

Student Teacher Evaluation of Performance

Modern Languages Content Rubric

The American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for Accreditation of Teacher Education (NCATE) require accredited education programs to provide performance evidence showing how well teacher candidates in their programs can plan and deliver instruction aligned with the *ACTFL Program Standards for the Preparation of Foreign Language Teachers*. The University of Northern Colorado's Modern Language instructors use the following assessment form to evaluate lesson and unit planning and to assess the classroom performance of student teachers.

Teacher candidate:

1. Demonstrates a high level of target language proficiency, knows, and can explain the linguistic elements of the target language system.
2. Demonstrates that s/he understands the connections among the perspectives of a culture and its practices and products.
3. Recognizes the value and role of literary and cultural texts and uses them to instruct, interpret and reflect upon the target cultures.
4. Addresses in instruction multiple literacies in the target language including reading, writing, speaking, listening, and viewing.
5. Demonstrates an understanding of language acquisition at various developmental levels and uses this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning.
6. Develops a variety of instructional practices that reflect language outcomes and articulated program models and addresses the need of diverse language learners.
7. Demonstrates an understanding of the goal areas and standards of the Standards for Foreign Language Learning and the Colorado Academic Standards for World Languages and integrates these frameworks into curricular planning, language instruction, and instructional materials.
8. Demonstrates knowledge of multiple ways of assessment that are age- and level-appropriate by implementing ongoing purposeful measures.
9. Engages in professional development opportunities that strengthen his/her own linguistic and cultural competence and promote reflection on practice.
10. Knows the value of foreign language learning to the overall success of all students and understands that h/she will need to become an advocate with students, colleagues, and members of the community to promote the field.