**CEHS Vision:** *To Develop Competent, Socially Conscious, Reflective Professionals*

## Seton Hall University:
**World Language Field Evaluation Form (ACTFL Standards)**

Please use the following criteria when scoring each item below. Place a check in the box that best corresponds with the student’s performance. (Note: NA=not applicable to the setting.) The items are based on the language and standards of the American Council on the Teaching of Foreign Languages (ACTFL).

<table>
<thead>
<tr>
<th>0</th>
<th>Unacceptable (U): Candidate has <strong>significant weaknesses in teaching</strong> and unproductive, ineffective use of the element(s) to further student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimally Acceptable (MA): Candidate <strong>teaching skill is inconsistent</strong> with moments of strength as well as serious need. <strong>Occasional use of the element(s) occurs</strong>, but a true understanding about its value and purpose to support student learning is limited.</td>
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<td>2</td>
<td>Acceptable (A): Candidate teaching skill is <strong>appropriate for this level in the program</strong> and shows a positive and generally effective approach to supporting student learning. <strong>Improvement in consistency and depth of understanding of the element(s) is needed.</strong></td>
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<td>3</td>
<td>Highly Acceptable (HA): Candidate teaching skill is <strong>often beyond that expected of this level.</strong> Consistent and effective use of the element(s) contributes to student learning.</td>
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<td>4</td>
<td>Exceeds Expectations (EE): Candidate confidently and <strong>continuously exceeds expectations for someone at this level.</strong> Elements are thoroughly and consistently used at a level showing deep understanding by the candidate and effective results for candidates.</td>
</tr>
</tbody>
</table>

**Please Fill Out:**
- Candidate’s Name:
- School:
- Grade/Class Type:
- Please circle your role: Cooperating Teacher Supervisor
- Title/Type of Lesson:
- Date of Evaluation:
<table>
<thead>
<tr>
<th>ACTFL</th>
<th>Element</th>
<th>Unacceptable</th>
<th>Approaching Acceptable</th>
<th>Acceptable</th>
<th>Highly Acceptable</th>
<th>Exceeds Expectations</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Candidate is highly proficient in the target language while instructing students.</td>
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<tr>
<td>1a</td>
<td>Candidate teaches grammar as a way to communicate in real life situations.</td>
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<td>1c</td>
<td>Candidate knows similarities and differences between target language and other language and highlights these to their students.</td>
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<td>2a</td>
<td>Candidate uses knowledge of target language culture in lessons with students.</td>
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<td>2b</td>
<td>Candidate uses authentic materials appropriate for the students’ proficiency levels.</td>
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<td>3a</td>
<td>Candidate recognizes student’s different developmental levels of language acquisition and adjusts questions and supports appropriately.</td>
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<td>3a</td>
<td>Candidate engages students, in small and larger groups, in written and oral communication.</td>
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<td>3b</td>
<td>Candidate uses a range of instructional practices to address the needs of diverse learners.</td>
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<td>4a</td>
<td>Candidate incorporates state and national standards for foreign language learning in their instructional planning.</td>
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<tr>
<td>4b</td>
<td>Candidate incorporates state and national standards for foreign language learning in their language instruction.</td>
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<tr>
<td>ACTFL</td>
<td>Element</td>
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<td>4b</td>
<td>Candidate makes connections between foreign language learning and other disciplines.</td>
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<td>4c</td>
<td>Candidate uses standards and curriculum goals to evaluate, select, design, and adapt instructional resources.</td>
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<td>5a</td>
<td>Candidate uses a range of assessment options which reflect the appropriate age and developmental level appropriate.</td>
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<td>5b</td>
<td>Candidate reflects on assessment to determine student learner and plan for future instruction.</td>
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<td>5c</td>
<td>Candidate shares assessment results with cooperating teacher and students to review student learning.</td>
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<td>6a</td>
<td>Candidate participates in professional development within the school and district to strengthen competence.</td>
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<td>6b</td>
<td>Candidate advocates for the value of foreign language learning.</td>
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</tbody>
</table>

Narrative Comment:

Signature: ___________________________ Date: ___________________________