

**Stony Brook University
Professional Education Program**

Teacher Candidate Evaluation Form

ACTFL Thematic Standards – Performance Evidence

Teacher Candidate: _____ USBID: _____

Cooperating Teacher or
University Instructor: _____ Grade: _____

Methods I Methods II Student Teaching Placement 07-9 010-12

DIRECTIONS

The American Council on the Teaching of Foreign Languages (ACTFL) requires all accredited education programs to provide performance evidence showing how well teacher candidates can plan and deliver instruction aligned with the 6 ACTFL Thematic Standards. This form is one means for gathering this information.

Stony Brook instructors use this form to evaluate lesson and unit planning in the methods courses, and it is also used to assess the classroom performance of our student teachers.

We ask that all cooperating teachers complete this form for their student teachers at the end of the placement. Feedback from cooperating teachers is especially important for the continued development of the student teacher since they are in the best position to assess the ability of student teachers to meet the various standards in an authentic classroom setting. This form also provides the Foreign Language Teacher Preparation program with useful information on the strengths and weaknesses of our program.

FOR COOPERATING TEACHERS

On the back of this page, please check the box which best reflects the teacher candidate's ability to plan and deliver instruction pertaining to the individual standards. **Student teacher performance should be assessed in relation to standards for beginning teachers. We strongly encourage the use of narrative comments to expand upon candidate strengths and weaknesses in the individual standards. We also appreciate your willingness to provide narrative comments on the following pages.**

1. Does Not Meet Standards/Inadequate
2. Minimally Meets Standards/Basic Proficiency
3. Meets Standards
4. Exceeds Standards

RUBRIC

1	2	3	4
Does not meet standards	Minimally meets standards	Meets standards	Exceeds standards
Does not address the standard, does not understand the standard or use it properly in a lesson or unit where it should be taught, and/or does not adequately design instruction with respect to this standard.	Addresses the standard, but may not adequately capture the significance of the standard for the topic being taught and/or effectively communicate it to the students.	Standard is addressed where appropriate in the unit or course and the main underlying ideas are effectively communicated to the students.	Standard is addressed where appropriate and the main understandings are communicated by relating them to the topic in a sophisticated manner and employing well-conceived learning activities.

Teacher Candidate: _____

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1

2

3

4

I. Language, Linguistics, Comparisons

Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

Evidence in planning & teaching

Comments:

Standard 1.b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

Evidence in planning & teaching

Comments:

Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Evidence in planning & teaching

Comments:

II. Cultures, Literatures, Cross-Disciplinary Concepts

Standard 2.a. Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

Evidence in planning & teaching

Comments:

Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.

Evidence in planning & teaching ○ ○ ○ ○

Comments:

Standard 2.c. Integrating Other Disciplines In Instruction. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Evidence in planning & teaching ○ ○ ○ ○

Comments:

III. Language Acquisition Theories and Instructional Practices

Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.

Evidence in planning & teaching ○ ○ ○ ○

Comments:

Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Evidence in planning & teaching ○ ○ ○ ○

Comments:

IV. Integration of Standards into Curriculum and Instruction

Standard 4.a. Understanding and Integrating Standards In Planning. Candidates demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and they integrate these frameworks into curricular planning.

Evidence in planning

Comments:

Standard 4.b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.

Evidence in teaching

Comments:

Standard 4.c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Evidence in planning & teaching

Comments:

V. Assessment of Languages and Cultures

Standard 5.a. Knowing assessment models and using them appropriately. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.

Evidence in planning & teaching

Comments:

Standard 5.b. Reflecting on assessment. Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.

Evidence in planning & teaching

Comments:

Standard 5.c. Reporting assessment results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Evidence in planning & teaching ○ ○ ○ ○

Comments:

VI. Professionalism

Standard 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Evidence in planning & teaching ○ ○ ○ ○

Comments:

Standard 6.b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Evidence in planning & teaching ○ ○ ○ ○

Comments: