

**AMERICAN COUNCIL on the TEACHING OF FOREIGN LANGUAGES (ACTFL)
PROGRAM STANDARDS FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS (2013)
Prepared by the Foreign Language Teacher Preparation Standards Writing Team**

3/9/18

This evaluation is used with our candidates in their Methods Practicum and in their Student Teaching.

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: beginning with limited awareness; to “emerging,” beginning understanding and attempts to apply; then “ready to teach,” application at the level of readiness to be “the teacher”; and then, “exceeds readiness,” demonstrating the understanding and behaviors of a teacher who has been teaching for the better part of a year, at least. “Ready to Teach” describes the student teaching goal with the understanding that “Exceeds Readiness” is where the student teacher is headed as he or she continues into the responsibilities of the first year teacher.

This evaluation is used with our candidates in their Methods Practicum and in their Student Teaching.

1 - 4 = Limited: The teacher candidate demonstrates little awareness of the expectations of the standard element.

5 - 8 = Emerging: The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

9 - 12 = Ready to Teach: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

13 - 16 = Exceeds Readiness: The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

Principle A: The LEARNING & LEARNING

Standard 3: Language Acquisition Theories & Knowledge of Students and Their Needs

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrates an understanding of child and adolescent development, the context of instruction, and their students’ backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students’ needs.

Standard 3a—Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

Standard 3b—Demonstrate an understanding of child and adolescent development to create a supportive learning environment.

| Elements | 1 – 4 Limited | 5 – 8 Emerging | 9 – 12 Ready to Teach | 13 – 16 Exceeds Readiness | NO No Opportunity To Demonstrate |
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| Language Acquisition Theories | | Candidate exhibits 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. | Candidate exhibits an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. He/she draw their knowledge of theories, as he/she apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition. | Candidate exhibits east and flexibility in applying language acquisition theories to instructional practice. He/she uses a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in planning, creation, and implementation of instructional strategies that reflect language acquisition theories. | |
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| Target Language Input | | Candidate uses the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. He/she uses some strategies to help students understand oral and written output. | Candidate uses the target language to the maximum extent in classes at all levels of instruction. He/she designates certain times for spontaneous interaction with students in the target language. he/she tailors language use to students' developing proficiency levels. He/she uses a variety of strategies to help students understand oral and written input. He/she uses the target language to design content-based language lessons. | Candidate structures classes to maximize use of the target language at all levels of instruction. A key component of their classes in their spontaneous interaction with students in the target language. He/she assists students in developing a repertoire of strategies for understanding oral and written input. He/she uses target language to teach a variety of subject matter and cultural content. | |
| Negotiation of Meaning | | Since most classroom interaction is planned, the candidate does not regularly negotiate meaning with students. He or she teaches students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?" | Candidate negotiates meaning with students when spontaneous interaction occurs. He/she teaches students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities. | Negotiation of meaning is an integral part of classroom interaction. Candidate negotiates meaning regularly with students. He/she teaches students to integrate negotiation of meaning strategies into their communication with others. | |
| Meaningful Classroom Interaction | | Candidate uses communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials. | Candidate designs 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. | Meaningful classroom interaction is at the heart of language instruction. Candidate engages 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. | |
| Theories of Learner Development & Interaction | | Candidate recognizes that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidate recognizes the need to tailor instruction to accommodate their students' developmental needs. He/she is aware of but seldom make use of the many different instructional models and techniques that exist. | Candidate describes the physical, cognitive, emotional, and social developmental characteristics of K-12 students. He/she implements a variety of instructional models and techniques to accommodate these differences. | Candidate plans for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. He/she implements a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of the students. | |
| Understanding of Relationship of Articulated Program Models to Language Outcomes | | Candidate recognizes that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes. | Candidate describes how foreign language program models (e.g., FLEX, FLEX, immersion) lead to different language outcomes. | Candidate designs and/or implements foreign language program models that lead to different language outcomes. | |

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| Adapting Instruction to Address Students' Language Levels, Language Backgrounds, Learning Styles | | Candidate recognizes that he/she's 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. | Candidate seeks out information regarding his/her students' language levels, language backgrounds, and learning styles. He/she implement a variety of instructional models and techniques to address these student differences. | Candidate consistently uses information about his/her students' language levels, language backgrounds, and learning styles to plan for and implement language instruction. | |
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| Adapting Instruction to Address Students' Multiple Ways of Learning | | Candidate recognizes that students approach language learning in a variety of ways. He/she identifies how individual students learn. | Candidate identifies multiple ways in which students learn when engaged in language classroom activities. | Candidate plans for and implements a variety of instructional models and strategies that accommodate different ways of learning. | |
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| Adapting Instruction to Meet Students' Special Needs | | Candidate identifies special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. | Candidate implements a variety of instructional models and techniques that address specific special needs of their students. | Candidate anticipates his/her students' special needs by planning for differentiated alternative classroom activities as necessary. | |
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| Critical Thinking & Problem Solving | | Candidate implements activities that have a limited number of answers and allow little room for critical thinking and/or problem solving. | Candidate implements activities that promote critical thinking and problem-solving skills. | Candidate rewards his/her students for engaging in critical thinking and problem solving. | |
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| Grouping | | Candidate teaches primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually. | Candidate differentiates instruction by conducting activities in which students work collaboratively in pairs and small groups. He/she defines and models the task, gives up time limit and expectations for follow-up, groups students, assigns student roles, monitors the task, and conducts a follow up activity. | Candidate differentiates instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. He/she teaches their students strategies for assuming roles monitoring their progress in the task, and evaluating their performance at the end of the task. | |
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| Use of Questioning & Tasks | | Candidate uses short answer questioning as the primary strategy for eliciting language from students. | Candidate recognizes that questioning strategies and task-based activities serve different instructional objectives. He/she uses tasks as they appear in their instructional materials. | Candidate has 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 they want to elicit from students. | |

Principal C: INSTRUCTIONAL PRACTICE InTASC 6 & 7

Standard 5: Assessment of Languages & Cultures—Impact on Student Learning

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspective of the instructed languages. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

Standard 5a—Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

Standard 5b—Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

Standard 5c—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.

| Elements | 1 – 4 Limited | 5 – 8 Approaches Standard | 9 – 12 Meets Standards | 13 – 16 Exceeds Standard | NO No Opportunity To Demonstrate |
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| Plan for Assessment | | Candidates uses assessments provided in his/her textbooks or other instructional materials without regard for student performance after instruction. | Candidate designs and uses authentic performance assessments to demonstrate what students should know and be able to do following instruction. | Candidate shares his/her designed assessments and rubrics with students prior to beginning instruction. | |
| Formative & Summative Assessment Models | | Candidate recognizes the purpose of formative and summative assessments as a set forth in prepared testing materials. | Candidate designs and uses formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit of chapter. | Candidate designs 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. | |
| Interpretive Communication | | Candidate uses 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. | Candidate designs and uses 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. | Candidate designs and uses 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. Candidate incorporates technology-based delivery and analysis systems where available and appropriate. | |

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| Interpersonal Communication | | Candidate uses interpersonal assessment measures found in instructional materials prepared by others. | Candidate designs and uses 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. | Candidate has 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. | |
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| Presentational Communication | | Candidate uses interpersonal assessment measures found in instructional materials prepared by others. | Candidate designs and uses 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 how meaning is conveyed in culturally appropriate ways. He/she creates and uses effective holistic and/or analytical scoring methods. | Candidate creates and uses presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. He/she encourages students to write or to speak on topics of interest to the students | |
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| Cultural Perspectives | | Candidate assesses isolated cultural facts. | Candidate devises 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. | Candidate designs assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher. | |
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| Integrated Communication Assessments | | Candidate recognizes that assessments can lead students from one mode of communication to another (e.g., a reading tasks to written letter to a discussion) but he/she tends to score the subset of skills. | Candidate uses 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). He/she evaluates performance in a global manner. | Candidate designs standards-based performance assessments for their students based upon models available in literature or from professional organizations. | |
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| Assessments Reflect a Variety of Models Designed to Meet Needs of Diverse Learners | | Candidate cites the role of performance assessment in the classroom and attempt to measure performances. He/she relies on discrete-point or right-answers/ | Candidate assesses what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. He/she commits the effort necessary to measure end performance. | Candidate designs 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. | |
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| Reflect | | Candidate interprets assessments as correct/incorrect student responses. | Candidate observes and analyzes the result of students performances to discern global success and underlying inaccuracies. | Candidate teaches students to reflect upon their performance in a global and an analytical fashion | |
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| Adjust Instruction | | Candidate uses assessment results to conduct whole group remediation or review. | Candidate uses insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction. | Candidate uses assessment results for whole group improvement and to help individual students identifying the gaps in their knowledge and skills. | |
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| Incorporate Results & Reflect on Instruction | | Candidate uses assessment that can be cored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and of itself. | Candidate incorporates what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning. | Candidate designs assessments and uses results to improve teaching and student learning. He/she uses technology where appropriate to collect data and report result and to enhance or extend instruction. | |
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| Interpret & Report Progress to Students | | Candidate reports student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts. | Candidate interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. He/she uses performances to illustrate both what students can do and how they can advance. | Candidate identifies 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. | |
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| Communicate with Stakeholders | | Candidate identifies the stakeholders and their roles and interests in assessment of student progress. Candidate finds short-cut ways to report assessment results. | Candidate reports students progress to students and parents. He/she uses appropriate terminology and share examples that illustrate students learning. Candidate reports assessment results accurately and clearly. | Candidate communicates to audience in the schools and community how assessment reflects language proficiency and cultural experiences. Candidate reports assessment results in a way that is tailored to particular groups of stakeholders. | |
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Principle D: Professional Responsibility InTASC 9 & 10

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| <p>Standard 6: Professional Development, Advocacy, and Ethics Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate that role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.</p> <p>Standard 6a—Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</p> <p>Standard 6b—Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.</p> <p>Standard 6c—Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p> |
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| Elements | 1 – 4 Limited | 5 – 8 Approaches Standard | 9 – 12 Meets Standards | 13 – 16 Exceeds Standard | NO No Opportunity To Demonstrate |
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| Seeking Long-Term Professional Growth Opportunities | | Candidate considers suggestions that mentors make regarding candidate's own professional growth. | Candidate seeks counsel regarding opportunities for professional growth and establish a plan to pursue them. | Candidate develops a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development. | |
| Develop an Advocacy Rationale for Language Learning | | Candidate realizes the importance of developing a rationale for supporting language learning. | Candidate develops a rationale for advocating the importance of language learning. | Candidate develops and articulates a rationale for language learning that includes the cognitive, social, emotional, academic, and benefits to students in today's global society. | |
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| Use Inquiry & Reflection to Access, Analyze, and Use Data to Support Language Learning | | Candidate identifies the main sources (both print and online) for accessing language-specific data. | Candidate selects appropriate data sources to develop products in support of language learning for designated audiences. | Candidate accesses multiple sources of data and synthesizes findings to prepare a coherent rationale for language learning for multiple audiences. | |
| Recognize the Importance of Collaboration & Building Alliances for Advocacy that Support Increased P-12 Student Learning | | Candidate understands the importance of professional and social networks and the role they play in advocacy efforts to increase P-12 students learning in languages and cultures. | Candidate provides evidence of participating in at least one professional and/or social network designed to advocate for the increase of P-12 student learning in languages and cultures. | Candidate demonstrates evidence that he/she has initiated efforts to collaborate with students, colleagues and other stakeholders to advocate for increased P-12 students learning in languages and cultures. | |
| Become a Member of the Profession | | Candidate is aware of professional learning communities and the benefits that they offer along his/her career pathway. | Candidate shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations. | Candidate accepts invitations to professional learning communities (e.g., members of the language department, online learning communities, language specific association and special interest groups [SIGs]) and volunteers to assume different supporting roles in these organizations. | |
| Successful Interaction in Professional Settings | | Candidate demonstrates satisfactory conduct when interacting in predictable professional contexts. | Candidate demonstrates appropriate conduct when interacting in various and more challenging professional contexts. | Candidate assumes leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings. | |

Student Teaching Narrative Feedback: See the separate directions, with examples.

Methods Practicum, EDUC 366: The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:

- Candidate strengths
- Areas identified as particular needs for improvement