

CEHS Vision: To Develop Competent, Socially Conscious, Reflective Professionals

Seton Hall University:
World Language Field Evaluation Form (ACTFL Standards)

Please use the following criteria when scoring each item below. Place a check in the box that best corresponds with the student's performance. (Note: NA=not applicable to the setting.) The items are based on the language and standards of the American Council on the Teaching of Foreign Languages (ACTFL).

0	1	2	3	4
<p style="text-align: center;">Unacceptable (U): Candidate has significant weaknesses in teaching and unproductive, ineffective use of the element(s) to further student learning.</p>	<p style="text-align: center;">Minimally Acceptable (MA) : Candidate teaching skill is inconsistent with moments of strength as well as serious need. Occasional use of the element(s) occurs, but a true understanding about its value and purpose to support student learning is limited.</p>	<p style="text-align: center;">Acceptable (A): Candidate teaching skill is appropriate for this level in the program and shows a positive and generally effective approach to supporting student learning. Improvement in consistency and depth of understanding of the element(s) is needed.</p>	<p style="text-align: center;">Highly Acceptable (HA): Candidate teaching skill is often beyond that expected of this level. Consistent and effective use of the element(s) contributes to student learning.</p>	<p style="text-align: center;">Exceeds Expectations (EE): Candidate confidently and continuously exceeds expectations for someone at this level. Elements are thoroughly and consistently used at a level showing deep understanding by the candidate and effective results for candidates.</p>

Please Fill Out:

Candidate's Name:

School:

Grade/Class Type:

Please circle your role: Cooperating Teacher Supervisor

Title/Type of Lesson:

Date of Evaluation:

ACTFL	Element	Unacceptable	Approaching Acceptable	Acceptable	Highly Acceptable	Exceeds Expectations	NA
1a	Candidate is highly proficient in the target language while instructing students.						
1a	Candidate teaches grammar as a way to communicate in real life situations.						
1c	Candidate knows similarities and differences between target language and other language and highlights these to their students.						
2a	Candidate uses knowledge of target language culture in lessons with students.						
2b	Candidate uses authentic materials appropriate for the students' proficiency levels.						
3a	Candidate recognizes student's different developmental levels of language acquisition and adjusts questions and supports appropriately.						
3a	Candidate engages students, in small and larger groups, in written and oral communication.						
3b	Candidate uses a range of instructional practices to address the needs of diverse learners.						
4a	Candidate incorporates state and national standards for foreign language learning in their instructional planning.						
4b	Candidate incorporates state and national standards for foreign language learning in their language instruction.						

ACTFL	Element	Unacceptable	Approaching Acceptable	Acceptable	Highly Acceptable	Exceeds Expectations	NA
4b	Candidate makes connections between foreign language learning and other disciplines.						
4c	Candidate uses standards and curriculum goals to evaluate, select, design, and adapt instructional resources.						
5a	Candidate uses a range of assessment options which reflect the appropriate age and developmental level appropriate.						
5b	Candidate reflects on assessment to determine student learner and plan for future instruction.						
5c	Candidate shares assessment results with cooperating teacher and students to review student learning.						
6a	Candidate participates in professional development within the school and district to strengthen competence.						
6b	Candidate advocates for the value of foreign language learning.						

Narrative Comment:

Signature: _____ Date: _____