

## ***Neag World Language Student Teaching Evaluation Form 2020-2021***

The development of this form was based on 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.

### **Directions**

Student teachers will have a formal review of their progress at the midterm and final using this TCPCG Student Teaching Evaluation Form. **It is the responsibility of the student teacher and cooperating teacher to complete this form before meeting with the university supervisor for the midterm evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the student teacher. At the midterm evaluation, the cooperating teacher and student teacher will walk the university supervisor through the evaluation form noting the student teacher'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 student teacher. The university supervisor will complete and submit the on-line evaluation form from Qualtrics based on that consensus.

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

- 1 = Teacher Candidate is not making satisfactory progress in meeting this standard.
- 2 = Teacher Candidate is making satisfactory progress in meeting this standard.
- 3 – Teacher Candidate is making outstanding progress in meeting this standard.

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## Follow Up for Midterm and Final Evaluations

Within two weeks after the due date of the midterm evaluation and of the final evaluation, 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](mailto:teachered-surveys@uconn.edu).

## Grading

Midterm: A letter grade is not issued on the midterm evaluation, but if a teacher candidate has more than five #1's, the University Supervisor and Cooperating Teacher need to work together with the student to create an Action Plan. The Action Plan needs to be sent to the Director of TCPCG at [niralee.patel-lye@uconn.edu](mailto:niralee.patel-lye@uconn.edu).

Final: ***Because satisfactory progress is the target for this learning experience, 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)*

Student Teacher/Candidate (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Cooperating Teacher (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

University Supervisor (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level Placement: \_\_\_\_\_

Program (select one): TCPCG Hartford \_\_\_\_\_ TCPCG Avery Point \_\_\_\_\_ TCPCG Waterbury \_\_\_\_\_

Concentration Area/Field of Study: \_\_\_\_\_

Circle or Highlight One: Midterm Final Grade (**only enter for Final**): \_\_\_\_\_

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<b>CT COMMON CORE OF TEACHING: Planning, Instructing, Assessing and Adjusting</b>	<b>Level 1 Emerging</b>	<b>Level 2 Target</b>	<b>Level 3 Exceptional</b>	<b>Not Observed</b>
<p><b>1. Language Acquisition Theories</b></p> <p>Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p><b>ACTFL 3a</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>2. Target language input</b></p> <p>Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p><b>ACTFL 3a, Core Practice 1, InTASC Standard 4</b></p>	<p>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.</p>	<p>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</p>	<p>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</p>	

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		understand oral and written input. They use the target language to design content-based language lessons.	teach a variety of subject matter and cultural content.	
<p><b>3. Negotiation of Meaning</b></p> <p>Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p><b>ACTFL 3a, InTASC 1, Core Practice 4</b></p>	<p>Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as <i>“Could you repeat that, please?”</i></p>	<p>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.</p>	<p>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.</p>	
<p><b>4. Meaningful Classroom Interaction</b></p> <p>Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p><b>ACTFL 3a, InTASC 3, Core Practice 5</b></p>	<p>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.</p>	<p>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.</p>	<p>Meaningful classroom interaction 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.</p>	
<p><b>5. Theories of learner development and instruction</b></p> <p>Demonstrate an understanding of child and adolescent</p>	<p>Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental</p>	<p>Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12</p>	<p>Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement</p>	

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<p>development to create a supportive learning environment for each student.</p> <p><b>ACTFL 3b</b></p>	<p>characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.</p>	<p>students. They implement a variety of instructional models and techniques to accommodate these differences.</p>	<p>a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.</p>	
<p><b>6. Understanding of relationship of articulated program models to language outcomes</b></p> <p>Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p><b>ACTFL 3a</b></p>	<p>Candidates recognize that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.</p>	<p>Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.</p>	<p>Candidates design and/or implement specific foreign language program models that lead to different language outcomes.</p>	
<p><b>7. Adapting instruction to address students' language levels, language backgrounds, learning styles</b></p> <p>Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p>	<p>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.</p>	<p>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.</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>	

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<b>ACTFL 3a, InTASC 2, Core Practice 2</b>				
<b>8. Adapting instruction to address students' multiple ways of learning</b>  Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.  <b>ACTFL 3b</b>	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	
<b>9. Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.</b>  Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.  <b>ACTFL 3b</b>	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	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.	
<b>10. Critical thinking and problem solving</b>	Candidates implement activities that have a limited number of answers and allow little room for critical	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates reward their students for engaging in critical thinking and problem solving.	

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<p>Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p> <p><b>ACTFL 3b, Core Practices 4 and 6</b></p>	<p>thinking and/or problem solving.</p>			
<p><b>11. Grouping</b></p> <p>Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p> <p><b>ACTFL 3b, InTASC 3, Core Practice 15</b></p>	<p>Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.</p>	<p>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.</p>	<p>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.</p>	
<p><b>12. Use of questioning and tasks</b></p> <p>Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p> <p><b>ACTFL 3b</b></p>	<p>Candidates use short answer questioning as the primary strategy for eliciting language from students.</p>	<p>Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.</p>	<p>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.</p>	

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<p><b>13. Integration of Standards into planning</b></p> <p>Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages (2015)</i> and their state standards and use them as the basis for instructional planning.</p> <p><b>ACTFL 4a</b></p>	<p>Candidates apply <i>SFLL</i> or <i>W-RSLL</i> and state standards to their planning to the extent that their instructional materials do so.</p>	<p>Candidates create activities and/or adapt existing instructional materials and activities to address specific <i>SFLL</i> or <i>W-RSLL</i> and state standards.</p>	<p>Candidates use the <i>Standards for Foreign Language Learning in the 21st Century (SFLL)</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages (W-RSLL)</i> and state standards as a starting point to design curriculum and unit/lesson plans.</p>	
<p><b>14. Integration of Standards into instruction</b></p> <p>Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages (2015)</i> and their state standards in their classroom practice.</p> <p><b>ACTFL 4b</b></p>	<p>Candidates conduct activities that address specific <i>SFLL</i> or <i>W-RSLL</i> and state standards to the extent that their instructional materials include a connection to standards.</p>	<p>Candidates adapt activities as necessary to address <i>SFLL</i> or <i>W-RSLL</i> and state standards.</p>	<p><i>SFLL</i> or <i>W-RSLL</i> and state standards are the focus of classroom practice.</p>	



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<p><b>15. Integration of three modes of communication</b></p> <p>Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards in their classroom practice.</p> <p><b>ACTFL 4b, Core Practices 2 and 5</b></p>	<p>Candidates understand the connection among the three modes of communication and focus on one mode at</p>	<p>Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.</p>	<p>Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.</p>	
<p><b>16. Integration of cultural products, practices, perspectives</b></p> <p>Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards in their classroom practice.</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>	

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ACTFL 4b,				
<p><b>17. Connections to other subject areas</b></p> <p>Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards and use them as the basis for instructional planning.</p> <p><b>ACTFL 4a</b></p>	<p>Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.</p>	<p>Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.</p>	<p>Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.</p>	
<p><b>18. Connections to target language communities</b></p> <p>Use the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>	<p>Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.</p>	<p>Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.</p>	<p>Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.</p>	

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<b>ACTFL 4c</b>				
<p><b>19. Selection and integration of authentic materials and technology</b></p> <p>Use the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</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.</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.</p>	
<b>ACTFL 4c, InTASC 4 and 8</b>				
<p><b>20. Adaptation and Creation of materials</b></p> <p>Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> or their recently refreshed version <i>World-Readiness Standards for</i></p>	<p>Candidates use instructional materials that have been developed commercially.</p>	<p>Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.</p>	<p>An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.</p>	

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<p><i>Learning Languages</i> (2015) and their state standards and use them as the basis for instructional planning.</p> <p><b>ACTFL 4a</b></p>				
<p><b>21. Plan for assessment</b></p> <p>Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p> <p><b>ACTFL 5a</b></p>	<p>Candidates use assessments provided in their 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><b>22. Formative and summative assessment models</b></p> <p>Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p> <p><b>ACTFL 5a</b></p>	<p>Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.</p>	<p>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.</p>	<p>Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.</p>	

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<p><b>23. Interpretive communication</b></p> <p>Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</p> <p><b>ACTFL 5c</b></p>	<p>Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes.</p>	<p>Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.</p>	<p>Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.</p>	
<p><b>24. Interpersonal communication</b></p> <p>Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p> <p><b>ACTFL 5b</b></p>	<p>Candidates use interpersonal assessment measures found in instructional materials prepared by others.</p>	<p>Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.</p>	<p>Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.</p>	
<p><b>25. Presentational communication</b></p> <p>Interpret and report the results of student performances to all stakeholders in the community, with</p>	<p>Candidates use presentational assessment measures found in instructional materials prepared by others.</p>	<p>Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at</p>	<p>Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They</p>	

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<p>particular emphasis on building student responsibility for their own learning.</p> <p><b>ACTFL 5c</b></p>		<p>how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.</p>	<p>encourage students to write or to speak on topics of interest to the students.</p>	
<p><b>26. Cultural perspectives</b></p> <p>Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p> <p><b>ACTFL 5a</b></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>	
<p><b>27. Integrated communication assessments</b></p> <p>Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p> <p><b>ACTFL 5a</b></p>	<p>Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.</p>	<p>Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.</p>	<p>Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.</p>	

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<p><b>28. Assessments reflect a variety of models designed to meet needs of diverse learners</b></p> <p>Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p> <p><b>ACTFL 5b, InTASC 6, Core Practice 10</b></p>	<p>Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments.</p>	<p>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.</p>	<p>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.</p>	
<p><b>29. Reflect</b></p> <p>Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p> <p><b>ACTFL 5b</b></p>	<p>Candidates interpret assessments as correct/incorrect student response.</p>	<p>Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.</p>	<p>Candidates teach students to reflect upon their performances in a global and an analytical fashion.</p>	
<p><b>30. Adjust instruction</b></p> <p>Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p>	<p>Candidates use assessment results to conduct whole group remediation or review.</p>	<p>Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.</p>	<p>Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.</p>	

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<b>ACTFL 5b</b>				
<p><b>31. Incorporate results and reflect on instruction</b></p> <p>Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</p> <p><b>ACTFL 5c</b></p>	<p>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.</p>	<p>Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.</p>	<p>Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend</p>	
<p><b>32. Interpret and report progress to students</b></p> <p>Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</p> <p><b>ACTFL 5c</b></p>	<p>Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.</p>	<p>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.</p>	<p>Candidates identify ways of involving students in understanding testing procures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.</p>	



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<p><b>33. Communicate with stakeholders</b></p> <p>Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</p> <p><b>ACTFL 5c</b></p>	<p>Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Common Items</b></p>	<p><b>Level 1 Emerging</b></p>	<p><b>Level 2 Target</b></p>	<p><b>Level 3 Exceptional</b></p>	<p><b>Not Observed</b></p>
<p><b>34.</b> Candidate aligns learning goals to state and national content standards and communicates learning goals to students.</p>	<p>Candidate's learning goals and standards are often unaligned and/or these learning goals are not articulated clearly to students.</p>	<p>Candidate consistently aligns learning goals to state and national content standards and clearly communicates learning goals to students.</p>	<p>Plus: Candidate consistently reviews learning objectives and expectations with students both verbally and in writing.</p>	
<p><b>35.</b> Candidate organizes and sequences curriculum and instruction to support all students' learning.</p>	<p>Candidate's lessons are somewhat disjointed. It is unclear how activities build on one another to support student learning.</p>	<p>Candidate's lessons include activities that build on one another to foster all students' understanding of targeted skills or knowledge.</p>	<p>Plus: Clear connections between prior academic knowledge and skills and current lessons are explicitly articulated to students.</p>	

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<p><b>36.</b> Candidate differentiates instructional strategies to deliver content, including the use of materials, groupings, and learning activities.</p>	<p>Candidate maintains uniform instructional strategies: materials, groupings and learning activities do not address differences in individual student learning strengths and needs.</p>	<p>Candidate differentiates instructional strategies to deliver content, including the use of materials, groupings, and learning activities.</p>	<p>Plus: Candidate creates modified materials to meet the learning needs of individual students.</p>	
<p><b>37.</b> Candidate engages learners in relevant learning experiences using best practices from their discipline(s).</p>	<p>Candidate mainly uses teacher-centered practices and seldom varies their methods of instruction.</p>	<p>Candidate consistently engages learners in relevant learning experiences using best practices from their discipline(s).</p>	<p>Plus: Candidate experiments with new methods in their discipline.</p>	
<p><b>38.</b> Candidate uses developmentally and discipline-appropriate technology to support student learning.</p>	<p>Candidate uses technology in limited ways. Technology use is generic rather than discipline-appropriate and does not take into account student learning goals.</p>	<p>Candidate consistently uses developmentally and discipline-appropriate technology in their instruction to support student learning goals.</p>	<p>Plus: Candidate designs lesson where students use discipline-appropriate technology to meet learning goals.</p>	
<p><b>39.</b> Candidate collects and uses data from appropriate assessments to monitor student learning and guide practice.</p>	<p>Candidate makes and uses summative assessments to monitor student learning.</p>	<p>Candidate consistently uses formative and summative assessments to monitor student learning and guide practice.</p>	<p>Plus: Candidate uses assessment data to differentiate future instruction for individual students.</p>	
<p><b>40.</b> Candidate responds to individual differences and diverse families, cultures and communities to promote inclusive and equitable learning experiences.</p>	<p>Candidate does little to learn about the individual differences of students or the families, cultures and communities the school serves.</p>	<p>Candidate makes efforts to learn about students' individual differences, families, cultures and communities to promote an inclusive classroom environment and create</p>	<p>Plus: Candidate has consistently engages with parents and participates in school and community events.</p>	

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		equitable learning experiences.		
<b>41.</b> Candidate acts according to professional standards.	Candidate is unaware of professional standards. Candidate does not always meet or adhere to the professional standards of the district.	Candidate consistently meets and acts according to professional standards in their work with students, colleagues and families.	Plus: Candidate engages with students, colleagues and school community members beyond their classrooms in ways that reflect professional standards.	
<b>42.</b> Candidate engages in ongoing professional learning designed to further teacher knowledge and to support the needs of learners, schools, and communities.	Candidate rarely takes advantage of professional learning opportunities.	Candidate consistently engages in ongoing professional learning within the school and district to further their knowledge and to support the needs of learners, schools, and communities.	Plus: Candidate has attended a conference or webinar beyond the school or district to advance their professional learning and brought that knowledge back to the school community.	

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Cooperating Teacher writes summary comments about the teacher candidate's progress in preparation for final three-way meeting. University Supervisor adds summary comments at the meeting.

CT Common Core of Teaching	Summary Comments
<p>1. Teachers have knowledge of students, content and pedagogy regarding planning, instructing, assessing and adjusting.</p> <p>What strengths does the student teacher candidate possess in these areas?</p> <p>What improvement can the student teacher candidate make in these areas?</p> <p>2. Teachers have knowledge of students, content and pedagogy regarding professional and ethical practice, reflection and continuous learning.</p> <p>What strengths does the student teacher candidate possess in these areas?</p> <p>What improvement can the student teacher candidate make in these areas?</p>	