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

## INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE (IPFW) College of Education and Public Policy Educational Studies Department



#### 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 IPFW. 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 IPFW and forwarded to the e-mails listed below:

Results are also collected by IPFW Field Services Office.

#### **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:

O The Cooperating Teacher

O 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.

#### **ACCEPTABLE**

TARGET Candidates deliver oral presentations on a wide variety of topics, interest to the students. including those of personal interest to the connected discourse students. They speak using a variety of time in extended discourse frames and vocabulary and use specialized vocabulary. They use a variety of strategies to extralinguistic support tailor the presentation to the needs of their audience. ()

Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal They speak in appropriate to the topic. They use as needed to facilitate audience comprehension. O

#### **UNACCEPTABLE**

#### **DEVELOPING**

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

## STANDARD 2. Cultures and Concepts from Other Disciplines Cultural Knowledge

#### TARGET

ACCEPTABLE Candidates cite key

Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. Standards for Foreign They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of culture and hypothesize about cultural phenomena that are unclear. Candidates describe how various cultures are similar and different. Ο

perspectives of the target culture and connect them to cultural products and practices. Candidates use the cultural framework of Language Learning (2006) and their recently refreshed version World-**Readiness Standards** for Learning Languages (2015), or another cross-cultural model, 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. Ο

## Candidates cite

#### **DEVELOPING**

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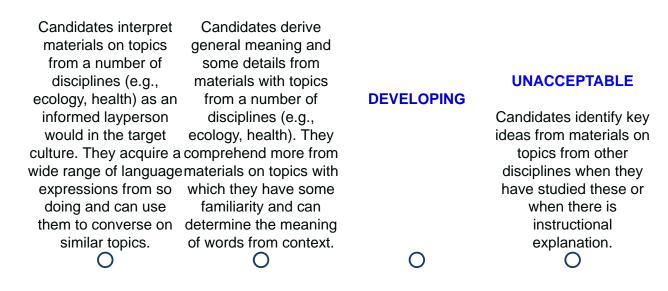
examples of cultural practices, products, and perspectives that reflect a developing knowledge base. Candidates chart or list similarities and differences between the target culture and their own. They tend to cite products or practices but are limited in connecting these with perspectives. O

**UNACCEPTABLE** 

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

PC	

ACCEPTABLE



## STANDARD 2. Cultures and Concepts from Other Disciplines Meaningful Classroom Interaction

#### TARGET

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

Comments for STANDARDS 2:

**NOT THERE TET** 

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

#### Adapting instruction to address students' characteristics

ACCEPTABLE		NOT THERE YET
Candidates seek out		Candidates recognize
information regarding	DEVELOPING	that their students have
their students'		a wide range of
language levels,		language levels,
language backgrounds,		language backgrounds,
and learning styles.		and learning styles.
They implement a		They attempt to
variety of instructional		address these
models and techniques		differences by using a
to address these		limited variety of
student differences.		instructional strategies.
0	0	0
	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	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

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

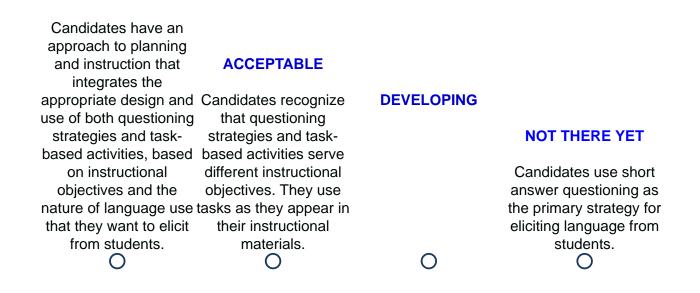
Adapting instruction to meet students' special needs

#### DEVELOPING Candidates identify ACCEPTABLE special needs of their TARGET students, including cognitive, physical, Candidates implement Candidates address a variety of linguistic, social, and their students' special instructional models emotional needs. They needs by planning for and techniques that recognize that they differentiated address specific may need to adapt alternative classroom special needs of their instruction to meet these special needs. activities. students. Ο Ο Ο Ο

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

#### Use of questioning and tasks

#### TARGET



#### Comments for STANDARDS 3:

## STANDARD 4: Integration of Standards in Planning and Instruction Integration of Standards into instruction

ACCEPTABLE

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## Candidates conduct DEVELOPING activities that address specific SFLL or Candidates adapt

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W-RSLL and state standards to the extent that their instructional materials include a connection to standards. ()

**NOT THERE YET** 

SFLL or W-RSLL and activities as necessary state standards are the

TARGET

to address SFLL or foundation of W-RSLL and state classroom practice. standards. ()

## 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-	Candidates design		Candidates understand
interpretive-	opportunities for		the connection among
presentational	students to		the three modes of
framework as the basis	communicate by using		communication and
for engaging learners	the three modes of		focus on one mode at a
actively in	communication in an		time in communicative
communication.	integrated manner.		activities.
0	0	0	0
presentational framework as the basis for engaging learners actively in	students to communicate by using the three modes of communication in an	Ο	the three modes of communication and focus on one mode at a time in communicative

## STANDARD 4: Integration of Standards in Planning and Instruction Integration of cultural products, practices, perspectives

ACCEPTABLE

#### TARGET

Candidates use the products-practicesperspectives 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.

#### DEVELOPING

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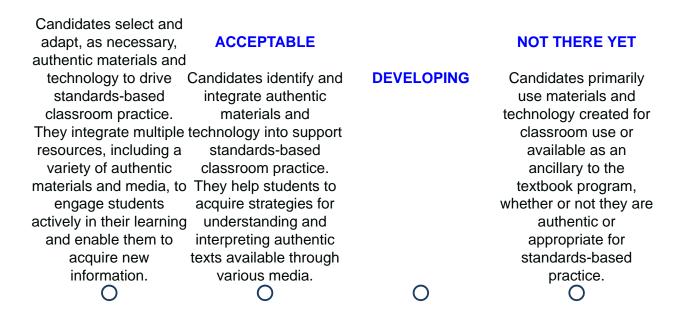
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Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.

**NOT THERE YET** 

## STANDARD 4: Integration of Standards in Planning and Instruction Select, adapt, and integrate authentic materials and technology

#### TARGET



#### Comments for STANDARDS 4:

## STANDARD 5. Assessment – Impact on Student Learning

#### System of assessment

#### TARGET

Candidates design a system of formative and summative assessments that Can measures overall development of proficiency in an mea ongoing manner and at culminating points in the total program, using technology where appropriate to mea develop and deliver at t assessments.

### ACCEPTABLE

Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.

#### DEVELOPING

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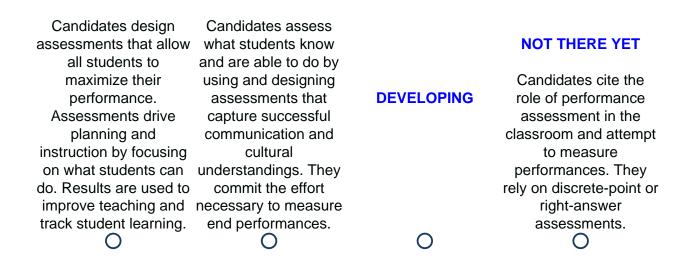
#### NOT THERE YET

Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.

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

#### TARGET

ACCEPTABLE



## STANDARD 5. Assessment – Impact on Student Learning Incorporate results to adjust instruction and reflect on instruction

#### TARGET

Candidates design assessments and use Candidates incorporate results to improve teaching and adjust instruction to promote individual student learning. They use technology where appropriate to collect data and report results commitment to do this and to enhance or extend instruction.  $\bigcirc$ 

#### ACCEPTABLE

what they have learned from assessments and show how they have adjusted instruction to change or reinforce instruction for the whole group. The is established in their planning.

 $\bigcirc$ 

DEVELOPING

#### **NOT THERE YET**

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.  $\bigcirc$ 

## STANDARD 6. Professional Development, Advocacy, and Ethics Seeking long-term professional growth opportunities

TARGET	ACCEPTABLE		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.	DEVELOPING	Candidates consider suggestions that mentors make regarding candidate's own professional growth.

#### **Comments for STANDARDS 5**

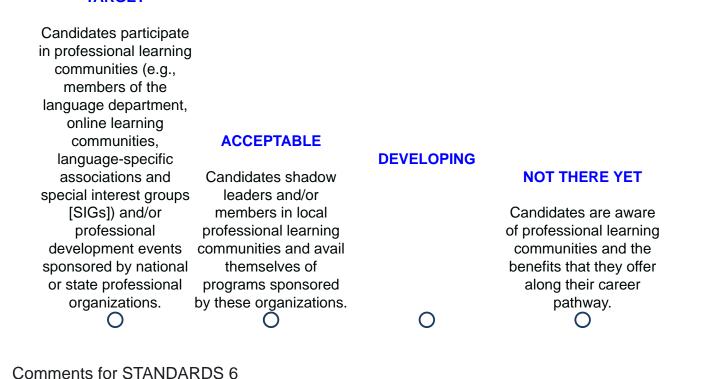
### **STANDARD 6. Professional Development, Advocacy, and Ethics**

Recognize the importance of collaboration and building alliances for advocacy that support increased P-12 student learning.

TARGET	ACCEPTABLE		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.	DEVELOPING	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.

# STANDARD 6. Professional Development, Advocacy, and Ethics Become a member of the profession

#### TARGET



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

#### **Content Knowledge**

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

InTASC #5

**CAEP 1.5** 

		Unacceptable
Target		Candidate uses different media
Candidate engages students in		and communication
use of and critical analysis of	Acceptable	technologies that are generic in
different media and	Candidate engages students in	nature (i.e., not connected
communication technologies in	use and critical analysis of	directly to the specific content
their content area to achieve	different media and	area) or have limited utility for
specific learning goals. The	communication technologies	enriching learning in the
media are used in such a way	that are applicable and	content area. Students are not
that students are helped to	connected to the specific	encouraged to respond
reflect on the content of their	learning goals for the content	critically to the technology
learning.	area.	selected.
0	0	0

### **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		
Candidate engages students in	l i i i i i i i i i i i i i i i i i i i	
discovering meaning of the		Unacceptable
content by questioning and		Candidate provides content
analyzing ideas from diverse		text, materials, performances,
perspectives in content texts,	Acceptable	and/or labs from limited
materials, performances,	Candidate engages students in	perspectives, thus restricting
and/or labs. Students are	making meaning of content	the students' ability to engage
challenged to connect their	texts, materials, performances,	in making meaning. Or,
personal responses to other	or labs by providing diverse	candidates might over-
larger meanings and critical	materials and opportunities for	emphasize students' personal
stances in the content area.	personal response.	responses to the content.
0	0	0

### **Instructional Practice**

Candidate uses both formative and summative assessment to document learning.

InTASC #6

**CAEP 1.1** 

		Unacceptable
Target		Candidate relies significantly
Candidate balances the use of		on one assessment method
formative and summative	Acceptable	over the other. Data are used
assessments, as appropriate,	Candidate uses both formative	to demonstrate what students
to support, verify, and	and summative assessments	do not know or are unable to
document learning.	to document learning.	do.
0	0	0

#### **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		
Candidate creates learning	Acceptable	
experiences that are	Candidate selects learning	Unacceptable
meaningful to learners due to	experiences based on	Candidate follows curriculum
students' contextual variables	students' prior knowledge. The	guides or sequence with
and prior knowledge. The	experiences also reflect	minimal consideration to how
experiences also align to	curriculum and content	meaningful experiences are for
curriculum and content	standards, yet sometimes not	learners or for addressing
standards	directly.	content standards.
0	0	0

#### **Instructional Practice**

Candidates use technology to support student learning through gathering, interpreting, evaluating, and applying information.

InTASC #8

CAEP 1.1

#### Target

Technology tools are used to access, interpret, evaluate, and apply information. Candidate uses the technology to engage the students in higher order thinking skills. In addition, technology is age appropriate, and builds student creativity, communication, and/or collaboration skills.

#### Acceptable

Technology is used to access, interpret, evaluate, and apply information. In addition, it is age appropriate and supports student learning.

()

Unacceptable

Technology use focuses on accessing information or repeating information, rather than supporting student learning. The approach may also lack engagement or be age inappropriate.

#### **Professional Responsibility**

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

InTASC #9

#### CAEP 3

Target		Unacceptable
Candidate creates a plan for		Candidate reflects on practice
reflecting on practices during		in an unplanned, unsystematic
and after instruction. The data	Acceptable	way or only when prompted by
gathered via the strategies are	Candidate creates a plan for	someone to do so.
analyzed and used to make a	reflecting on practice after	Experiences are reflected on in
variety of adaptations/	instruction occurs. The data	a holistic manner without
adjustments (e.g.,	gathered via the strategies are	reference to specific data. In
organizational, instructional,	analyzed and used to make	addition, the candidate may
materials, etc.) that benefit the	improvements to future	lack links between changes
students.	instructional plans.	made and data collected.
0	0	0

### **Professional Responsibility**

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

InTASC #9

**CAEP 3.6** 

		Unacceptable
Target	Acceptable	Candidate demonstrates
Candidate understands and appropriately applies educational laws, especially	Candidate demonstrates a firm understanding of educational laws, especially confidentiality,	knowledge concerning educational laws, especially
confidentiality, requirements for reporting child abuse and neglect and discrimination/ harassment/bullying.	r requirements for reporting child abuse and neglect and discrimination/harassment /bullying.	confidentiality, requirements for reporting child abuse and neglect and/or discrimination/ harassment/bullying.

### **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

#### Acceptable

	Candidate follows	
	characteristics of digital	Unacceptable
Target	citizenship when developing	Candidate does not
Candidate explicitly teaches	lesson plans that incorporate	acknowledge, support, or
and supports students'	technology. Reminders or	follow components of digital
application of digital citizenship	prompts for students are	citizenship for self or
characteristics.When	outlined. When necessary,	students. Family members are
necessary, family members are	family members are notified in	not notified in advance of
notified in advance of	advance of classroom	classroom activities when it
classroom activities.	activities.	was necessary.
0	0	0

\*\* 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

#### Communicates through words and actions that each c/a can learn to high levels. Communicates faith in values, and actions that each c/a can 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 reflect some c/a's lives outside each c/a. $\bigcirc$

learn to high levels. Communicates positive perspectives about c/a and families. Supplements prescribed curriculum with enrichment experiences that of school.

ACCEPTABLE

#### **UNACCEPTABLE**

Communicates through words 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.

Indicator 2: DEMOCRACY & COMMUNITY: Values diversity and uses it to create inclusive classroom.

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InTASC # 2

**CAEP 3.3** 

#### TARGET

#### ACCEPTABLE

Value in culturally responsive	ACCEPTABLE			
practices is evident in delivery	Supplements prescribed			
of instruction, such as	curriculum through integration			
cooperative learning,	of multicultural literature and			
storytelling, and acceptance of	content. Engages c/a in			
code-switching in oral and	dialogue to find out their	UNACCEPTABLE		
written discourse. In	perceptions and	Displays a negative attitude		
conjunction with c/a, identifies understandings about the worldtowards diversity OR displays a				
biases in curricular materials,	and their place in it. Builds	superficial understanding of it.		
pedagogical practices, and	multiple perspectives into	Perspective of dominant group		
assessments, and makes	classroom activities and	dictates classroom materials,		
appropriate adjustments.	assignments.	activities, and assignments.		
0	0	0		

**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		
Independently reflects on	ACCEPTABLE	
effectiveness of teaching by	Makes changes to practices in	
asking critical questions.	response to feedback.	UNACCEPTABLE
Approaches professional	Participates in professional	Overly dependent on feedback
growth from a critical thinking,	development opportunities,	from others OR disregards
inquiry perspective. Seeks out	including professional learning	feedback provided. Actively
opportunities within learning	communities, scholarly	avoids engaging intellectually
environment to grow as a	endeavors, and/or teacher	in professional development
professional.	research.	opportunities
0	0	Ο

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

engaging curriculum.

InTASC # 7

CAEP 3.3

#### TARGET

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.

#### ACCEPTABLE

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.

О

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.

**UNACCEPTABLE** 

#### Indicator 5: ADVOCACY:

Willingness to engage ethical responsibilities to help each child learn.

InTASC #9

**CAEP 3.3** 

#### TARGET

#### **UNACCEPTABLE**

Creates innovative solutions to ACCEPTABLE issues of classroom complexity Generates standard, technical, and learning environments. or traditional solutions to Collaborates with multiple issues. Coordinates actions stakeholders before developing with colleagues to meet a plan for success for a c/a. students' learning needs. Uses Consistently uses ethical ethical guidelines, albeit guidelines to inform decision inconsistently, in decision making. making. decisions. () $\bigcirc$ ()

**Indicator 6: ADVOCACY:** Persistent in advocating for and promoting the profession.

InTASC #10

**CAEP 3.3** 

#### TARGET

Advocates for the mission of the school through involvement in events that extend beyond the school day. OR Engages in public pedagogy on educational issues or the teaching profession.  $\bigcirc$ 

Projects positive view of profession to others. When appropriate, reframes negative colleagues, or the profession.

ACCEPTABLE

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Relies on others to identify issues and/or solutions. Important educational decisions are made independently without communicating with families or colleagues. Violates ethical guidelines such as confidentiality when making

**UNACCEPTABLE** 

Initiates or adds to negativity about c/a, families, colleagues, or profession, projecting a comments about c/a, families, negative view of the profession to others.  $\bigcirc$ 

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.

## **Final Recommendation**

- O Recommend for licensing
- O Recommend for licensing with reservations
- O I do not recommend for licensing

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