FOREIGN LANGUAGE SUBJECT AREA OBSERVATION FORM D-1(FS)

Form D-1FS: Foreign Languages-Student Teacher Performance Evaluation Addendum

Using the 2002 ACTFL Foreign Language Professional Standards

Subject Area: French and Spanish

This form is to be completed by the content-area supervisor twice during each of the placements. Assessment reflects ACTFL/NCATE standards.

Student Name: __________________________  Date of Observation: ______________________

Host School: ___________________________  Class/Subject Taught: ________________________

Observer: _______________________________  Mileage: ________________________________

Cooperating teacher: ______________________

Lesson Content Title: ____________________

This evaluation is to be completed by the university supervisor and/or the cooperating teacher at least twice for each student teacher during the student teacher’s fifteen-week placement. Evaluate our student teacher in three ways for each ACTFL standard. Record each of your assessments by circling the appropriate quantitative criteria to indicate 1) evidence in planning; 2) evidence in teaching, and 3) evidence of effectiveness in producing the desired student learning. The performance levels on the evaluation scale are as follows:

1: Below standards – unprepared, excessive errors, lack creativity, little information
2: Approaching standards – somewhat prepared, many errors, some creativity, basic information
3: Meeting standards – adequately prepared, few errors, limited creativity, good information
4: Above standards – well prepared, minimal errors, creative, specific information and details
5: Exceeding standards – extremely well prepared, negligible errors, extremely creative, very detailed information
N/A: Not applicable
ACTFL Standard 1: Language, Linguistics, Comparisons

1) Candidate demonstrates language proficiency (grammar and pronunciation): effective in communicative skills. (ACTFL 1a)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Planning</th>
<th>Teaching</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

2) Candidate identifies language comparisons by comparing and contrasting target language with native language to help students understand the language systems. (ACTFL 1c)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Planning</th>
<th>Teaching</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

ACTFL Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts

3) Candidate demonstrates cultural competence through such means as: (ACTFL 2)
   - Literary and cultural texts and traditions
   - Embedded culture into curriculum, instruction and assessment
   - First-hand knowledge and/or experiences

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Planning</th>
<th>Teaching</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

4) Candidate integrates other disciplines in instruction showing interdisciplinary nature of foreign language instruction. (ACTFL 2c)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Planning</th>
<th>Teaching</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

ACTFL Standard 3: Language Acquisition Theories and Instructional Practices

5) Candidate demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for the negotiation of meaning and meaningful interaction for maximum learning. (Role of facilitator – positive feedback to students) (ACTFL 3a)

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Planning</th>
<th>Teaching</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
ACTFL Standard 4: Integration of Standards into Curriculum and Instruction

6) Candidate demonstrates understanding of language acquisition in lesson planning and in class by integrating Standards for Foreign Language Learning and the state standards into curriculum and instruction and develops a variety of instructional practices that reflect language outcomes and learner diversity. (Use of NYS standards and curricular goals to evaluate, select, design, and adapt instructional resources) (ACTFL 3b & 4)

Evidence in planning: 1 2 3 4 5 N/A
Evidence in teaching: 1 2 3 4 5 N/A
Evidence in effectiveness in producing desired student learning: 1 2 3 4 5 N/A

Comments:

ACTFL Standard 5: Assessment of Languages and Cultures

7) Candidate assesses regularly and demonstrates knowledge of multiple ways of assessment that are age-and level-appropriate; he/she implements purposeful measures and reflects on results of student assessments to adjust instruction accordingly, analyzes the results of assessments and uses success and failure to determine the direction of instruction. (ACTFL 5)

Evidence in planning: 1 2 3 4 5 N/A
Evidence in teaching: 1 2 3 4 5 N/A
Evidence in effectiveness in producing desired student learning: 1 2 3 4 5 N/A

Comments:

8) Candidate uses target language to the maximum in class.

Evidence in planning: 1 2 3 4 5 N/A
Evidence in teaching: 1 2 3 4 5 N/A
Evidence in effectiveness in producing desired student learning: 1 2 3 4 5 N/A

Comments:

9) Candidate integrates various forms of technology in foreign language instruction and classroom.

Evidence in planning: 1 2 3 4 5 N/A
Evidence in teaching: 1 2 3 4 5 N/A
Evidence in effectiveness in producing desired student learning: 1 2 3 4 5 N/A

Comments:

10) Candidate demonstrates proper classroom management.

Evidence in planning: 1 2 3 4 5 N/A
Evidence in teaching: 1 2 3 4 5 N/A
Evidence in effectiveness in producing desired student learning: 1 2 3 4 5 N/A

Comments:
Additional comments: