

University of Dayton

Date: _____

Multi-age Foreign Language Education Formative/ Summative Student Teaching Assessment

Candidate: _____ ID #: _____ Clinical Educator: _____

School: _____ Grade Level(s): _____ Subject Area(s): _____

Liaison: _____ Letter Grade (Summative Only): _____

1 Approaches expectations
2 Meets expectations
3 Exceeds expectations

<i>Ohio Standards for the Teaching Profession (OSTP) and ACTFL Program Standards</i>	Mid-Term	Final
<p>Item A. Instructional Practices for Language Outcomes and Learner Diversity OSTP 1: Candidates understand student learning and development and respect the diversity of students they teach. ACTFL 3b: Instructional Practices: Candidates develop a variety of instructional practices that reflect language outcomes and address the needs of diverse language learners.</p>	1 2 3	1 2 3
<p>Item B1. Language Proficiency and Linguistics OSTP 2: Candidates demonstrate high levels of proficiency in the target language and demonstrate knowledge of linguistics... ACTFL 1: Language, Linguistics, Comparisons: Candidates demonstrate language proficiency, a thorough understanding linguistics, and the ability to identify language comparisons.</p>	1 2 3	1 2 3
<p>Item B2. Culture and Literature OSTP 2: Candidates demonstrate... knowledge of... culture and literature of the target language. ACTFL 2: Cultures, Literatures, Cross-Disciplinary Concepts: Candidates demonstrate cultural understanding, knowledge and understanding of literary and cultural texts and traditions, and are able to integrate other disciplines in instruction.</p>	1 2 3	1 2 3
<p>Item C. Assessment OSTP 3: Candidates understand and use varied and appropriate assessments of language and culture to inform instruction and evaluate and ensure student learning. ACTFL 5: Assessment of Languages and Cultures: Candidates know assessment models and use them appropriately. Candidates reflect and report assessment results effectively.</p>	1 2 3	1 2 3
<p>Item D. Standards-based Planning and Instruction OSTP 4: Candidates plan and deliver instruction standards-based lessons and create standards-based materials that advance the learning of each individual student. ACTFL 4: Integration of Standards Into Curriculum and Instruction: Candidates demonstrate understanding and integrating standards in planning and instruction. They utilize standards to select and design instructional materials.</p>	1 2 3	1 2 3
<p>Item E. SLA and a Supportive Classroom Environment OSTP 5: Candidates create learning environments that promote high levels of learning and achievement for all students. ACTFL 3a: Language Acquisition Theories and the Supportive Classroom: Candidates demonstrate understanding of language acquisition and use this knowledge to create a supportive classroom that includes negotiation of meaning and meaningful interaction</p>	1 2 3	1 2 3
<p>Item F. Collaboration OSTP 6: Candidates collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.</p>	1 2 3	1 2 3
<p>Item G. Professionalism OSTP 7: Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community and value foreign language learning for all students. ACTFL 6: Professionalism: Candidates engage in professional development, and know the value of foreign language learning for students.</p>	1 2 3	1 2 3
<p>Item H. Management Candidates assume the responsibility for the implementation of a classroom management system that is developmentally appropriate and responsive to the individual needs of the students.</p>		
Clear rules and expectations for student behavior are made clear to the students and implemented by the student teacher	1 2 3	1 2 3
Recognition of appropriate student behavior through positive reinforcement or meaningful praise	1 2 3	1 2 3

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<i>Ohio Standards for the Teaching Profession (OSTP) and ACTFL Program Standards</i>	Mid-Term	Final
(Including incentives and rewards to encourage correct classroom behavior)		
Monitor student behavior for all deviations from the rules using direct and less intrusive means, using a variety of management strategies including “withitness”	1 2 3	1 2 3
Implement appropriate disciplinary action when a student violates the classroom rules or displays disruptive behavior	1 2 3	1 2 3
Actively engage students in productive tasks	1 2 3	1 2 3
Uses instructional time effectively; makes smooth transitions between segments of the class, ensures that all students are engaged in learning	1 2 3	1 2 3
The physical environment supports student learning and supports learning by allowing space for various class activities with no instructional time lost	1 2 3	1 2 3

Comments: