Distributed Teacher and Leader Education

Disciplinary Standards Form –World Language Teacher Education (ACTFL)

Teacher Candidate: USBID:
Cooperating Teacher or University Instructor:
__ Methods I   __ Methods II   Student Teaching   __ 7-9   __ 10-12

DIRECTIONS:

The American Council on the Teaching of Foreign Languages (ACTFL) requires all accredited education programs to provide performance evidence showing how well teacher candidates can plan and deliver instruction aligned with the six ACTFL Thematic Standards. This form is our basic means for gathering this information.

Stony Brook instructors use this form to evaluate lesson and unit planning in the methods courses, and it is also used to assess the classroom performance of our student teachers.

We ask that all cooperating teachers complete this form for their student teachers at the end of each placement. Feedback from cooperating teachers is especially important for the continued development of the student teacher since they are in the best position to assess the ability of student teachers to meet the various standards in an authentic classroom setting. This form also provides the Education Program with useful information on the strengths and weaknesses of our program.

> FOR COOPERATING TEACHERS: On the following pages, please check the box that best reflects the ability of the teacher candidate to plan and deliver instruction pertaining to the individual **Student teacher performance should be assessed in relation to standards for beginning teachers. We strongly encourage the use of narrative comments to elaborate on candidate strengths and weaknesses in the individual standards.**
>
> 1. Does not meet standards
>
> 2. Minimally meets standards
>
> 3. Meets standards
>
> 4. Exceeds standards

I. Language, Linguistics, Comparison	
Standard 1.a. Demonstrating Language Proficiency.	
Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

I. Language, Linguistics, Comparisons	
Standard 1.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.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

I. Language, Linguistics, Comparisons

Standard 1.c. 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.

Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

II. Cultures, Literatures, Cross-Disciplinary Concepts

Standard 2.a. 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.

Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

II. Cultures, Literatures, Cross-Disciplinary Concepts	
Standard 2.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 cultures over time.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
II. Cultures, Literatures, Cross-Disciplinary Concepts	
Standard 2.c. Integrating Other Disciplines In Instruction.	
Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

III. Language Acquisition Theories and Instructional Practices	
Standard 3.a. 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.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
III. Language Acquisition Theories and Instructional Practices	
Standard 3.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 language learners.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards

	Minimally Meets Standards
	Does not meet standards

IV. Integration of Standards into Curriculum and Instruction	
Standard 4.a. 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.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
IV. Integration of Standards into Curriculum and Instruction	
Standard 4.b. Integrating Standards in Instruction.	
Candidates integrate the Standards for Foreign Language Learning and their state standards into language instruction.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

IV. Integration of Standards into Curriculum and Instruction	
Standard 4.c. Selecting and Designing Instructional Materials.	
Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
V. Assessment of Languages and Cultures	
Standard 5.a. 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.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

V. Assessment of Languages and Cultures	
Standard 5.b. Reflecting on assessment.	
Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

V. Assessment of Languages and Cultures	
Standard 5.c. Reporting assessment results.	
Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards

VI. Professionalism	
Standard 6.a. Engaging in Professional Development.	
Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
VI. Professionalism	
Standard 6.b. 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.	
Evidence in Planning	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Evidence in Teaching	Exceeds Standards Meets Standards Minimally Meets Standards Does not meet standards
Please provide us with narrative comments expanding upon the strengths and weaknesses of our teacher candidate in the space below.	