



### Modern Languages Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
<b>Demonstrating Language Proficiency: Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.</b>							
<b>InTASC Standard # 4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.							
<b>Understanding Linguistics: Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.</b>							
<b>InTASC Standard # 4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.							
<b>Identifying Language Comparisons: Candidates know the similarities and differences between the target language and other languages identify the key differences in varieties of the target language and seek opportunities to learn about varieties of the target language on their own.</b>							
<b>InTASC Standard # 4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.							
<b>Demonstrating Cultural Understandings: Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.</b>							
<b>InTASC Standard # 5: Application of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.							
<b>Demonstrating Understanding of Literary and Cultural Texts and Traditions: Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target language.</b>							
<b>InTASC Standard # 4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.							
<b>Integrating of Other Disciplines in Instruction: Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.</b>							
<b>InTASC Standard # 5: Application of Content.</b>							

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.				
<b>Understanding Language Acquisition and Creating a Supportive Classroom: Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction</b>				
<b>InTASC Standard # 1: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.				
<b>Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity: Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse learners described in the evidence for a standard gathered in a course or a field experience language learners.</b>				
<b>InTASC Standard # 2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow enable each learner to meet high standards.				
<b>Understanding and Integrating Standards in Planning: Candidates demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning.</b>				
<b>InTASC Standard # 7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
<b>Integrating Standards in Instruction: Candidates integrate the Standards for Foreign Language Learning and their state standards into language instruction.</b>				
<b>InTASC Standard # 7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
<b>Selecting and Designing Instructional Materials: Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</b>				
<b>InTASC Standard # 8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.				
<b>Knowing Assessment Models and Using Them Appropriately: Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.</b>				
<b>InTASC Standard # 6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
<b>Reflecting on Assessment: Candidates reflect on the results of student assessments, adjust instruction accordingly, and analyze the results of assessments, and use success and failure to determine the direction of instruction.</b>				
<b>InTASC Standard # 6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
<b>Reporting Assessment Results: Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.</b>				
<b>InTASC Standard # 6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.				
<b>Engaging in Professional Development: Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.</b>				
<b>InTASC Standard # 9: Professional Learning and Ethical Practice.</b>				

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.				
<b>Knowing the Value of Foreign Language Learning: Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.</b>				
<b>InTASC Standard # 10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.				
<b>Progress</b>				
Student Teacher Professional Progress				
Student Teacher Professional Progress (check one)				
Professional progress is satisfactory for time and placement.				
Professional progress is not satisfactory for time and placement (alert will be sent).				
Comments: <b>Please provide any additional comments you would like to add regarding this student's performance.</b>				
<div></div>				
Comments: <b>How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.</b>				
<div></div>				
Comments: <b>How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)</b>				
<div></div>				

Comments: **Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?**

Please note the interpretation for the scoring rubric is as follows:

N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.

U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to “meet” by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.