

# The College of New Jersey: Spanish Teaching Performance Assessment Form

by COE Administrator

## Spanish Teaching Performance Assessment

### Spanish Teaching Performance Assessment

<b>Teacher Candidate</b>					<b>School</b>
<b>Cooperating Teacher</b>					<b>Grade Level</b>
<b>College Supervisor</b>					<b>Subject Area/Major</b>
<b>Semester</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Year</b>	<b>Date</b> / /

**Undergraduate Programs: Junior and Senior Years**

**Graduate Programs: Internship I and Internship II**

**Please circle or highlight the performance level in each criteria below that best describes the Teacher Candidate's (TC) performance to date.**

**Please note the evaluation system below includes:**

- **Exceptional:** Teacher candidate meets expectations at least 90% of the time
- **Proficient:** Teacher candidate meets expectations at least 80% of the time
- **Developing:** Teacher candidate meets expectations at least 70% of the time
- **Needs Improvement:** Teacher candidate does not meet program expectations
- **NA:** Not applicable

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	<b>Exceptional</b> (4.000 pts)	<b>Proficient</b> (3.000 pts)	<b>Developing</b> (2.000 pts)	<b>Needs Improvement: Does not meet program expectations.</b> (1.000 pt)	<b>NA</b> (0.000 pt)
<b>Spanish Oral Proficiency</b> ACTFL.1.a	TC exhibits abilities typical of an ACTLF Advanced Mid or higher speaker.	TC exhibits abilities typical of an ACTLF Advanced Low.	TC exhibits abilities typical of an ACTLF Intermediate High speaker.	TC exhibits abilities typical of an ACTLF Intermediate Mid or lower speaker.	
<b>Target Language Use</b> (1.000, 10%) ACTFL.3.a	Spanish is the language of instruction.	Spanish is usually the language of instruction.	Spanish is at times the language of instruction.	Spanish is not the language of instruction.	
<b>The National and NJ Standards</b> ACTFL.4.b	The 5 National Standards are completely interwoven throughout the unit with numerous examples of the 3 modes of Communication, the 3 levels of Culture and Connections to other disciplines.	The 5 National Standards are present in this unit with sufficient examples of the 3 modes of Communication, the 3 levels of Culture and Connections to other disciplines.	The 5 National Standards are present in this unit. However, there are insufficient examples in one of the following areas: -the 3 modes of Communication, -the 3 levels of Culture and -Connections to other disciplines.	The 5 National Standards are not present OR there are insufficient examples in at least two of the following areas: -the 3 modes of Communication, -the 3 levels of Culture and -Connections to other disciplines.	
<b>Language Acquisition: Input</b> (1.000, 10%) ACTFL.3.a	Teaching is student-centered, exciting and supportive. The TC provides exposure to rich, varied and error free comprehensible input.	Teaching is student-centered, interesting and supportive. The TC provides exposure to comprehensible input. Oral and written input may have occasional minor errors but are free of major pattern errors.	Teaching is interesting and supportive. However, teaching is problematic at times in one or both of the follow areas: a) insufficient exposure to comprehensible input; and/or b) frequent errors in input.	Teaching frequently lacks exposure to comprehensible input and/or accuracy.	
<b>Language Acquisition: Output</b> (1.000, 10%) ACTFL.3.a	Teaching is student-centered, exciting and supportive. The TC creates numerous and imaginative opportunities for meaningful, student communication.	Teaching is student-centered, interesting and supportive. The TC creates sufficient opportunities for meaningful, student communication.	Teaching is problematic in one or both of the following areas: a) some teacher-centered activities; b) insufficient opportunities for meaningful student communication.	Teaching is frequently problematic in one or both of the following areas: a) some teacher-centered activities; b) insufficient opportunities for meaningful student communication.	

<b>Language Acquisition: Grammar</b> (1,000, 10%)	Grammar is always taught as a tool for communication. All grammatical teaching practices are completely in-line with current SLA theories.	Grammar is taught as a tool for communication. Grammatical teaching practices are in-line with current SLA theories.	Grammar is often taught as a goal in and of itself and/or grammar teaching practices are unsupported by current SLA theories.	Grammar teaching practices are unsupported by current SLA theories.	
<b>Formative Assessments</b> (1,000, 10%) ACTFL.5.a	TC frequently uses various forms of formative assessments based upon the standards to evaluate student learning and to make adjustments to the TC 's teaching.	TC uses sufficient formative assessments based upon the standards to evaluate student learning and to make adjustments to the TC 's teaching.	TC 's formative assessments are at times problematic in one or more of the following areas: a) they are not standards-based; b) they are used infrequently; c) TC fails to make adjustments based upon the formative assessments.	TC fails to use formative assessments .	
<b>Reflections on Teaching following Class Observations</b> (1,000, 10%)	Self-evaluation presents a thorough analysis of the lesson, links SLA theories to practice, and offers a systematic approach to improvement.	Self-evaluation is reflective, and addresses the key points. It analyzes positive and negative aspects of lesson, and includes ideas for improvement.	Self-evaluation is reflective, but lacks sufficient details, and may miss a few key points. It analyzes positive and negative aspects of lesson and includes some ideas for improvement, but they may be superficial.	Self-evaluation lacks depth and detail and misses the main points. It is superficial and may attribute lesson results to factors such as those perceived to be caused by students and/or teaching circumstances.	
<b>Professional Growth</b> (1,000, 10%)	TC is able to reflect and express a highly detailed plan for future professional growth	TC is able to reflect and express a plan for future professional growth.	TC is unable to reflect on and plan for future professional growth.	TC is unwilling to reflect on and plan for future professional growth.	
<b>Advocacy</b> (1,000, 10%) ACTFL.6.b	TC actively and successfully advocates for world languages inside and outside of community.	TC is able to advocate for world languages within the school community.	TC understands the importance of advocating for world languages and attempts to do so.	TC neither understands the importance of advocating for world language nor attempts to do so.	
<b>Developmental Appropriate Practices/ Differentiated Instruction</b> ACTFL.3.b	Candidate consistently recognizes the need to identify the multiple ways in which students learn and tailor instruction to accommodate those needs by implementing a variety of instructional models and techniques to address these student differences.	Candidate typically recognizes the need to identify the multiple ways in which students learn and tailor instruction to accommodate those needs by implementing a variety of instructional models and techniques to address these student differences.	Candidate inconsistently recognizes the need to identify the multiple ways in which students learn and tailor instruction to accommodate those needs by implementing a variety of instructional models and techniques to address these student differences.	Candidate does not recognize the need to identify the multiple ways in which students learn and tailor instruction to accommodate those needs by implementing a variety of instructional models and techniques to address these student differences.	
<b>Written Lesson Plan</b>	Lesson plans are detailed and clear; have clear, assessable, performance based learning objections, have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are typically detailed and clear; have assessable, performance based learning objections, have a logical flow; are developmentally appropriate and build on student prior knowledge.	Lesson plans are inconsistent in details and clarity; have assessable performance based learning objections, are inconsistent in flow; are developmentally appropriate and sometimes build on student prior knowledge.	Lesson plans do not have details and are unclear; do not have assessable performance based learning objections, are inconsistent in flow; and may not be developmentally appropriate or build on student prior knowledge	
<b>Lesson Plan Subject Matter</b>	Lesson plans demonstrate knowledge beyond the text and teachers' guides, are accurate and free of content errors, and address content misconceptions.	Lesson plans are mostly knowledge beyond the text with some aspects adopted from teachers' guides, are accurate and free of content errors, and typically address content misconceptions.	Lesson plans are a mix of knowledge beyond the text and teachers' guides, are accurate and free of content errors, and address some content misconceptions.	Lesson plans draw primarily from teachers' guides, are accurate and free of content errors, and may address some address content misconceptions.	
<b>Motivation and Student Interest</b>	Lessons contain effective motivational beginnings and engage students in meaningful work.	Lessons typically contain effective motivational beginnings and engage students in meaningful work.	Lessons contain some effective motivational beginnings and engage students in meaningful work.	Lessons do not contain effective motivational beginnings and engage students in meaningful work.	
<b>Assessment 5b</b> (1,000, 10%) ACTFL.5.b					
<b>Teacher Presence</b>	Has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard Spanish. Responds to students in a positive manner. TC listens actively, acknowledges students' ideas, builds on students' answers and	TC typically has a confident teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard Spanish. Typically responds to students in a positive manner. TC listens actively, acknowledges students' ideas, builds on students' answers and	TC is inconsistent in teaching presence. Exhibits an appropriate demeanor through tone of voice, body language and communicates effectively in standard Spanish. Is inconsistent in responding to students in a positive manner. TC listens and at times acknowledges students' ideas, builds on	TC does not have a confident teaching presence. TC tone of voice, body language and communication shows discomfort. TC has difficulty responding to students in a positive manner. TC listens and tries to acknowledge students' ideas and builds on students' answers but is not successful.	

	encourages higher order thinking.	typically encourages higher order thinking.	students' answers and sometimes encourages higher order thinking.		
<b>Technology</b>	TC uses technology and/or other materials effectively to support instruction.	TC typically uses technology and/or other materials effectively to support instruction.	TC is weak in using technology and/or other materials effectively to support instruction.	TC does not use technology and/or other materials effectively to support instruction.	
<b>Classroom Management</b>	TC maintains a positive environment conducive to learning by anticipating s and monitoring student behavior, maximizes time spent on learning and teaching.	TC typically maintains a positive environment conducive to learning by anticipating s and monitoring student behavior, maximizes time spent on learning and teaching.	TC is inconsistent in maintaining a positive environment conducive to learning by anticipating and monitoring student behavior, does not maximize time spent on learning and teaching.	TC does not maintains a positive environment conducive to learning by anticipating and monitoring student behavior. Does not maximizes time spent on learning and teaching.	
<b>Closings</b>	TC closes lesson effectively to encourage student reflection and to assess student learning.	TC typically closes lesson effectively to encourage student reflection and to assess student learning.	TC inconsistently closes lesson effectively to encourage student reflection and to assess student learning.	TC does not closes lesson effectively to encourage student reflection and to assess student learning.	
<b>Assessment 5c</b> (1.000, 10%) ACTFL.5.c					



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