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Part 1: Secondary WORLD LANG Assessment (ACTFL SPA Standards)

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School of Education
Secondary World Language Student Teaching FINAL Evaluation

As part of understanding what knowledge, skills, and dispositions our students possess, we are asking

you to complete an end-of-clinical evaluation. This tool is comprised of three different parts. The first

part is based on the American Council on the Teaching of a Foreign Language (ACTFL) standards for

beginning teachers. The second part contains knowledge and skills as outlined by InTASC and CAEP,

our accreditating body. The last part asks to you to consider the dispositions that are valued by the faculty at Purdue University Fort Wayne. In other words, these dispositions align with our Conceptual Framework. You will also be asked to provide a narrative summary of the Student Teacher's performance. Thank you in advance for the time you put into this evaluation - it is very important to us and the Student Teacher.

The results of this evaluation will be collected by Purdue University Fort Wayne and forwarded to the e-mails listed below:

Evaluation Information:

Date of Evaluation mm/dd/yyyy

Teacher Candidate (Student) Name

Teacher Candidate (Student) E-mail

School

Grade Level

University Supervisor Name

University Supervisor E-mail

Cooperating Teacher Name

Cooperating Teacher E-mail

The person completing this evaluation is:

◯   The Cooperating Teacher

◯   The University Supervisor

Number of students:

[ ]

STANDARD 1. Language Proficiency: Presentational Presentational Comm.: Speaking

For each of the following items in Part 1, use the developing category if the candidate demonstrates performance

described in both Acceptable and Unacceptable levels of performance.

TARGET	ACCEPTABLE	DEVELOPING	UNACCEPTABLE
Candidates deliver oral presentations on a wide variety of topics, including those of personal interest to the students. They speak in extended discourse and use specialized vocabulary. They use a	Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest to the		Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes, and the often read verbatim. They may speak in strings of

variety of strategies to tailor the presentation to the needs of their audience.

students. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.

sentences using basic vocabulary. They often focus more on the content of the presentation rather than considering the audience.

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STANDARD 2. Cultures and Concepts from Other Disciplines Cultural Knowledge

TARGET	ACCEPTABLE	DEVELOPING	UNACCEPTABLE
Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of	Candidates cite key perspectives of the target culture and connect them to cultural products and practices. Candidates use the cultural framework of Standards for Foreign Language Learning (2006) and their recently refreshed version World-Readiness Standards for Learning Languages (2015), or another cross-cultural model,		Candidates cite examples of cultural practices, products, and perspectives that reflect a developing knowledge base. Candidates chart or list similarities and differences between the target culture and their own. They tend to cite products or practices but are limited in connecting these with perspectives.

culture and hypothesize about cultural phenomena that are unclear. Candidates describe how various cultures are similar and different. | that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures.

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STANDARD 2. Cultures and Concepts from Other Disciplines Integration of culture and content from other disciplines into language lessons

TARGET	ACCEPTABLE	DEVELOPING	UNACCEPTABLE
Candidates interpret materials on topics from a number of disciplines (e.g., ecology, health) as an informed layperson would in the target culture. They acquire a wide range of language expressions from so doing and can use them to converse on similar topics.	Candidates derive general meaning and some details from materials with topics from a number of disciplines (e.g., ecology, health). They comprehend more from materials on topics with which they have some familiarity and can determine the meaning of words from context.		Candidates identify key ideas from materials on topics from other disciplines when they have studied these or when there is instructional explanation.
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STANDARD 2. Cultures and Concepts from Other Disciplines
Meaningful Classroom Interaction

TARGET	ACCEPTABLE	DEVELOPING	UNACCEPTABLE
Classroom interactions that negotiate meaning through interpersonal communication is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students' interests.		Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.
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Comments for STANDARDS 2:

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STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Adapting instruction to address students' characteristics

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates consistently use information about their students' language levels, language backgrounds, learning styles, and special learning needs to plan for and implement language instruction.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.		Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.
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STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Adapting instruction to meet students' special needs

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE TET
Candidates address their students' special needs by planning for differentiated alternative classroom activities.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.		Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.
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STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs
Use of questioning and tasks

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use		Candidates use short answer questioning as the primary strategy for eliciting language from students.

strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	tasks as they appear in their instructional materials.		
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Comments for STANDARDS 3:

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STANDARD 4: Integration of Standards in Planning and Instruction

Integration of Standards into instruction

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
SFLL or W-RSLL and state standards are the foundation of classroom practice.	Candidates adapt activities as necessary to address SFLL or W-		Candidates conduct activities that address specific SFLL or W-RSLL and state

	RSLL and state standards.		standards to the extent that their instructional materials include a connection to standards.
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STANDARD 4: Integration of Standards in Planning and Instruction

Integration of three modes of communication

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.		Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.
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STANDARD 4: Integration of Standards in Planning and Instruction

Integration of cultural products, practices, perspectives

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) by make cultural comparisons by means of the 3Ps framework.		Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.
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STANDARD 4: Integration of Standards in Planning and Instruction

Select, adapt, and integrate authentic materials and technology

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates select and adapt, as necessary, authentic materials and technology to drive standards-based classroom practice. They integrate multiple	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to		Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or

resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	acquire strategies for understanding and interpreting authentic texts available through various media.		not they are authentic or appropriate for standards-based practice.
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Comments for STANDARDS 4:

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STANDARD 5. Assessment – Impact on Student Learning
System of assessment

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates design a system of formative and summative assessments that measures overall	Candidates design and use formative assessments to measure achievement within a unit of		Candidates recognize the purposes of formative and summative assessments as set

development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.

instruction and summative assessments to measure achievement at the end of a unit or chapter.

forth in prepared testing materials.

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STANDARD 5. Assessment – Impact on Student Learning
Assessments reflect a variety of models designed to meet needs of diverse learners

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.		Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments.
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STANDARD 5. Assessment – Impact on Student Learning Incorporate results to adjust instruction and reflect on instruction

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates design assessments and use results to improve teaching and adjust instruction to promote individual student learning. They use technology where appropriate to collect data and report results and to enhance or extend instruction.	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction to change or reinforce instruction for the whole group. The commitment to do this is established in their planning.		Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and of itself or used to conduct whole group remediation or review.
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STANDARD 6. Professional Development, Advocacy, and Ethics
Seeking long-term professional growth opportunities

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.	Candidates seek counsel (e.g., from CT or US) regarding opportunities for professional growth and establish a plan to pursue them.		Candidates consider suggestions that mentors make regarding candidate's own professional growth.
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Comments for STANDARDS 5

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STANDARD 6. Professional Development, Advocacy, and Ethics
Recognize the importance of collaboration and building alliances for advocacy that support increased P-12 student learning.

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET

Candidates initiate efforts to collaborate with students, colleagues and other stakeholders to advocate for increased P-12 student learning in languages and cultures.

Candidates participate in at least one professional and/or social network events designed to advocate for the increase of P-12 student learning in languages and cultures.

Candidates understand the importance of professional and social networks and the role they play in advocacy efforts to increase P-12 student learning in languages and cultures.

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STANDARD 6. Professional Development, Advocacy, and Ethics

Become a member of the profession

TARGET	ACCEPTABLE	DEVELOPING	NOT THERE YET
Candidates participate in professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and/or professional development events sponsored by national	Candidates shadow leaders and/or members in local professional learning communities and avail themselves of programs sponsored by these organizations.		Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.

or state professional
organizations.

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Comments for STANDARDS 6

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**** Please Note: You are now done with Part 1. Please continue
to complete Parts 2 and 3. ****

Part 2 - Unit-wide Assessment (CAEP/InTASC Stnds)

Learners & Learning

The candidate regularly assesses development and learning of each
student and uses that information to scaffold to next levels.

InTASC #1

CAEP 1.1

Target	Acceptable	Unacceptable
Candidate regularly assesses learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to scaffold the next level of learning.	Candidate assesses, albeit inconsistently, learning (e.g., performance, abilities, and skills) of individuals and the group. Data are used to design responsive curriculum and instruction to meet learners' needs.	Candidate infrequently assesses learning for individuals and group. Curriculum and instruction are selected without reference to learning characteristics.
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Content Knowledge

Candidate uses technology effectively to achieve content-specific learning goals.

InTASC #5

CAEP 1.5

Target	Acceptable	Unacceptable
Candidate engages and involves students with different technologies to achieve specific learning goals in the content	Candidate engages students in technologies that are connected to the specific	Candidate emphasizes technologies that have limited utility for enriching learning in the content area(s).

area(s). The technology tools or apps are used in such a way that students deepen their understanding of the content.

learning goals for the content area(s).

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Content Knowledge

Candidate engages students in making meaning of the content by examining it through diverse perspectives and personal responses.

InTASC #4

CAEP 1.1

Target	Acceptable	Unacceptable
Candidate engages students in discovering meaning of the content by questioning and analyzing ideas from diverse perspectives in content texts, materials, performances, and/or labs. Students are challenged to connect their personal responses to other larger meanings and critical stances in the content area.	Candidate engages students in making meaning of content texts, materials, performances, or labs by providing diverse materials and opportunities for personal response.	Candidate provides content text, materials, performances, and/or labs from limited perspectives, thus restricting the students' ability to engage in making meaning. Or, candidates might over-emphasize students' personal responses to the content.
○	○	○

Instructional Practice

Candidate uses both formative and summative assessment to document learning.

InTASC #6

CAEP 1.1

Target	Acceptable	Unacceptable
Candidate balances the use of formative and summative assessments, as appropriate, to support, verify, and document learning.	Candidate uses both formative and summative assessments to document learning.	Candidate relies significantly on one assessment method over the other. Data are used to demonstrate what students do not know or are unable to do.
○	○	○

Instructional Practice

The candidate selects learning experiences that reflect curriculum goals and content standards while being relevant to learners.

InTASC #7

CAEP 1.1

Target	Acceptable	Unacceptable
Candidate creates learning experiences that are meaningful to learners due to	Candidate selects learning experiences based on students' prior knowledge. The	Candidate follows curriculum guides or sequence with minimal consideration to how

students' contextual variables and prior knowledge. The experiences also align to curriculum and content standards

experiences also reflect curriculum and content standards, yet sometimes not directly.

meaningful experiences are for learners or for addressing content standards.

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Instructional Practice

Candidates use technology to ensure accessibility and relevance for all learners.

InTASC #8

CAEP 1.1

Target	**Acceptable**	**Unacceptable**
Technology enhances the teaching and learning process in a way that is not achievable without it. Also, it is age-appropriate, matching ability levels, interests, and needs.	Technology selected is age-appropriate, matching ability levels, interests, and needs.	Technology selected is appropriate for a subset of students.
○	○	○

Professional Responsibility

The candidate uses a variety of self-assessment strategies to analyze and reflect on his/her practice.

InTASC #9

CAEP 3

Target	Acceptable	Unacceptable
Candidate creates a plan for reflecting on practices during and after instruction. The data gathered via the strategies are analyzed and used to make a variety of adaptations/ adjustments (e.g., organizational, instructional, materials, etc.) that benefit the students.	Candidate creates a plan for reflecting on practice after instruction occurs. The data gathered via the strategies are analyzed and used to make improvements to future instructional plans.	Candidate reflects on practice in an unplanned, unsystematic way or only when prompted by someone to do so. Experiences are reflected on in a holistic manner without reference to specific data. In addition, the candidate may lack links between changes made and data collected.
○	○	○

Professional Responsibility

The candidate understands laws related to learners' rights and teacher responsibilities.

InTASC #9

CAEP 3.6

Target	Acceptable	Unacceptable
Candidate understands and	Candidate demonstrates a firm	Candidate demonstrates

appropriately applies educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.

understanding of educational laws, especially confidentiality, requirements for reporting child abuse and neglect and discrimination/harassment/bullying.

misunderstandings or gaps in knowledge concerning educational laws, especially confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.

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Professional Responsibility

The candidate demonstrates professional ethics and respect for others in the use of technology (e.g., learning management system, social media).

InTASC #9

CAEP 1

Target	Acceptable	Unacceptable
Candidate explicitly teaches and supports students' application of digital citizenship characteristics.When necessary, family members are notified in advance of classroom activities.	Candidate follows characteristics of digital citizenship when developing lesson plans that incorporate technology. Reminders or prompts for students are outlined. When necessary, family members are notified in advance of classroom activities.	Candidate does not acknowledge, support, or follow components of digital citizenship for self or students. Family members are not notified in advance of classroom activities when it was necessary.
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** You have now completed Parts 1 and 2 of the survey. Please verify your answers before hitting the button below to continue to Part 3.**

Part 3: Unit-wide Disposition Assessment (CAEP/InTASC Stnds)

College of Education and Public Policy

Disposition Assessment

Indicator 1: DEMOCRACY & COMMUNITY: Builds a community based on belief that each **child/adolescent (c/a)** can learn to high levels.

InTASC #2

CAEP 3.3

Target	**ACCEPTABLE**	**UNACCEPTABLE**
Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, strengths, and competencies of each c/a and family. Communicates high expectations through design and delivery of challenging curriculum and assessments that foster high-level skills for each c/a.	Communicates through words and actions that each c/a can learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that reflect some c/a's lives outside of school.	Communicates through words and actions that some (not all) c/a can learn to high levels. Communicates negative perspectives about a c/a or families. Sets minimal expectations for c/a performance. Seeks minimal information about c/a's lives outside of school, usually in response to a problem.
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Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

InTASC # 2

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Culturally responsive practices are evident in delivery of instruction. Works with children/adolescents to address injustices in curriculum, society, or own lives.	Creates a curriculum that demonstrates valuing diverse groups through classroom materials, activities, and assignments.	A single perspective dominates classroom materials, activities, and assignments.

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Indicator 3: HABITS OF MIND: Relentless in belief about the importance of teachers using critical thinking, reflection, and professional development to grow as a teacher.

InTASC # 9

TARGET	ACCEPTABLE	UNACCEPTABLE
Independently reflects on effectiveness of teaching by asking critical questions. Approaches professional growth from a critical thinking, inquiry perspective. Seeks out opportunities within learning environment to grow as a professional.	Makes changes to practices in response to feedback. Participates in professional development opportunities, including professional learning communities, scholarly endeavors, and/or teacher research.	Overly dependent on feedback from others OR disregards feedback provided. Actively avoids engaging intellectually in professional development opportunities

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Indicator 4: HABITS OF MIND: Committed to designing meaningful, intellectually engaging curriculum.

InTASC # 7

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Makes c/a's habits of mind visible through inquiries or investigations (critiquing, questioning, analyzing, evaluating). Ties together multiple concepts so that similarities and differences are understood by c/a.	Creates a context that is supportive in developing c/a's habits of mind. Encourages multiple pathways for solving problems. Judiciously utilizes worksheets or tests.	Engages in behaviors that result in intellectual dependency of c/a, for example, show, tell, and demonstrate. Teaches one way to solve a problem and accepts only that method. Follows teaching manual, curriculum guides, or colleagues without evaluating potential engagement levels by c/a's.
○	○	○

Indicator 5: ADVOCACY:

Willingness to collaborate to help each child learn.

InTASC # 9

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Collaborates with family members and other teachers to create innovative solutions that support each child's/ adolescent's success.	Coordinates actions with colleagues to meet students' learning needs.	Important educational decisions are made independently without communicating with family members or colleagues.
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Indicator 6: ADVOCACY: Persistent in advocating for and promoting the profession.

InTASC # 10

CAEP 3.3

TARGET	**ACCEPTABLE**	**UNACCEPTABLE**
Advocates for the profession by speaking or acting publically on issues facing schools, teachers, families, students, or communities.	Projects positive view of profession when communicating with others about children, adolescents, families, colleagues, or the profession.	Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a negative view of the profession to others.
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COMMENTS - This is the most important part of the FINAL student teacher evaluation. This narrative summary should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness to be a first-year teacher. The summary should include your recommendation of the student teacher's potential as a member of the profession. Please remember that many times candidates are required to include this as part of their job application packet.

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Final Recommendation

◯ Recommend for licensing

◯ Recommend for licensing with reservations

◯ I do not recommend for licensing

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