

## **Assessment 4: Assessment of Student Teaching**

### **1. Description of the assessment**

All Keene State College Student Teachers are evaluated utilizing a clinical observation form filled out by the instructor for Methods and Student teaching. The clinical observation form has been modified to reflect the particular skills and dispositions appropriate to world language teaching and to relate specifically to ACTFL Standards.

The most significant part of the evaluation process is the instructor's commentary, where he/she refers to 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. The instructor 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. In the future we will explore strategies for collecting and analyzing the themes from the instructor's commentary to better understand candidate progress and program strengths and weaknesses.

### **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. Analysis of Data Findings**

Beginning in September 2006 the Methods/Student Teaching instructor began to use the new clinical observation form attached here with the three student teachers. The observation forms continued to be utilized with the three students during AY 07/08. The new clinical observation form is clear and easy to understand for both the student teacher and instructor.

As a result of this transparent form coupled with the students' understanding of ACTFL standards, the six methods students from AY 07 and 08 met or exceeded the six standards as can be seen in the data provided.

#### **4. Evidence of Meeting ACTFL Standards**

Based on the data, the candidates have met the standards. See detailed description below of ACTFL Standards addressed by the various components of this assessment.

## 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 Standard 6b) \_\_\_\_\_

B. Knowledge of Content and  
Associated Pedagogy \_\_\_\_\_

Linguistic and cultural proficiency  
(ACTFL Standards 1, 2) \_\_\_\_\_

C. Instructional Goals/Activities/  
Assessments/Learning Outcomes \_\_\_\_\_

Standards-based activities and assessments  
appropriate to students' age and learning  
Styles (ACTFL Standards 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 Standard 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 Standards 1b, 6a, 6b)

C. Use of Technology

D. Reflective Practice

(ACTFL Standards 5a, 6b)

\_\_\_\_\_  
**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****Assessment of Student Teaching (French)  
2006/2007 Academic Year**

n = 0 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			
1b			
2a			
2b			
3a			
3b			
4a			
4b			
4c			
5a			
5b			
6a			
6b			

**Assessment of Student Teaching (French)  
2007/2008 Academic Year**

n = 0 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a			
1b			
2a			
2b			
3a			
3b			
4a			
4b			
4c			
5a			
5b			
6a			
6b			

**Assessment of Student Teaching (Spanish)**  
**2006/2007 Academic Year**

n = 3 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a		1	2
1b			3
2a			3
2b			3
3a			3
3b			3
4a		1	2
4b		1	2
4c			3
5a			3
5b			3
6a			3
6b		1	2

**Assessment of Student Teaching (Spanish)**  
**2007/2008 Academic Year**

n = 3 students			
ACTFL Standard	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
1a		2	1
1b			3
2a			3
2b			3
3a			3
3b			3
4a		2	1
4b		2	1
4c			3
5a			3
5b			3
6a			3
6b			3

# KSC Clinical Observation Form

Candidate Leslie Gokomai  
 Observer Stephan Hawes  
 Date: 4-27-08

School Keene High School  
 Grade/Class Spanish 2

## Comments

### I. Planning and Preparing for Instruction

- A. Knowledge of Students and School Context 3  
 B. Knowledge of Content and Associated Pedagogy 3  
 C. Instructional Goals/Activities Assessments/Learning Outcomes 3

Class was started with Q+A. Students were asked how their vacation went. This was a good warm-up activity. All of the students participated. Some made mistakes with the preter tense however - since we understand you didn't correct them. This is important! This encouraged all to participate.

### II. Creating a Positive Learning Environment

- A. Respect/Rapport 3  
 B. Managing Routines and Procedures 3  
 C. Managing Student Behavior 2

Next we all walked to the lab. Probs. w/ the computer required us to return to the classroom. You did a good job with plan "B" (Song activity). The song used was by Nelly Furtado & Timbaland: popular artists. Close activity was used. Song was played twice. You must make sure that all have pencils (one didn't) as well as understand the activity. Next activity was a TPRS. Great job with TPR. The students liked the story.

### III. Instruction

- A. Activating and Maintaining Engagement 2  
 B. Flexibility/Responsiveness 3  
 C. Activities 3  
 D. Pacing and Timing 3

Use Q+A to keep them on their toes. Since some don't keep an eye open for this and target them. If not, the more ambitious students take over and the quiet ones will give up. The strong side of the class (near the window) kept your attention while the 2 rows nearest the door started drifting.

### IV. Professional Responsibility

- A. Clear and Accurate Communication with All Audiences 3  
 B. Professional Interactions and Pursuit of Professional Development N/C  
 C. Use of Technology N/C  
 D. Reflective Practice 3

You were able to better with "more Spanish" in the classroom however - you didn't slip back into English.

Signature of Teacher Candidate (following conference):

Field placement: ☐ Methods Practicum  
 (check one) ☒ Student Teaching/Internship

Key: 1=Needs Improvement 3=Exceeds Expectations  
 2=Meets Expectations N/C=Not Observed

Signature of Observer (following conference):

(check one) ☐ Cooperating Mentor Teacher  
☐ Methods Practicum Instructor ☐ College Supervisor  
☐ Site Supervisor ☐ Other (Please describe):