STUDENT TEACHING FINAL EVALUATION
SPANISH K-12

_____   _____   _____

Student's Last Name   First Name   Middle Initial

_____

Student's NEIU ID number

_____   _____

Semester student teaching   Hours of credit

_____

Name of school

_____

Address of school

_____

Subject and/or grade level

_____

Name of Cooperating Teacher

_____

Name of University Supervisor

Form completed by: Cooperating Teacher   University Supervisor   Student Teacher

_____   _____

Signature   Date

I have had an opportunity to read and discuss this evaluation.

_____   _____

Signature of Student Teacher   Date

PLEASE PROVIDE WRITTEN COMMENTS

On the Scantron sheet provided, please complete the identifying items on the front. On the back, for Items 1 – 25 , please "bubble" the number that most accurately describes your overall observation of the quality of the student teacher's performance while assigned to you.   There is also space for additional written comments. Thank you.

    1 = Needs significant support in this area, atypical of a beginning teacher
    2 = Demonstrates this behavior with moderate support/prompting
    3 = Demonstrates this behavior competently, benefitting from the occasional support or professional development
    4 = Demonstrates this behavior at an exemplary level and without the need of any support

A. TEACHING DIVERSE LEARNERS (also inherent in many additional items on this form)
1   Recognizes the impact of his/her personal perspectives and biases on teaching and makes adjustments accordingly in order to maintain a respectful learning environment
      Candidate designs a respectful learning environment through reflection on his/her own perspectives and biases.
2   Connects instruction to each student's strengths, interests, prior learning, language, culture, and social/emotional needs
      Candidate uses student data to design instruction that connects to student background.

B. CONTENT AREA AND PEDAGOGICAL KNOWLEDGE
3   Demonstrates knowledge of major concepts and modes of inquiry central to the subject areas taught
      Candidate demonstrates knowledge of major content in the subject area(s) taught.
4   Has command of an array of content area literacy strategies to make all subject matter accessible to each student
      Candidate uses several research-based, content-area-related literacy strategies to help each student learn.
5   Creates learning experiences that allow each student to integrate knowledge, skills, and methods of inquiry from various subject areas
      Candidate makes visible and purposeful connections among disciplines.
6   Develops/uses curricula that encourage each student to see, question, and interpret ideas from multiple perspectives
      Candidate uses more than one strategy to teach the same content.

C. PLANNING FOR DIFFERENTIATED INSTRUCTION
7   Creates and presents differentiated lessons and activities that meet the developmental and individual needs of diverse learners
      Candidate uses student data to plan lessons that allow for variation of individual learning needs.
8   Develops and implements short- and long-term plans to achieve the expectations for student learning
      Candidate develops and implements short- and long-term learning experiences based on knowledge of students' individual needs, effective instructional strategies, and district and Illinois learning standards.
9   Plans for ongoing student growth and achievement
      Candidate utilizes a wide range of information and instructional strategies to plan for ongoing student growth and achievement.

D. LEARNING ENVIRONMENT
10   Creates a safe and nurturing learning community in which diversity is valued and each student's individual characteristics are respected
      Candidate knows students by name, and treats each student respectfully and equitably.
11   Applies principles of effective classroom management by using a range of strategies that promote cooperative relationships and a positive learning environment
      Candidate creates clear, positive expectations and procedures for communication and behavior to promote cooperation and learning.

E. INSTRUCTIONAL DELIVERY

12 Enhances learning through the use of a wide variety of instructional strategies, materials, technologies, and resources that promote and reflect active learning
Candidate uses a variety of instructional materials in creative ways to enhance active learning, supplementing as indicated by students' needs and interests.

13 Manages the resources of time and space to engage each student actively in productive learning
Candidate varies use of time and space to match the desired learning outcome(s).

14 Uses questioning and discussion strategies to engage students in critical thinking and problem-solving
Candidate demonstrates the ability to ask various levels of questions and to stimulate discussion.

F. READING, WRITING, AND ORAL COMMUNICATION

15 Effectively integrates technology to support, enhance, and enrich each student's learning
Candidate uses various forms of technology appropriate to learning in the content area in his/her instruction.

16 Communicates effectively with students and adults verbally and through print and electronic writing
Candidate speaks and writes in grammatically correct, contextually appropriate language.

G. ASSESSMENT

17 Uses a variety of assessment tools (formal and informal) to evaluate the outcomes of her/his teaching and student learning
Candidate evaluates, develops, and applies formal and informal assessment tools with consideration of technical adequacy, timeliness, and appropriateness to the individual and context.

18 Makes use of student assessment/performance data to design, modify, and differentiate instruction
Candidate generates, applies, and reflects on valid and representative assessment data for the purpose of individualizing instruction.

19 Draws from a repertoire of assessment strategies to flexibly and sensitively facilitate each student's highest learning potential
Candidate adjusts plans and instruction based on each student's responses and unexpected situations.

H. COLLABORATIVE RELATIONSHIPS

20 Collaborates appropriately, effectively, and respectfully with others
Candidate interacts cooperatively with parents, guardians, families, school colleagues, and members of the community.

21 Participates in planning as a collegial activity in order to foster each student's cognitive, physical, linguistic, and social and emotional development
Candidate's planning is done in consultation with the cooperating teacher.

22 Works collaboratively with school colleagues and supervisors by accepting constructive feedback and implementing suggestions
Candidate evidences growth by incorporating feedback from others.

I. PROFESSIONALISM, LEADERSHIP, AND ADVOCACY

23 Exhibits professional behavior by incorporating constructive feedback and engaging in ongoing professional development.
Candidate accepts constructive feedback, utilizes existing resources, and seeks out additional resources to refine her/his teaching practices.

24 Exemplifies professional and ethical behavior in all situations.
Candidate demonstrates professional and ethical behavior and respects each student's privacy and confidentiality of information when consulting with students, teachers, parents, and other school professionals.

25 Provides evidence of reflection, self-assessment, and learning as ongoing processes
Candidate reflects on his/her professional practice, and identifies strengths and weaknesses and ways to address them.

Addendum to Student Teaching Evaluation for Teacher Candidates of Spanish and French:

Integration of Standards of Foreign Language Learning into Curriculum and Instruction

TASK: Design and teach a lesson on foreign language that integrates the ACTFL Standards for Foreign Language Learning. This includes the design and delivery of a lesson plan with learning goals that directly addresses the ACTFL standards (4.a. and 4.b.), the integration of interpersonal, interpretive, and presentational modes of communication into the lesson (4.b.), and the use of authentic materials to plan for and deliver instruction (4.c.).

- **Standard 4.a. Understanding and Integrating Standards in Planning.** Candidate demonstrates an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and of the state standards, and integrates these frameworks into curricular planning.
- **Standard 4.b. Integrating Standards in Instruction.** Candidate integrates the *Standards for Foreign Language Learning* and the state standards into language instruction.
- **Standard 4.c. Selecting and Designing Instructional Materials.** Candidate uses standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Elements	Exceeds standards 3 points	Meets standards 2 points	Approaches standards 1 point
Item 26 Integration of standards into planning 4.a.	Candidate uses the goal areas and standards of the Standards for Foreign Language Learning, as well as their state standards, to design curriculum and unit/lesson plans.	Candidate creates unit/lesson plan objectives that address specific goal areas and standards (national and state). She/he designs activities and/or adapt instructional materials and activities to address specific standards.	Candidate applies goal areas and standards (both national and state) to his/her planning to the extent that his/her instructional materials do so.
Item 27 Overall integration of standards into instruction 4.b.	The goal areas and standards of the Standards for Foreign Language Learning and/or their state standards are the focus of all classroom activities.	Candidate adapts exercises and activities as necessary to address specific goal areas and standards of the Standards for Foreign Language Learning and of the state standards.	Candidate conducts activities that address specific goal areas and standards of the Standards for Foreign Language Learning and of the state standards to the extent that the instructional materials include a connection to standards.
Item 28 Integration of three modes of communication 4.b.	Candidate uses the interpersonal-interpretive presentational framework as the basis for planning and implementing classroom communication.	Candidate designs opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.	Candidate understands the connection among the interpersonal, interpretive, and presentational modes of communication. She/he focuses on one mode at a time in instruction and classroom activities.
Item 29 Use of authentic materials 4.c.	Candidate uses authentic materials to plan for and deliver instruction. She/he implements a variety of classroom activities based on authentic materials. She/he engages students in acquiring new information by exploring authentic texts.	Candidate identifies and integrates authentic materials into classroom activities (e.g., tape recorded news broadcasts, magazine and newspaper articles, literary selections, realia). She/he helps students to acquire strategies for understanding and interpreting authentic texts.	Candidate primarily uses materials created for formal classroom use.