

UCONN Neag World Languages Student Teaching Evaluation Form

The development of this form was based on standards promoted by the American Council on the Teaching of Foreign Languages (ACTFL), InTASC Standards adopted by the Council for the Accreditation of Educator Preparation (CAEP), and the Connecticut Common Core of Teaching (CCCT). The CCCT has been summarized here for your reference.

A. Teachers apply knowledge by...

- 1. Planning** – Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community and create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.
- 2. Instructing** – Teachers create a positive learning environment, use effective verbal, nonverbal and media communication techniques, and create and facilitate instructional opportunities to support students' academic, social and personal development.
- 3. Assessing and Adjusting** – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

B. Teachers demonstrate professional responsibility through...

- 1. Professional and Ethical Practice** – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
- 2. Reflection and Continuous Learning** – Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- 3. Leadership and Collaboration** – Teachers demonstrate a commitment to their students and a passion for improving their profession.
- 4.**

C. Items identified in the CT Common Core of Teaching that are common to all student in the Neag School of Education teacher preparation programs.

Directions

UCONN Neag World Languages Student Teaching Evaluation Form

Teacher candidates will have a formal review of their progress at the midterm and final using a **hard copy** of the IB/M Student Teaching Evaluation Form. **It is the responsibility of the teacher candidate and cooperating teacher to complete this form before the university supervisor arrives for the evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the teacher candidate. At the midterm and final evaluation, the cooperating teacher and teacher candidate will walk the university supervisor through the evaluation form noting the teacher candidate's strengths and areas of growth. The university supervisor will also note the strengths and weaknesses they have observed, make additional comments on the form, and negotiate any disagreements in scores between the cooperating teacher and the teacher candidate. The university supervisor will complete and submit the on-line evaluation form based on that consensus.

A three-point scale will be used to evaluate the teacher candidate:

Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
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Follow Up

Within two weeks after the due date, the student, cooperating teacher, university supervisor, and advisor will receive a PDF of the completed form. If you do not receive this email in two weeks and you have checked your junk mail folder, please contact teachered-surveys@uconn.edu.

Grading

Midterm: A letter grade is not issued on the midterm evaluation, and there will be a column added to indicate that the practice being evaluated may not yet have been observed. However, if a teacher candidate has more than five #1's, the University Supervisor and/or Cooperating Teacher need to contact Robin Hands, Ed.D., Director of School-University Partnerships (robin.hands@uconn.edu) in order to work with the teacher candidate to create an Action Plan.

UCONN Neag World Languages Student Teaching Evaluation Form

Final: *“Target” is developmentally appropriate for this learning experience; therefore, teacher candidates need to aim for a minimum rating of “2” as they seek to meet each standard.* On the final, if the teacher candidate has mostly “2’s” and five or more “3’s,” s/he will receive a grade of A. If the candidate has **predominantly** “2’s,” a grade of A- is awarded. If the candidate has mostly “2’s” and three “1’s,” s/he will receive a B+. If the candidate has four “1’s,” s/he will receive a grade of B and if five or more #1’s, the teacher candidate will receive a grade of B- or below.

Participating Individuals: *(Signatures are not required on electronic form submitted by the University Supervisor)*

Teacher Candidate (please print): _____ Signature: _____

Cooperating Teacher (please print): _____ Signature: _____

University Supervisor (please print): _____ Signature: _____

School District: _____ School: _____ Grade Level Placement: _____

Program: *IB/M Storrs*

Concentration Area/Field of Study: *World Languages Education*

Circle or Highlight One: Midterm Final Final grade: _____

UCONN Neag World Languages Student Teaching Evaluation Form

Instructional Standards	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
1) Language Acquisition Theories (ACTFL Standard 3)	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.
2) Target language input (ACTFL Standard 3, World Language Teacher Core Practice 1, InTASC Standard 4)	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.

UCONN Neag World Languages Student Teaching Evaluation Form

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3) Negotiation of meaning (ACTFL Standard 3, InTASC Standard 1, Teacher Core Practice 4)	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. Candidates use few scaffolding strategies. They teach students some expressions in the target language for negotiating meaning, such as “Could you repeat that, please?”	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities. Candidates use scaffolding strategies and employ several question types for negotiating meaning.	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others. Candidates consistently use scaffolding strategies while employing a variety of question types for negotiating meaning.
4) Meaningful Classroom Interaction (ACTFL Standard 3, Teacher Core Practice 5, InTASC Standard 3)	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. Candidates allow few opportunities for clarification or wait time.	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 make efforts towards allowing sufficient wait time and giving ample opportunities for clarification.	Meaningful classroom interaction is at the heart of language instruction. Candidates provide frequent opportunities for interaction, 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. They allow sufficient wait time and give ample opportunities for clarification.
5) Adapting instruction to address students’	Candidates recognize that students have a wide range of language levels,	Candidates seek out information regarding their students’ language	Candidates consistently use information about their students’ language levels,

UCONN Neag World Languages Student Teaching Evaluation Form

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language levels, language backgrounds, learning styles (ACTFL Standard 3, InTASC Standard 2, Teacher Core Practice 2)	backgrounds, and styles and attempt to address these differences by using a limited variety of instructional strategies. Candidates recognize that students approach language learning in a variety of ways.	levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences. Candidates identify multiple ways in which students learn when engaged in language classroom activities.	language backgrounds, and learning styles to plan for and implement language instruction. Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.
6) Adapting instruction to meet students' special needs (ACTFL Standard 3, Teacher Core Practice 2)	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.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.
7) Critical thinking and problem solving (ACTFL Standard 3, Teacher Core Practices 4 and 6)	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates reward their students for engaging in critical thinking and problem solving.

UCONN Neag World Languages Student Teaching Evaluation Form

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8) Grouping (ACTFL Standard 3; Teacher Core Practice 15; InTASC Standard 3)	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.
9) Use of questioning and tasks (ACTFL Standard 3)	Candidates use short answer questioning as the primary strategy for eliciting language from students	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.
10) Integration of Standards into instruction (ACTFL Standard 4)	Candidates conduct activities that address specific SFLL or W-RSLL and state standards to the extent that their instructional materials include a connection to standards.	Candidates adapt activities as necessary to address SFLL or W-RSLL and state standards.	SFLL or W-RSLL and state standards are the focus of classroom practice.

UCONN Neag World Languages Student Teaching Evaluation Form

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<p>11) Use of three modes of communication (interpretive, interpersonal, presentational)</p> <p>(ACTFL Standard 4; World Language Core Practices 2 and 5).</p>	<p>Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.</p>	<p>Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner. The three language skills are integrated in most lessons.</p>	<p>Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication, and integrate these language skills into each lesson.</p>
<p>12) Use of standards-based cultural products, practices, and perspectives. (ACTFL Standard 4).</p>	<p>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.</p>	<p>Candidates design opportunities for students to explore the target language culture(s) by make cultural comparisons by means of the 3Ps framework.</p>	<p>Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.</p>
<p>13) Connections to other subject areas and connections to target language communities. (ACTFL Standard 4).</p>	<p>Candidates make connections to other subject areas and introduce target language communities whenever these connections occur in existing instructional materials.</p>	<p>Candidates design opportunities for students to learn about other subject areas in the target language and provide opportunities for students to connect to target language communities through technology.</p>	<p>Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology.</p>

UCONN Neag World Languages Student Teaching Evaluation Form

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<p>14) Selection, adaptation, and integration of authentic materials and technology.</p> <p>(ACTFL Standard 4; InTASC Standards 4 and 8)</p>	<p>Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.</p>	<p>Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media. Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.</p>	<p>Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information. An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.</p>
<p>15) Plan for assessment</p> <p>(ACTFL Standard 5)</p>	<p>Candidates use assessments in textbooks or other instructional materials without regard for student performance after instruction.</p>	<p>Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.</p>	<p>Candidates share their designed assessments and rubrics with students prior to beginning instruction.</p>
<p>16) Assessment of Cultural perspectives</p> <p>(ACTFL Standard 5)</p>	<p>Candidates assess isolated cultural facts.</p>	<p>Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.</p>	<p>Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.</p>

UCONN Neag World Languages Student Teaching Evaluation Form

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17) Assessment variety, reflection and adjustment (ACTFL Standard 5, InTASC Standard 6; Teacher Core Practice 10)	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments. Candidates interpret assessments as correct/incorrect student response.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.	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 teach students to reflect upon their performances in a global and an analytical fashion.
18) Interpret and report progress to students (ACTFL Standard 5)	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance.	Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.

UCONN Neag World Languages Student Teaching Evaluation Form

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19) Communicate with stakeholders (ACTFL Standard 5)	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.

Common Student Teaching Evaluation Items

<i>Common Student Teaching Evaluation Items</i>			
CT COMMON CORE OF TEACHING: Planning	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Planning Item: Candidate aligns learning goals to state and national content standards and communicates learning goals to students.	Articulates state and national content standards and develops learning goals consistent with content standards and student development.	Uses learning goals that reflect content standards and student development to design appropriate educational activities; communicates goals to students.	Reflects on learning goals and links them closely to educational activities. Goals set high expectation for all students.
Common Planning Item: Candidate organizes and sequences curriculum and instruction to support all students' learning.	Articulates key elements of curriculum sequencing and demonstrates awareness of the importance of planned lesson organization to support and enhance student learning.	Uses subject matter knowledge to consistently organize units of instruction in a sequence that promotes student understanding and mastery of key ideas.	Reflects on units of instruction and student/classroom progress to make design improvements that integrate goals, standards, and educational activities in a cohesive sequence to promote student understanding of key ideas.
CT COMMON CORE OF TEACHING: Instruction	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Instruction Item: Candidate engages learners in relevant learning experiences using best practices from their discipline(s).	Understands and can articulate the relationship between research-based methods and information about students' diverse needs in the	Uses research-based educational practices that are responsive to students' diverse backgrounds including disabilities, limited English proficiency, and cultural	Seeks out and utilizes a variety of subject-area best practices that are targeted to student/class-wide needs, helping students to access and build upon prior

UCONN Neag World Languages Student Teaching Evaluation Form

	development of good instructional practice.	experiences to design lessons. Implements instructional strategies that reflect this connection.	knowledge, interests, instructional, and linguistic needs to extend student understanding. Reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.
Common Technology Item: Candidate uses developmentally and discipline-appropriate technology to support student learning.	Identifies technologies that are appropriate to a given instructional situation based upon understanding of content knowledge, curriculum design, standards, and students' unique needs.	Utilizes developmentally and discipline-appropriate technology to support and enhance student learning.	Reflects on how to use developmentally and discipline-appropriate technology to best meet student/class specific needs in order to support and enhance student learning.
CT COMMON CORE OF TEACHING: Assessing	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)
Common Assessing Item: Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate recognizes the use of data collection from appropriate assessments for monitoring student learning and for guiding practice.	Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.	Candidate collects, uses and analyzes data from appropriate assessments to monitor student learning and adjust his or her practice accordingly.
CT COMMON CORE OF TEACHING: Professional and Ethical Practice and Development	Score 1: Emerging (Awareness, articulation, identification)	Score 2: Target (Puts into practice, implements)	Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)

UCONN Neag World Languages Student Teaching Evaluation Form

Common Diversity Item: Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.	Candidate recognizes the importance of external factors outside the classroom and school that affect student learning.	Candidate develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Candidate develops and makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
Common Professionalism Item: Candidate acts according to professional standards.	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature and analyzing relevance and connection to own practice.
Common Professionalism Item: Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Identifies professional learning opportunities and can articulate their potential impact on professional growth	Incorporates new knowledge and skills from professional learning opportunities into written work and discussions.	Extends own professional practice by reflecting on professional learning opportunities and engaging in a professional organization or professional workshops, seminars, and/or conferences.

UCONN Neag World Languages Student Teaching Evaluation Form

Cooperating Teacher writes a summary comment about the teacher candidate's progress toward each standard in preparation for final 3-way meeting. University Supervisor can add to the summary comments, as needed.

CT Common Core of Teaching	Summary Comments
<p>I. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the teacher candidate possess in these areas?</p> <p>What improvement can the teacher candidate make in these areas?</p>	
<p>II. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning, leadership and collaboration.</p>	

UCONN Neag World Languages Student Teaching Evaluation Form

<p>What strengths does the teacher candidate possess in these areas?</p> <p>What improvement can the teacher candidate make in these areas?</p>	
<p>Other Comments:</p>	