with learning objectives and support standards-based learning.	Relies primarily on materials commercially produced for classroom use whether or not they are authentic and/or likely to support standards-based learning.	
Selects Technology-based Tools and Resources with the Standards in Mind ACTFL 4c	Identifies a variety of technology-based tools and resources appropriate to the learning objectives to actively engage students in standards-based learning.	Identifies technology-based tools and resources appropriate to the learning objectives to support standards-based learning.	Identifies technology-based resources for instructional delivery, but does not plan for students' active engagement with technology for standards-based learning.	
Plans for Integrated Communication ACTFL 4b	Uses the interpersonal-interpretive-presentational framework as the basis for planning students' communicative engagement.	Designs opportunities for students to communicate by using multiple modes of communication in an integrated manner.	May understand the connection among the three modes of communication, yet plans for one mode at a time in communicative activities or does not integrate the modes of communication in planning.	
Plans for Integrated Culture Learning ACTFL 4b	Uses the products-practices-perspectives framework as the basis for planning students' cultural exploration and comparisons.	Designs opportunities for students to explore the target language culture(s) by making cultural comparisons through the 3Ps framework.	May understand the 3Ps framework and comparison of cultures, yet plans to incorporate only one area at a time or does not integrate the framework in planning.	
Plans for Interdisciplinary Learning ACTFL 4b	Collaborates with experts in other subject areas to plan ways for students to engage in interdisciplinary learning in the target language.	Designs opportunities for students to learn about other subject areas in the target language.	May be able to identify interdisciplinary connections, yet relies on incidental appearances of connections in materials or does not plan for students to learn about other subject areas in the target language.	
Plans for Target Language Communities Connections ACTFL 4b	Plans for students' engagement with members of target language communities through a variety of means, including technology.	Plans opportunities for students to connect to target language communities by one or more means, which may include technology.	May be aware of the value of connecting to target language communities but does not explicitly plan for students to make such connections.	
Plans for On-going Assessment ACTFL 5a	Plans for on-going assessment of students' achievement of standards-based learning objectives and language proficiency development through both informal and formal means, including performance assessments. Makes students aware of the criteria for evaluation.	Plans for on-going assessment of students' achievement of standards-based learning objectives through both informal and formal means.	May understand the concept of on-going assessment of students' achievement of standards-based learning objectives, yet plans primarily for the assessment of discrete knowledge and skills or does not plan for on-going assessment.	

The Candidate:				
Instruction				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Teaches with the Target Language ACTFL 3a	Consistently uses the target language to the maximum extent at all levels of instruction, tailoring it to students' developing proficiency levels and implementing strategies to maximize comprehensibility. Regularly and spontaneously engages with students in the target language and in negotiation of meaning. Supports students' strategy development for interpreting target language input.	Uses the target language to a substantial extent at all levels of instruction, tailoring it to students' developing proficiency levels and implementing strategies to maximize comprehensibility. Engages with students in the target language and in the negotiation of meaning.	Uses the target language for specific aspects of classroom lessons, but limits or does not engage in spontaneous interactions and negotiation of meaning with students in the target language.	
Manages Lessons and the Learning Environment ACTFL 3b	Consistently maximizes available time and opportunities for teaching and learning through organization, allocation, and coordination of resources, including time and physical space. Selects and applies a range of management strategies to motivate and maintain students' engagement throughout lessons.	Generally uses available time and opportunities for teaching and learning through organization, allocation, and coordination of resources, including time and physical space. Selects and applies management strategies to motivate and maintain students' engagement during lessons.	May know and understand the importance of managing teaching and learning resources, yet does not apply this knowledge in a consistent or effective way.	
Communicates with Clarity	Consistently draws on a wide range of communication modes, tools, and strategies to make lesson content and accompanying explanations highly accessible and comprehensible to students with diverse learning needs.	Draws on a range of communication modes, tools, and/or strategies to make lesson content and accompanying explanations accessible and comprehensible to students with diverse learning needs.	May understand the importance of communicating lesson content and explanations with clarity, yet has not yet demonstrated consistency, skill, and/or strategy use to make lesson content accessible and comprehensible to students with diverse learning needs.	
Teaches with Accuracy	Consistently presents highly accurate lesson content in explanations, resources, and models to assure students' access to quality language and culture learning opportunities.	Presents accurate lesson content in explanations, resources, and models to assure students' access to quality language and culture learning opportunities.	May understand the importance of accuracy in all aspects of instruction, yet is inconsistent and/or inaccurate in explanations, resources, and/or models used in teaching lesson content.	
Promotes and Manages Students' Target Language Interactions ACTFL 3b	Consistently engages students in meaningful communicative activities and tasks reflective of the learning standards and curricular goals. Manages partner and small group communicative activities to assure individual accountability and collaboration and to maximize target language output by all students.	Engages students in communicative activities and tasks that are meaningful and standards-based. Manages partner and small group communicative activities to assure all students' participation and target language output.	May understand the importance of engaging students in meaningful communicative activities and tasks, yet limits the implementation of these to the use of those that occur in instructional materials or primarily carries out whole-group instruction. Manages partner and small group communicative activities and tasks to a limited degree.	

The Candidate:				
Instruction (continued)				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Teaches with Students' Learning Needs in Mind ACTFL 3b	Consistently provides students a variety of scaffolds to support and promote their learning. Explicitly teaches and models learning strategies. Is attentive to students' understanding, progress, and motivation and makes appropriate and immediate adjustments to teaching to better meet the students' learning needs.	Generally provides students scaffolds to support and promote their learning. Integrates the teaching of learning strategies on occasion. Is attentive to students' understanding, progress, and motivation and makes adjustments to teaching to better meet the students' learning needs.	May understand the importance of scaffolding student learning, yet implements too many or too few scaffolds to effectively promote and support student learning. Does not explicitly teach learning strategies. May identify that adjustments need to be made to instruction, yet primarily adheres to the prepared lesson plan or instructional materials.	
Promotes Students' Thinking ACTFL 3b	Consistently uses both questioning strategies and task-based activities to promote students' critical thinking and problem-solving related to learning objectives.	Uses questioning and task-based activities to promote students' critical thinking and problem-solving skills.	May understand the importance of promoting students' critical thinking and problem solving, yet primarily relies on questioning and task-based activities that seek short answers, discrete responses, and/or factual information.	

The Candidate:				
Assessment				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Assesses Students' Learning in Multiple Ways throughout Instruction ACTFL 5a	Actively assesses student progress toward all learning objectives throughout instruction using a wide range of informal and formal assessments.	Assesses student progress toward learning objectives throughout instruction using a variety of informal and formal assessments.	May understand the importance of assessing student progress toward learning objectives in multiple ways throughout instruction, yet carries out limited assessment or relies solely on prepared testing materials.	
Assesses Students' Standards-based Performances ACTFL 5a	Uses performance assessments that incorporate authentic audio, visual, or print texts from the target culture(s) to measure students' abilities to carry out Interpretive, Interpersonal, and Presentational modes of communication. These assessments encompass a variety of response types and provide opportunities for students' self-assessment.	Uses performance assessments that incorporate authentic texts from the target culture(s) to measure students' abilities to carry out one or more modes of communication. These assessments encompass a variety of response types.	May understand the importance of standards-based performance assessments, yet relies on traditional forms of assessment that do not include authentic texts or that do not assess student performances in the modes of communication.	
Analyzes and Interprets Learning Outcomes ACTFL 5b	Analyzes the results of students' performances to discern areas of success and underlying inaccuracies for the whole group and individual students. Interprets student progress in terms of language proficiency and cultural knowledge. Prompts students to engage in analysis of their own learning outcomes.	Analyzes the results of students' performances to discern areas of success and underlying inaccuracies. Interprets student progress in terms of language proficiency and cultural knowledge.	Interpret students' learning outcomes in terms of correct or incorrect responses.	

The Candidate:				
Assessment (continued)				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Provides Meaningful Feedback on Learning Outcomes ACTFL 5c	Provides meaningful feedback to students and other stakeholders regarding how the assessment outcomes represent language proficiency and cultural knowledge. Interprets the outcomes in terms of goals for continued growth and engages the students in goal-setting.	Provides meaningful feedback to students and other stakeholders regarding assessment outcomes. Interprets the outcomes in terms of goals for continued growth.	May understand the importance of meaningful feedback on learning outcomes, yet limits feedback to the accuracy of given responses and/or grades.	
Acts on Learning Outcomes ACTFL 5b	Uses assessment results to inform and adjust teaching, for whole group improvement, and to help individual students identify the gaps in their knowledge and skills.	Uses insights gained from assessing student performances to conduct whole group review and to adapt, change, and reinforce instruction.	Uses assessment results to conduct whole group remediation or review.	

The Candidate:				
Professionalism				
	3 - Target	**2 - Acceptable**	**1 - Unacceptable**	**Rating**
Engages in Reflective Practice to Improve Teaching and Learning ACTFL 6a	Systematically engages in reflection on student learning outcomes through formal and informal means to inform and improve future planning and instruction.	Regularly engages in reflection on student learning outcomes to inform and improve future planning and instruction.	May understand the importance of reflection on student learning outcomes, yet relies mostly on input from others to prompt or frame reflection.	
Seeks Opportunities for Professional Growth ACTFL 6a	Identifies and actively engages in multiple pathways for professional growth. Has a plan for on-going professional growth and development.	Seeks suggestions for ways in which to grow professionally. Establishes a plan for pursuing these.	May understand the importance of professional growth, yet relies on suggestions or expectations from others to determine what paths to pursue.	
Advocates for Language Learning ACTFL 6b	Has a well-developed, multi-faceted rationale for the value of language learning that is explicitly communicated to students and other stakeholders.	Has a well-developed rationale for the value of language learning that is communicated to students and other stakeholders.	May understand the importance of advocating for the value of language learning, but has an underdeveloped rationale or does not communicate it to students and other stakeholders.	
Interacts Professionally ACTFL 6c	Consistently interacts with others in the school and in other professional settings with exemplary conduct and interpersonal skills.	Interacts with others in the school and in other professional settings with an appropriate level of professionalism in regard to conduct and interpersonal skills.	May understand the importance of interacting with others professionally, yet limits professional language or conduct to particular situations or particular people.	

Continue onto next page for commentary, feedback, and signature.

Commentary regarding Strengths:

Suggested Goals:

Additional Feedback:

Name of Person Completing this Form_____

Role of Person Completing this Form: (Check one.):   ☐ Supervisor   ☐ Cooperating Teacher

Signature:_____ Date_____