

# Student Teaching Portfolio - Foreign Language - SP 13

Levels/Criteria	1	2	3	4	Score/Level
<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 2 (Cultures, Literatures, Cross-Disciplinary Concepts)</p> <p>Lesson plans demonstrating the integration of culture and content from other disciplines into language lessons</p> <p>K-12 student work samples illustrating the cultural learning</p> <p>Annotated list of websites and resources used to develop lesson plans.</p> <p>Reflection on how the lesson(s) provided meet this standard, including how the target language can provide access to the practices of the target culture and how the lesson(s) can be</p>	<p>No sample(s) of student work showcasing the integration of culture and content from other disciplines is provided.</p> <p>No lesson plan concerning cultures, literatures, or cross disciplinary concepts provided</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as how the target language can provide access to the practices of the target culture were not provided</p>	<p>A lesson plan or description of a learning experience concerning cultures, literatures, or cross disciplinary concepts provided</p> <p>Post teaching student work sample(s) reflecting an understanding of the relationship between a culture and its artifacts are showcased</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as to how the target language can provide access to the practices of the target culture were not provided.</p>	<p>A lesson plan or description of learning a experience concerning cultures, literatures, or cross disciplinary concepts provided</p> <p>Student work sample(s) reflecting an understanding of the relationship between a culture and its artifacts are showcased</p> <p>A vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as how the target language can provide access to the target culture were provided.</p>	<p>Sample(s) of student work prior to teaching the lessons are showcased</p> <p>A lesson plan or description of learning experience concerning cultures, literatures, or cross disciplinary concepts provided</p> <p>post teaching student work sample(s) reflecting an understanding of the relationship between a culture and its artifacts are showcased,</p> <p>A clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on changes in teaching to better motivate students by using such ideas as the target language can provide access to the target culture.</p>	
	<p><b>Standards</b></p> <p><b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b></p> <p><b>Standard STANDARD 2:</b> Cultures, Literatures, Cross-Disciplinary Concepts</p> <p><b>Supporting Standard Standard 2.a:</b> Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.</p> <p><b>Supporting Standard Standard 2.b:</b> Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.</p> <p><b>Supporting Standard Standard 2.c:</b> Integrating Other Disciplines In Instruction. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle: 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>				

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modified to improve this in the future.					
<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 3 (Language Theories and Instructional Practices) Lesson plans demonstrating the teaching practices based on language acquisition theories and that include modifications to address learner needs and the multiple ways students learn.</p> <p>K-12 student work samples illustrating student language learning</p> <p>Reflection on how the lesson(s) provided meet this standard, including an explanation of the instructional decisions made from analyzing the pre-test, assessment during the</p>	<p>No sample(s) of student work showcasing student language learning are included.</p> <p>No lesson plans demonstrating the teaching practices based on language acquisition theories provided and no lesson plans include modifications to address learner needs and the multiple ways students learn.</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>No reflection on the video-tape lesson was provided.</p> <p>No overall reflection of the semester provided.</p>	<p>A lesson plan demonstrating the teaching practices based on language acquisition theories and modifications to address learner needs was provided.</p> <p>Student work illustrating student language learning provided.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on the lessons and standards provided but not well thought out.</p> <p>Reflection on the video-tape lesson not self-reflective.</p> <p>Little reflection is made on how the candidate's teaching over the semester impacted the progress of the students or how the candidate's role evolved.</p>	<p>A lesson plan demonstrating the candidate's ability to draw on their knowledge of theories, as they apply to K-12 learners at different developmental levels to design teaching strategies and implementing a variety of instructional techniques to accommodate all students is provided.</p> <p>Student work illustrating student language learning provided.</p> <p>A vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how to provide a variety of instructional practices and how to integrate various disciplines into the lesson in order to address the needs of diverse learners were provided.</p> <p>Reflection on how to improve the teaching to address the needs of students is evident from the video-tape reflection.</p> <p>Reflections of how the candidate provided opportunities for students to grow and progress in the target language and how the role of the candidate changed over time, perhaps to that of facilitator, is reflected in the summary reflection.</p>	<p>A lesson plan demonstrating the candidate's originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories, as well as implementing a variety of instructional techniques to accommodate all students is provided.</p> <p>Student work illustrating student language learning provided.</p> <p>A clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how to provide a variety of instructional practices and how to integrate various disciplines into the lesson in order to address the needs of diverse learners were provided.</p> <p>Reflection on how to improve the teaching to address the needs of students is evident from the video-tape reflection and is supported by the future work of the students.</p> <p>Reflections of how the candidate provided opportunities for students to grow and progress, and monitor their own progress in the target language and how the role of the candidate changed over time, to that of facilitator, is reflected in the summary reflection.</p>	

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<p>lesson, and its impact on the lesson.</p> <p>Reflection on the video-tape lesson discussed with your supervisor.</p> <p>Reflection of how your teaching over the course of the semester impacted the progress of your students in gaining target language, negotiating meaning, interacting in the target language. Also address how your role in the classroom developed.</p>	<p><b>Standards</b></p> <p><b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b></p> <p><b>Standard STANDARD 3:</b> Language Acquisition Theories and Instructional Practices</p> <p><b>Supporting Standard Standard 3.a:</b> Understanding Language Acquisition and Creating a Supportive Classroom. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.</p> <p><b>Supporting Standard Standard 3.b:</b> Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle: 2:</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>				
<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 3b (Developing Instructional Practices that Reflect Language Outcomes and Learner Diversity) Lesson plans demonstrating a variety of instructional practices</p>	<p>No sample(s) of student work showcasing student language learning provided.</p> <p>No lesson plans demonstrating a variety of instructional practices provided. No lesson showcasing interaction opportunities was provided.</p> <p>No clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as how the language instruction was</p>	<p>A lesson plan or description of a learning experience concerning cultures, literatures, or cross disciplinary concepts provided</p> <p>Post teaching student work sample(s) reflecting student language learning provided.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as to how the language instruction was adapted were not provided.</p>	<p>A lesson plan is provided that demonstrates that the candidate can implement a variety of instructional models and techniques that address specific special needs o the students. The plans provided demonstrate that the candidates conduct activities in which students work collaboratively in pairs and small groups. The plan reflects that the candidate will model the task and has expectations for follow-up and monitoring the activity.</p> <p>Student work illustrating student language learning provided.</p> <p>A vague relationship between the teaching methods described and</p>	<p>A lesson plan is provided that demonstrates that the candidate can implement a variety of instructional models and strategies that accommodate different ways of learning and can anticipate their students' special needs by planning for alternative classroom activities as necessary. The plans provided demonstrate that the candidates conduct activities in which students work collaboratively in pairs and small groups. The plan reflects that the candidate will model the task and has expectations for follow-up and monitoring the activity.</p> <p>Student work illustrating student language learning provided.</p>	

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<p>reflecting learner outcomes and addressing the needs of diverse language learners. Lessons should showcase the various interaction opportunities provided during the experience.</p>	<p>adapted to address students' multiple ways of learning or how students needs were met were not included.</p>		<p>the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how the variety of instructional techniques benefits all students is provided.</p>	<p>A clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how the variety of instructional techniques benefits all students is provided.</p>	
<p>K-12 student work samples illustrating student language learning</p> <p>Reflection on how the lesson(s) provided meet this standard, including an explanation of how the language instruction was adapted to address students' multiple ways of learning and how the needs of the students were met (different learning styles, linguistic and developmental levels, language backgrounds).</p>	<p><b>Standards</b></p> <p><b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b></p> <p><b>Standard STANDARD 3:</b> Language Acquisition Theories and Instructional Practices</p> <p><b>Supporting Standard Standard 3.b:</b> Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle: 3:</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>				
<p>Candidate demonstrates ability to impact student learning</p>	<p>No sample(s) of student work showcasing the students' work with realia and standards based material was included.</p>	<p>A lesson plan demonstrating standards and the ability to evaluate, select, adapt, and design instructional materials was</p>	<p>A lesson plan demonstrating the candidate's ability to identify and integrate authentic materials into classroom activities is</p>	<p>A lesson plan demonstrating the candidate's ability to plan and integrate lessons around authentic materials.</p>	

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<p>concerning ACTFL Standard 4c (Selecting and Designing Instructional Materials) Lesson plans demonstrating standards based lessons and the ability to evaluate, select, adapt, and design instructional materials.</p> <p>K-12 student work samples illustrating their work with realia and standards based materials.</p> <p>Reflection on how the lesson(s) provided meet this standard.</p> <p>Annotated list of sources of standards-based lesson materials, including authentic materials and those obtained through various technologies.</p> <p>Instructional materials used in the showcased lesson(s) that were created by the candidate or</p>	<p>No lesson plan demonstrates a standards based lesson or the ability to evaluate, select, adapt, and design instructional materials.</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Annotated list of sources was not included.</p> <p>The instructional materials that were created or adapted for the lessons provided were not included.</p>	<p>provided.</p> <p>Post teaching student work sample(s) illustrating student work with realia and standards based materials is present.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as to how the materials and realia provided benefitted the class were not provided.</p> <p>The annotated list of sources cites only materials created for formal classroom use.</p> <p>The instructional material provided is material created for formal classroom use.</p>	<p>showcased.</p> <p>Student work illustrating student language learning provided.</p> <p>A vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections include how the use of realia lends itself to assisting students with acquiring knowledge of the target language community are provided.</p> <p>The annotated list of sources identifies authentic materials.</p> <p>The instructional material provided has been adapted by the candidate to reflect standards based goals and instruction where necessary.</p>	<p>Student work illustrating student language learning provided.</p> <p>A clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections include how the use of realia lends itself to assisting students with acquiring knowledge of the target language community are provided.</p> <p>The annotated list of sources identifies authentic materials that are appealing to the students.</p> <p>The instructional material provided has been adapted by the candidate to reflect standards based goals and instruction where necessary.</p>	
	<p><b>Standards</b></p> <p><b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b></p> <p><b>Standard STANDARD 4:</b> Integration Of Standards Into Curriculum and Instruction</p> <p><b>Supporting Standard Standard 4.c:</b> Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle: 4:</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>				

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<p>adapted by the candidate with a description of how the materials were used and for which objectives.</p>					
<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 3a (Understanding Language Acquisition and Creating a Supportive Classroom)</p> <p>Lesson plans demonstrating the various developmental levels accommodated in the classroom and the ability to create a supportive classroom environment and opportunities for students to negotiate meaning and have meaningful interaction.</p> <p>K-12 student work samples illustrating their work with each other.</p>	<p>No sample(s) of student work showcasing their work with one another is provided.</p> <p>No lesson plan demonstrating the developmental level accommodate in the classroom provided and no lesson plans for students to have opportunities to negotiate meaning were provided</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>No reflection was provided.</p>	<p>A lesson plan that demonstrates an awareness of the various developmental levels in the classroom is provided. The interactions are those that occur in the instructional materials.</p> <p>Post teaching student work sample(s) requiring students to provide predictable and/or correct answers is provided.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as to how the students learn in different ways or on different levels were not provided.</p>	<p>A lesson plan that demonstrates an understanding of the various developmental levels in the classroom is provided. The majority of the activities and tasks were standards-based and has meaningful contexts that reflect curricular themes and students' interests.</p> <p>Post teaching student work sample(s) requiring students to provide open-ended, personalized responses.</p> <p>A vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as to how the students learn in different ways or on different levels were provided.</p>	<p>A lesson plan that demonstrates an understanding of the various developmental levels in the classroom is provided. The candidate engages students in communicative and interesting activities and tasks. Classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.</p> <p>Post teaching student work sample(s) shows a personalized, creative language use is central to student learning.</p> <p>A clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as to how the students learn in different ways or on different levels were provided.</p>	
<p><b>Standards</b>  <b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b>  <b>Standard STANDARD 3:</b> Language Acquisition Theories and Instructional Practices  <b>Supporting Standard Standard 3.a:</b> Understanding Language Acquisition and Creating a Supportive Classroom. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.  <b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b>  <b>Principle: 5:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>					

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Reflection on how the lesson(s) provided meet this standard						
<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 4b (Integrating Standards in Instruction). Lesson plans demonstrating the integration of the three modes of communication, cultural products, practices, and perspectives.</p> <p>K-12 student work samples illustrating their work in the three modes of communication and work with cultural products, practices, and perspectives.</p>	<p>No sample(s) of student work showcasing their work in the three modes of communication and work with cultural products, practices and perspectives were provided.</p> <p>No lesson plan demonstrating the integration of the three modes of communication, cultural products, practices, and perspectives was provided.</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>No reflection was provided.</p>	<p>A lesson plan demonstrating the modes of communication is provided, but the candidate focused on one mode at a time during instruction and classroom activities. The lesson alludes to cultural products, practices, and perspectives.</p> <p>Post teaching student work sample(s) reflecting work with one of the modes of communication, but no work with cultural products, practices and perspectives.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on integrating the communication modes or cultural products, practices, and perspectives were not provided.</p>	<p>A lesson plan demonstrating the modes of communication is provided and the candidate plans opportunities for their students to communicate using the interpersonal, interpretive, and presentational modes in an integrated manner. A lesson includes an opportunity to explore the target language cultures by means of cultural products, practices, and perspectives.</p> <p>Post teaching student work sample(s) reflecting work with the modes of communication and work with cultural products, practices and perspectives.</p> <p>A vague relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on integrating the communication modes or cultural products, practices, and perspectives were provided.</p>	<p>A lesson plan demonstrating that the candidate planned using the interpersonal-interpretive-presentational framework is provided.</p> <p>Post teaching student work sample(s) reflecting work with the modes of communication and work with cultural products, practices and perspectives.</p> <p>A clear relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on integrating the communication modes or cultural products, practices, and perspectives were provided.</p>		
Reflection on how the lesson(s) provided meet this standard.	<p><b>Standards</b></p> <p><b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b></p> <p><b>Standard STANDARD 4:</b> Integration Of Standards Into Curriculum and Instruction</p> <p><b>Supporting Standard Standard 4.b:</b> Integrating Standards in Instruction. Candidates integrate the Standards for Foreign Language Learning and their state standards into language instruction.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle:</b> 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>					

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<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 4 (Integration of Standards into Curriculum and Instruction) Lesson plans demonstrating an understanding of the five goal areas (Communication, Cultures, Comparisons, Connections, and Communities) and eleven content standards.</p> <p>K-12 student work samples illustrating their work with activities to address goals and standards.</p> <p>Reflection on how the lesson(s) provided meet this standard.</p> <p>Summary of how students were able to connect with target-language community.</p>	<p>No sample(s) of student work showcasing their work with activities to address goals and standards were provided.</p> <p>No lesson plan demonstrating the five goal areas and eleven content standards was provided</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>No reflection provided.</p> <p>No summary of how students were able to connect with target-language community provided.</p>	<p>A lesson plan integrating the standards to the extent of the instructional materials was provided.</p> <p>Post teaching student work sample(s) reflect the use of prepared instructional materials to address goals and standards.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how the state and national foreign language standards are applied and integrated into the lessons and classroom are not provided.</p> <p>The summary of how students were able to connect with the target-language community reflects use of videos that accompany their instructional materials and/or native speaker presentations in the classroom.</p>	<p>A lesson plan whose objectives address specific goal areas and standards (national and state) was provided.</p> <p>Post teaching student work sample(s) reflect the use of candidate prepared instructional materials to address goals and standards.</p> <p>A vague understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how the state and national foreign language standards are applied and integrated into the lessons and classroom are provided.</p> <p>The summary of how students were able to connect with the target-language community through a variety of means such as technology and authentic materials is provided.</p>	<p>A lesson plan whose objectives address specific goal areas and standards (national and state) was provided.</p> <p>Post teaching student work sample(s) reflect the use of candidate prepared instructional materials to address goals and standards.</p> <p>A clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on how the state and national foreign language standards are applied and integrated into the lessons and classroom are provided.</p> <p>The summary of how students were able to connect with the target-language community through a variety of means such as technology and authentic materials is a key component of his/her planning.</p>	
	<p><b>Standards</b></p> <p><b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b></p> <p><b>Standard STANDARD 4:</b> Integration Of Standards Into Curriculum and Instruction</p> <p><b>Supporting Standard Standard 4.a:</b> Understanding and Integrating Standards In Planning. Candidates demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning.</p> <p><b>Supporting Standard Standard 4.b:</b> Integrating Standards in Instruction. Candidates integrate the Standards for Foreign Language Learning and their state standards into language instruction.</p> <p><b>Supporting Standard Standard 4.c:</b> Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle:</b> 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>				

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<p>Candidate demonstrates ability to impact student learning concerning ACTFL Standard 5 (Assessment of Languages and Cultures) Lesson plans demonstrating how the candidate assessed student learning about the perspectives, practices, and products of the target culture, assessed student learning of the target language, and integrated both formative and summative assessments.</p> <p>K-12 student work samples with an explanation of how it was assessed and the decisions made for instruction from the results of such assessments.</p> <p>Reflection on how the lesson(s) provided meet this standard and</p>	<p>No sample(s) of student work with an explanation of how it was assessed and instructional decisions made was included.</p> <p>No lesson plans demonstrating how the students were assessed were included.</p> <p>No clear relationship exists between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>No reflections provided.</p> <p>No samples of formative, summative or performance assessment provided.</p> <p>No rubrics for assessments were provided.</p>	<p>A lesson plan demonstrating assessment of the students was provided, but the assessments are as in prepared testing materials.</p> <p>Post teaching student work sample(s) reflect an assessment prepared by someone other than the candidate.</p> <p>No clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as the role the assessment plays in the classroom and the adjustments made reflect whole group remediation or review.</p> <p>Samples of formative, summative or performance assessment provided.</p> <p>Rubrics for assessments were provided and are likely from the instructional materials.</p>	<p>A lesson plan demonstrating assessment of the students was provided, and the assessments are candidate designed.</p> <p>Post teaching student work sample(s) reflect an assessment prepared by the candidate.</p> <p>A vague understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as the role the assessment plays in the classroom and the adjustments made reflect how the candidate will adapt, change, and reinforce instruction.</p> <p>Samples of formative, summative, and performance assessments are provided. The assessments encompass a variety of response types from forced choice to open-ended. Performance assessments focus on tasks at students' levels of comfort but pose some challenges.</p> <p>Rubrics are provided.</p>	<p>A lesson plan demonstrating assessment of the students was provided, and the assessments are candidate designed.</p> <p>Post teaching student work sample(s) reflect an assessment prepared by the candidate.</p> <p>A clear understanding of the relationship between the teaching methods described and the demonstrated improvement (or lack of improvement) in student performance can be seen.</p> <p>Reflections on such concepts as the role the assessment plays in the classroom and the adjustments made reflect how the candidate will work with students individually to help them identify the gaps in their knowledge and skills.</p> <p>Samples of formative, summative, and performance assessments are provided. The assessments encompass a variety of response types from forced choice to open-ended, as well as an opportunity for students to interpret oral and printed texts of their choice. Performance assessments focus on tasks at students' levels of comfort but pose some challenges.</p> <p>Rubrics are provided.</p>	
	<p><b>Standards</b>  <b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b>  <b>Standard STANDARD 5:</b> Assessment Of Languages and Cultures  <b>Supporting Standard Standard 5.a:</b> Knowing assessment models and using them appropriately. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.  <b>Supporting Standard Standard 5.b:</b> Reflecting on assessment. Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.  <b>Supporting Standard Standard 5.c:</b> Reporting assessment results. Candidates interpret and report the results of student performances to all</p>				

Levels/Criteria	1	2	3	4	Score/Level
<p>how the assessment results were used to improve future instruction.</p> <p>Samples of formative, summative, and performance assessments and rubrics.</p>	<p>stakeholders and provide opportunity for discussion.</p> <p><b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b></p> <p><b>Principle: 8:</b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>				
<p>Candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks opportunities to grow professionally. ACTFL 6 (Professionalism)</p> <p>Post observation Reflections.</p> <p>Articles from professional journals that were read in preparation for teaching the target language.</p> <p>Names and contact</p>	<p>No post observation reflections included.</p> <p>No articles from professional journals were included.</p> <p>No contact information was included.</p> <p>No Philosophy of Teaching Statement included.</p>	<p>Post observation reflections included but are a restatement of the supervisor's constructive criticism.</p> <p>Article from a professional journal is included.</p> <p>Names and contact information for the community worked with include only those in the schools.</p> <p>Philosophy of Teaching Statement identifies the need for ongoing professional development, develops a rationale that supports foreign language learning, and reflects that the candidate believes that foreign language study benefits mostly a particular group of students.</p>	<p>Post observation reflections included and show a process of self-reflection to improve teaching and learning.</p> <p>Article from a professional journal is included and the candidate indicates how it was connected to the classroom.</p> <p>Names and contact information for the community worked with include evidence that the candidate knows the importance of their own professional growth and the importance of building alliances.</p> <p>Philosophy of Teaching Statement identifies the need for ongoing professional development, develops a rationale that includes key benefits of foreign language learning, and reflects that the candidate believes that all students should have the opportunity to learn a foreign language.</p>	<p>Post observation reflections included and show a process of self-reflection to improve teaching and learning.</p> <p>Article from a professional journal is included and the candidate indicates how it was connected to the classroom.</p> <p>Names and contact information for the community worked with include evidence that the candidate knows the importance of their own professional growth and the importance of collaborating with colleagues and other stakeholders to be an for foreign language learning.</p> <p>Philosophy of Teaching Statement identifies the need for ongoing professional development and a plan for obtaining it, develops a rationale that includes key benefits of foreign language learning including the cognitive, academic, and affective benefits to students and society, and reflects that the candidate believes that all students should have the opportunity to learn a foreign language.</p>	

Levels/Criteria	1	2	3	4	Score/Level
<p>information of the community (school and target community) that you worked with during student teaching.</p> <p>Philosophy of Teaching Statement.</p>	<p><b>Standards</b>  <b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b>  <b>Standard STANDARD 6:</b> Professionalism  <b>Supporting Standard Standard 6.a:</b> Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.  <b>Supporting Standard Standard 6.b:</b> Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.  <b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b>  <b>Principle:</b> 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>				
<p>Candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.</p> <p>Candidates view foreign language as important to the overall success of their students and community and support professional organizations related to the field. ACTFL 6 (Professionalism)</p> <p>Professional Development Plan</p> <p>List of professional membership(s)</p>	<p>No Professional Development Plan included.</p> <p>No evidence of professional membership(s) provided.</p> <p>No professional activities documented.</p> <p>No evidence of communication with parents.</p>	<p>Professional Development plan included and reflects the desire for ongoing professional development.</p> <p>Candidate can identify appropriate professional communities.</p> <p>Candidate did not participate in professional activities, but is aware they exist.</p> <p>Indicates that they communicated with parents, but provides no evidence.</p>	<p>Professional Development plan included and reflects the need for professional development.</p> <p>Candidate identifies and participates in at least one professional organization.</p> <p>Candidate communicates with parents through newsletters, assessments, or other written means.</p>	<p>Professional Development plan included and reflects the need for professional development and how that can be obtained.</p> <p>Candidate identifies and participates in multiple professional organizations.</p> <p>Candidate communicates with parents through newsletters, assessments, or other written means on an ongoing basis.</p>	
<p>information of the community (school and target community) that you worked with during student teaching.</p> <p>Philosophy of Teaching Statement.</p>	<p><b>Standards</b>  <b>USA- ACTFL- American Council on the Teaching of Foreign Language: Program Standards for the Preparation of Foreign Language Teachers</b>  <b>Standard STANDARD 6:</b> Professionalism  <b>Supporting Standard Standard 6.a:</b> Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.  <b>Supporting Standard Standard 6.b:</b> Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.  <b>USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)</b>  <b>Principle:</b> 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>				

Levels/Criteria	1	2	3	4	Score/Level
<p>Professional activities that you participated in.</p> <p>Evidence of communication with parents.</p>					
Conventions	Minimal control of grammar, mechanics, spelling, usage, and sentence formation. Missing the following: is neatly typed using a 12 font, double-spaced, and includes appropriate citations.	Limited control of grammar, mechanics, spelling, usage, and sentence formation. Missing two of the following: is neatly typed using a 12 font, double spaced, and includes appropriate citations.	Sufficient control of grammar, mechanics, spelling, usage, and sentence formation. Missing one of the following: is neatly typed using a 12 font, double spaced, and includes appropriate citations.	Evident control of grammar, mechanics, spelling, usage, and sentence formation. Neatly typed using a 12 font, double spaced, and includes appropriate citations.	