

Assessment 4: Assessment of Student Teaching

1. Description of the assessment

All Keene State College Student Teachers are evaluated using a standardized observation form and rubric filled out by the instructor for Methods and Student teaching. The observation form has been modified (see *italicized* sections) to reflect the particular skills and dispositions appropriate to language teaching and to relate specifically to ACTFL Standards.

2. Alignment With ACTFL Standards (chiefly 3, 4, 5 and 6)

The skills and dispositions identified in this assessment address several ACTFL standards. The first, “Planning and Preparing Instruction,” reflects the candidate’s own language proficiency (ACTFL Standard 1) as well as cultural knowledge (Standard 2). The choice of activities and use of strategies to serve diverse language learners address Standard 3, effectively planning classroom instruction and adapting plans to students’ individual needs. That Standard is also related to the need to activate and maintain student engagement, and to create a supportive learning environment. Assessment and learning outcomes relate to ACTFL Standard 5. The last sections of the rubric, professional interactions and pursuit of professional development, as well as reflective practice, address ACTFL standard 6.

3 and 4. Analysis and interpretation of data

Candidates in Modern Languages have been evaluated by their Methods/Student Teaching instructor using an older generic observation form and a generic rubric for both the methods practicum and student teacher observations. These older forms were not discipline specific and had no explicit connection to ACTFL Standards. The new observation form makes these connections explicit.

The most significant part of the evaluation process is the instructor’s commentary, where she refers to state and ACTFL standards and discusses all that is relevant to world language teaching. In writing this commentary, the instructor documents every step of the candidate’s lesson, all observable student behavior and response, the candidate’s formal and informal assessment during the lesson, the candidate’s mastery of the language and culture and responses to student questions in this regard. She also notes contrasts and comparisons of cultures inferred and stated during the lesson. The next step is to discuss the lesson with the candidate. The discussion provides an additional opportunity to reinforce the importance of adhering to the ACTFL standards and to reply to candidate questions and concerns. Beginning in September 2006 the Methods/Student Teaching instructor will use the new clinical observation form attached here. A satisfactory performance will consist of achieving ratings of 2 (meets expectations) in nine of the fourteen lettered categories.

KSC Clinical Observation Form

Candidate _____
Observer _____
Date: _____

School _____
Grade/Class _____

Comments

I. Planning and Preparing for Instruction

A. Knowledge of Students and School Context _____

*Enthusiasm and advocacy for language learning
(ACTFL Std. 6b)* _____

B. Knowledge of Content and
Associated Pedagogy _____

*Linguistic and cultural proficiency
(ACTFL Std. 1,2)* _____

C. Instructional Goals/Activities/
Assessments/Learning Outcomes _____

*Standards-based activities and assessments
appropriate to students' age and learning
Styles ACTFL Stds. 3,4)* _____

II. Creating a Positive Learning Environment

A. Respect/Rapport _____

B. Managing Routines and Procedures _____

C. Managing Student Behavior _____

*D. Supportive environment rich in language
input and meaningful interactions (ACTFL
Std. 3)* _____

III. Instruction

A. Activating and Maintaining Engagement _____

B. Flexibility/Responsiveness _____

C. Activities _____

*Varied instructional practices meet needs of
diverse learners and reflect standards-based
outcomes* _____

D. Pacing and Timing

IV. Professional Responsibility

A. Clear and Accurate Communication
with All Audiences

B. Professional Interactions and Pursuit of
Professional Development

(ACTFL Std. 1b, 6a,6b)

C. Use of Technology

D. Reflective Practice

(ACTFL Stds. 5a, 6a)

Signature of Teacher Candidate (following conference)

Field placement: ☐ Methods/Practicum

(check one) ☐ Student Teaching/Internship

Key: 1=Needs Improvement

2=Meets Expectations

3=Exceeds Expectations

N/O=Not Observed

Signature of Observer (following conference)

(check one) ☐ Cooperating/Mentor Teacher

☐ Methods/Practicum Instructor ☐ College Supervisor

☐ Site Supervisor ☐ Other Course Instructor

☐ Other Professional Educator (please describe)

5c. Data

The observation form shown above has been newly modified to show alignment with ACTFL Standards and will be used beginning in September 2006 by the Methods/Student Teaching instructor. A satisfactory performance will consist of achieving ratings of 2 (meets expectations) in nine of the fourteen lettered categories.