



Foreign Language Student Teaching Evaluation Form – French, Spanish, German (_____ MID TERM) (_____ FINAL)

Student Teacher _____ Cooperating Teacher _____ Date _____

Field Supervisor _____ School Site _____

Signature of Evaluator _____ Grade/Subject _____

Standard 1 – Language, Linguistics, Comparisons

<p>1a. Language Proficiency</p>	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> ▪ Intermediate-High (speaking & writing) ▪ As listener, identifies main ideas, most important details, author's/cultural perspective, move beyond literal comprehension ▪ Delivers oral pre-planned presentations on familiar topics, uses notes, basic vocabulary ▪ Able to meet all practical writing needs; writing generally comprehensible to native speakers ▪ Minimal use of resources to access TL world beyond the classroom 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> ▪ Advanced-Low (speaking & writing) ▪ As listener, moves beyond literal comprehension, infers meanings in new contexts, infers/interprets author's intent, offers personal interpretation of message ▪ Extemporaneous oral presentations on familiar literary & cultural topics, connected discourse & wide range of time frames & vocab ▪ Able to write routine social correspondence, familiar and factual topics; writing understood by readers used to second language learners' writing ▪ Maintains & enhances proficiency through resources to access TL world beyond the classroom 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> ▪ Advanced-Mid (speaking & writing) ▪ As listener, interprets messages on various levels, analyzes from various perspectives, gives detailed personal interpretation based on rich cultural knowledge ▪ Oral presentations on wide variety of topics, extended discourse & specialized vocabulary tailored to audience ▪ Writes summaries, familiar topics of interest & current, public events; writing readily understood by native speakers not used to writing of non-natives ▪ Systematically improves proficiency through a variety of effective materials, methodologies & technologies
Standard 1a Score =			
<p>1b. Linguistics</p>	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> ▪ Recognizes phonemes & allophones different from native language ▪ Recognizes languages have different ways in which morphemes are put together to form words ▪ Recognizes TL's syntactic patterns & discourse as a string of sentences ▪ Understands literal meanings of words; often applies semantic categories of native language ▪ Recognizes and identifies rules of TL ▪ Aware of pragmatic and 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> ▪ Identifies phonemes & allophones; understands rules of sound system' diagnose own pronunciation difficulties ▪ Identifies morphemes and describe how they are put together to form words; use morphological clues to decode new words ▪ Describe syntactic patterns; recognize key cohesive devices used in connected discourse ▪ Understands inferred meanings & high frequency idiomatic expressions; identifies semantic differences with native language ▪ Explains & exemplifies TL rules ▪ Identifies pragmatic and sociolinguistic features of TL discourse ▪ Recognizes key changes in TL over time & discrepancies between contemporary usage 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> ▪ Describes differences of own and TL phonological systems; can explain sound system rules and own pronunciation difficulties ▪ Uses strategies to identify and uses new words by recombining morphemes ▪ Identifies how syntactic patterns are used to reflect nuances of meaning; creates connected discourse ▪ Understands cultural meanings & variety of idiomatic expressions; describes differences between semantic systems ▪ Describes in detail TL rules and uses to express nuance ▪ Explains pragmatic and sociolinguistic features of TL discourse and how they

	<p>sociolinguistic features of TL discourse</p> <ul style="list-style-type: none"> Recognizes TL changes over time Asks questions when lacks knowledge of TL system 	<p>and instructional materials</p> <ul style="list-style-type: none"> Investigates TL system on own 	<p>convey contextual and cultural meaning</p> <ul style="list-style-type: none"> Describes system of changes of TL over time; familiar with contemporary TL usage Accommodates gaps in TL system knowledge through learning on own
			Standard 1b Score =
1c. Language Comparisons	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> Recognizes differences exist between TL and other languages Recognizes that varieties of the TL exist Learns TL varieties in formal educational contexts 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> Identifies key differences between TL and other languages and includes this info in language instruction Identifies key features of varieties of TL in terms of gender & dialect Learns about TL varieties through interactions with native speakers outside of class 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> Uses comparisons of TL and other language to systematically plan for language instruction Describes system of rules governing differences of varieties of TL and explains factors affecting the differences Learns about TL varieties through immersion experiences
			Standard 1c Score =
			Overall Standard 1 Score =
Standard 2 - Cultures, Literatures, Cross-Disciplinary Concepts			
2a. Cultural Understandings	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> Cites examples of cultural practices, products, perspectives Experiences with target culture limited to instruction or travel/tourism Relies on cultural analyses done by others or learned through study Integrates discrete pieces of cultural information into instruction Focuses on familiar and factual cultural content 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> Cites key cultural perspectives and provide support through description of products & practices Spends planned time in target culture/community Analyzes and hypothesizes about unknown or unfamiliar cultural issues Integrates culture into daily lessons and units Integrates cultural insights with TL; extends own knowledge 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> Views target culture as a system Collects own cultural observations from extended time in target culture Collects and uses instructional materials that pose significant cultural questions/ changes Systematically integrates culture into instruction Emphasizes cultural concepts while teaching; builds a large repertoire of cultural knowledge and experiences
			Standard 2a Score =
2b. Literary & Cultural Texts & Traditions	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> Aware of & has read excerpts, abridgements, or reviews of major literary texts Uses literary & cultural texts in planning; elicits literal interpretation of them Uses texts available in curriculum materials 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> Interprets defining, literary texts, themes, authors, historical style & text types Integrates texts into lessons & design language competencies, meanings, & cultural perspectives through their use Enriches curriculum materials with literary & cultural texts 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> Interprets & synthesizes ideas and critical issues from literary & other historical & contemporary cultural texts Systematically uses literary & cultural texts to help students gain insights into target culture and expand language competencies Uses age-appropriate materials valued by the culture in instruction

			Standard 2b Score =
2c.Integrating Other Disciplines in Instruction	1-Approaches Standard <ul style="list-style-type: none"> ▪ Integrates discrete pieces of information, usually from curriculum materials ▪ Integration is minimal 	2-Meets Standard <ul style="list-style-type: none"> ▪ Integrates concepts from other subject areas and teaches strategies to learn this new content in TL ▪ Collaborates with colleagues to integrate language instruction ▪ Willing to learn new content with students 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Implements a content-based approach to language instruction base on language and subject-area integration ▪ Systematically plans integration with colleagues ▪ Works with students to acquire new info and perspectives across disciplines
			Standard 2c Score =
			Overall Standard 2 Score =
Standard 3 – Language Acquisition Theories and Instructional Practice			
3a. Language Acquisition & Supportive Classroom Environment	1-Approaches Standard <ul style="list-style-type: none"> ▪ Aware of concepts of language acquisition; connects theory to practice; growing awareness of connection of learning and use of instructional strategies ▪ Uses TL for specific parts of instruction, avoiding spontaneous interaction with students ▪ Irregular instructional opportunities to negotiate meaning with students ▪ Communicative activities engage students in meaningful interactions as outlined in curriculum materials ▪ Students provide predictable and/or correct answers ▪ Traditional teacher role ▪ Feedback to students is mainly evaluative, focusing on accuracy ▪ Encourages student progress in learning curriculum 	2-Meets Standard <ul style="list-style-type: none"> ▪ Understanding of language acquisition theories, applying them to design of instructional strategies for K-12 students ▪ Use of TL to maximum extent in all levels of instruction, including spontaneous interaction with students ▪ Negotiates meaning with students when spontaneous interactions occur; teach ways to negotiate meaning with others ▪ Designs communicative activities for students to interact with each other on curricular themes and student interests ▪ Students provide open-ended, personalized responses ▪ Teacher is facilitator of learning ▪ Feedback to students focuses on meaning and accuracy ▪ Encourages students to take risks in using TL 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Applies language acquisition theories to instructional practice with ease & flexibility, exhibiting originality in designing instruction ▪ Structures classes to maximize use of TL at all levels of instruction ▪ Negotiation of meaning is integral to classroom interaction ▪ Meaningful interaction is at the heart of language instruction; students engage in communicative, interesting activities on a regular basis ▪ Personalized, creative language use is central to all instructional activities ▪ Principal role of teacher is as facilitator of learning ▪ Engages students in monitoring own progress and feedback ▪ Rewards students for taking risks in using TL
			Standard 3a Score =
3b. Instructional Practices based on Learning Outcomes & Learner Diversity	1-Approaches Standard <ul style="list-style-type: none"> ▪ Recognizes students’ different developmental characteristics & needs and the existence of different instructional models & techniques ▪ Recognizes different FL program models 	2-Meets Standard <ul style="list-style-type: none"> ▪ Describes students’ different developmental characteristics & uses different instructional models & techniques to accommodate the differences ▪ Describe show different FL program models lead to different language outcomes 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Plans instruction according to students’ different developmental characteristics & needs and tailors instruction to meet those needs ▪ Designs and/or implements specific FL program models that lead to different

	<ul style="list-style-type: none"> ▪ Uses a limited variety of instructional strategies to address different student language levels, backgrounds, learning styles ▪ Identifies how individual students learn ▪ Identifies students' special needs and adapt instruction to meet them ▪ Learning activities allow little room for critical thinking/ problem-solving ▪ Primarily large-group instruction ▪ Primarily short-answer questioning strategy ▪ Adapts instruction to meet student needs when instructed how to do so 	<ul style="list-style-type: none"> ▪ Uses a variety of instructional strategies to address different student language levels, backgrounds, learning styles ▪ Identifies multiple ways in which students learn when engaged in language activities ▪ Implements variety of instructional techniques to address specific special needs of students ▪ Learning activities promote critical thinking/ problem-solving ▪ Students work in structured small groups and pairs ▪ Recognizes different instructional objectives of questioning strategies and task-based instruction ▪ Learning about student needs and adapt instruction 	<p>language outcomes</p> <ul style="list-style-type: none"> ▪ Consistently plans for instructional strategies that address different student language levels, backgrounds, learning styles ▪ Plans for and implements variety of instructional strategies that accommodate different ways of learning ▪ Anticipates students' special needs in planning ▪ Students are rewarded for engaging in critical thinking/ problem-solving ▪ Regular small-group and pair work used, students self-monitor & regulate their work ▪ Integrates both questioning and task-based activities based on learning objectives ▪ Values diversity and works with others to address student needs
			Standard 3b Score =
			Overall Standard 3 Score =
<i>Standard 4 – Integration of Standards into Curriculum and Instruction</i>			
4a. ACTFL & State Standards: Planning	1-Approaches Standard <ul style="list-style-type: none"> ▪ Names goal areas and standards ▪ Applies goal areas and standards to planning ▪ Applies national and state standards to the extent they are explicitly integrated in their curriculum materials 	2-Meets Standard <ul style="list-style-type: none"> ▪ Describes how goal area and standards are addressed in instruction ▪ Creates unit/lesson objectives that address goal areas and standards; designs/adapts instruction to them ▪ Integrates national and state standards even if curriculum materials not standards-based 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Uses standards as a rationale for the significance of language study ▪ Uses goal areas and standards to design curriculum, unit, & lesson plans ▪ Articulates rationale for using national and state standards as basis for curriculum development
			Standard 4a Score =
4b. ACTFL & State Standards: Instruction	1-Approaches Standard <ul style="list-style-type: none"> ▪ Conducts activities to the extent that their curriculum materials are connected to standards ▪ Understands connection among interpersonal, interpretive, & presentational modes of communication; focus on one at a time in instruction ▪ Understands anthropological view of culture in terms of products, practices, perspectives ▪ Makes connections to other 	2-Meets Standard <ul style="list-style-type: none"> ▪ Adapts activities to specific goal areas and standards ▪ Designs opportunities for interpersonal, interpretive, & presentational modes of communication in an integrated manner ▪ Designs opportunities to explore TL culture through products, practices, perspectives ▪ Designs connections to other subjects; collaborate with colleagues who teach those subjects ▪ Provides opportunities for students to connect to TL communities 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Goal areas and standards are the focus of all classroom activities ▪ The interpersonal-interpretive-presentational framework is basis for planning and implementing classroom communication ▪ Uses products-practices-perspectives framework as basis for planning & implementing communication ▪ Designs content-based curriculum through collaboration with colleagues of other subjects ▪ Uses TL communities as component of

	<p>subjects as outlined in instructional materials</p> <ul style="list-style-type: none"> Helps students connect to TL communities Integrates goal areas and standards only if explicitly integrated in instructional materials 	<ul style="list-style-type: none"> Design s& implements standards-based activities, even if absent in instructional materials 	<p>planning and instruction</p> <ul style="list-style-type: none"> Uses goal areas and standards to drive instruction
			Standard 4b Score =
4c. Instructional Materials	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> Selection of instructional materials based on short-term objectives Uses primarily materials created for classrooms Uses commercially developed materials as is Uses instructional materials readily available 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> Uses knowledge of standards to select and designs instructional materials Integrates authentic materials into classroom activities Adapts materials to reflect standards Locates additional materials when needed 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> Bases design of creative, instructional materials on standards, justifies use of these materials Uses authentic materials to plan for and deliver instruction Adapting materials for effective, standard-based learning is integral to planning Seeks out appealing materials to address standards
			Standard 4c Score =
			Overall Standard 4 Score =
Standard 5 - Assessment of Languages and Cultures			
5a. Assessment Models	<p>1-Approaches Standard</p> <ul style="list-style-type: none"> Recognizes purposes of formative & summative assessments as set forth in prepared testing materials Uses interpretive assessments from others Uses measures of interpersonal communication from others Uses presentational assessments from others Assesses isolated cultural facts Scores subsets of communication modes Cites role of performance assessment in the classroom and attempt to measure performance 	<p>2-Meets Standard</p> <ul style="list-style-type: none"> Designs formative assessments to measure achievement during and summative assessment at the end of unit of learning Designs performance assessments to measure comprehension and interpretations of authentic oral & written texts; uses variety of response types Designs performance assessment to measure students' ability to negotiate meaning Designs assessments that measure how well students speak and write in planned contexts; uses holistic and/or analytic scoring methods Assessments apply cultural frameworks to authentic documents Integrated performance assessments lead students through a series of communicative tasks Designs assessment that capture successful communication and cultural understandings 	<p>3-Exceeds Standard</p> <ul style="list-style-type: none"> Designs system of formative & summative assessment to measure overall proficiency on ongoing basis Designs assessments that encourage students to interpret oral & printed texts of students' choice. Training or experience with conducting & rating reliable, interpersonal assessments Students self-assess their performance on presentational tasks Assesses problem-solving tasks in content areas of interest to students Performance assessments based on models in literature or professional organizations Assessment results used to improve teaching and track student learning; drive planning and instruction
			Standard 5a Score =

5b. Analysis of & Teaching Decisions based on Assessment Results	1-Approaches Standard <ul style="list-style-type: none"> ▪ Assessments interpreted as correct/incorrect ▪ Uses assessment results to conduct whole group remediation or review ▪ Uses assessment that can be scored quickly & mechanically 	2-Meets Standard <ul style="list-style-type: none"> ▪ Results of student performances used to discern global success and underlying inaccuracies ▪ Uses insights from assessment results to adapt, change, reinforce instruction ▪ Incorporates what is learned from assessments into adjustments of instruction 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Students taught to reflect on their performances in both a global and analytic fashion ▪ Uses assessment results with individual students to help them identify gaps in knowledge & skills ▪ Uses results of assessment to improve teaching and student learning
			Standard 5b Score =
5c. Reporting Assessment Results	1-Approaches Standard <ul style="list-style-type: none"> ▪ Reports student progress in terms of grades, scores and discrete aspects of language or cultural facts ▪ Identifies stakeholders and their roles & interests in assessment of student progress ▪ Uses short-cut ways to report results 	2-Meets Standard <ul style="list-style-type: none"> ▪ Interprets and reports on student progress in terms of language proficiency and cultural knowledge ▪ Reports progress to students and parents using appropriate terminology & examples ▪ Reports results accurately & clearly 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Identifies ways to involve students in understanding testing and scoring so they gain confidence in self-assessment and planning for personal growth ▪ Communicates to various audiences how assessment reflects language proficiency ▪ Tailors reports of results to particular stakeholders
			Standard 5c Score =
			Overall Standard 5 Score =
Standard 6 - Professionalism			
6a. Professional Development	1-Approaches Standard <ul style="list-style-type: none"> ▪ Identifies appropriate professional communities ▪ Articulates need for ongoing professional development ▪ Recognizes potential of reflection and research for effective professional practice ▪ Responds to others' suggestions for professional growth 	2-Meets Standard <ul style="list-style-type: none"> ▪ Participates in at least one professional organization ▪ Identifies immediate professional development needs ▪ Frames own reflection & research questions; engages in reflective process to improve teaching & learning ▪ Seeks opportunities for professional growth 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Identifies and participates in multiple professional communities ▪ Outlines process for identifying ongoing professional development needs ▪ Systematically engages in analysis of student work & planning of instruction ▪ Develops own plan for professional growth
			Standard 6a Score =

6b. Knowing Value of FL Learning	1-Approaches Standard <ul style="list-style-type: none"> ▪ Realizes importance of developing a rationale for FL learning ▪ Identifies main data sources for accessing FL-specific data ▪ Understands the importance of networks & role they play in advocacy efforts ▪ Believes that FL study benefits mostly a particular group of students 	2-Meets Standard <ul style="list-style-type: none"> ▪ Develops a rationale for FL learning ▪ Chooses appropriate data sources to develop products in support of FL learning for designated audiences ▪ Provides evidence of importance of alliances to advocate for K-12 FL learning ▪ Believes all students should have opportunities to learn FLs 	3-Exceeds Standard <ul style="list-style-type: none"> ▪ Articulates rationale for FL learning, including benefits to students & society ▪ Accesses multiple sources of data, synthesizes findings to prepare rationale for FL learning for diverse audiences ▪ Initiate collaborative efforts to advocate for K-12 FL learning ▪ Advocates for K-12 FL learning for all students
			Standard 6b Score =
			Overall Standard 6 Score =

Notes and Comments: