



Ohio Foreign Language Association Teacher Evaluation Tool

Created by: the OFLA Secondary Language Learning Committee 2015
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Instructional Planning	Ineffective	Developing	Skilled	Accomplished
Focus for Learning	The lesson's performance objectives are not stated/posted at all during the period.	The lesson's performance objectives are stated/posted at some point during the period.	The lesson's performance objectives are clearly stated or posted in the classroom for the duration of the period.	The lesson's performance objectives are clearly stated and posted in the classroom for the duration of the period.
Assessment Data	The teacher collects minimal data. Data are not analyzed.	The teacher begins to collect and analyze data using limited sources.	The teacher collects and analyzes data from multiple sources.	The teacher frequently collects and analyzes data from multiple sources including IPAs, student self-assessments, and can-do statements.
Prior Content Knowledge	The teacher makes no connection between students' knowledge of their own culture/language and prior knowledge of the target culture/language to address immediate and future learning objectives.	The teacher makes minimal connections between students' knowledge of their own culture/language and prior knowledge of the target culture/language to address immediate and future learning objectives.	The teacher makes some clear and coherent connections with students' knowledge of their own culture/language and prior knowledge of the target culture/language to address immediate and future learning objectives.	The teacher makes extensive, clear and coherent connections with students' knowledge of their own culture/language and prior knowledge of the target culture/language to address immediate and future learning objectives.
Instruction and Assessment				
Lesson Delivery	Most of the lesson delivery is in English.	50% of lesson delivery is in English.	75% of the lesson delivery is in the target language.	At least 90% of the lesson delivery is in the target language.****

* Three Modes of Communication: Interpretive (←), Presentational (→), Interpersonal (↔) Four Language Skills: Listening, Reading, Writing, Speaking

** Authentic sources are written or oral materials created by native speakers for native speakers.

***Two Ohio World Language Standards: Communication and Culture

**** American Council on the Teaching of Foreign Languages and the Ohio Department of Education recommendation for target language use

Differentiation	The teachers uses few/minimal strategies to make language comprehensible.	The teacher uses some strategies to make language comprehensible.	The teacher uses a variety of strategies to make language comprehensible.	The teacher uses a variety of strategies across more than one mode of communication* to make language comprehensible.
Resources	Textbook drives the curriculum.	Teacher occasionally supplements textbook with authentic** materials in target language.	The teacher frequently uses authentic** print and non-print materials in target language.	Authentic**, culturally- rich resources in target language drive the curriculum.
Technology Integration (if available)	The teacher and students do not use technologies to develop real world language abilities.	The teacher and students occasionally use available technologies to develop real world language abilities.	The teacher and students frequently use available technologies to develop real world language abilities.	The teacher and students use technologies extensively to enrich learning and develop real world language abilities.
Classroom Environment (as much as possible)	The physical environment does not support the unit's language and cultural learning goals*** and does not encourage interpersonal communication.	The physical environment somewhat supports the unit's language and cultural learning goals*** and somewhat encourages interpersonal communication.	The physical environment supports the unit's language and cultural learning goals*** and encourages real-world meaningful interpersonal communication.	The physical environment allows for student-centered learning and supports the unit's language and cultural learning goals*** and encourages interpersonal communication.
Feedback	The teacher is the sole source of feedback for the students.	The teacher provides minimal opportunities for students to self-assess their language competencies and cultural interactions using reflective learning activities.	The teacher provides students the opportunity to self-assess their language competencies and cultural interactions using reflective learning activities.	The teacher provides students frequent opportunities to self-assess their language competencies and cultural interactions using reflective learning activities incorporating "I Can" statements, teacher feedback and/or peer assessment.
Assessment of Student Learning	The teacher measures students' language competence with non-communicative summative assessments exclusively. No performance based tasks are used.	The teacher occasionally measures students' language competence with summative performance based tasks across three modes of communication*.	The teacher frequently measures students' language competency with summative performance based tasks across three modes of communication*.	The teacher measures students' language competence with primarily summative performance based tasks across three modes of communication*.

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