Warner School of Education and Human Development
University of Rochester

KEY ASSESSMENTS FOR FOREIGN LANGUAGE TEACHER CANDIDATES

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CANDIDATE ASSESSMENT OVERVIEW

NCATE accreditation requires institutions to systematically assess candidates' performance at four key stages of their program – i.e., at admissions; before student teaching; after student teaching, and at graduation – and to do so through a set of *key assessments*, each graded by using an agreed-upon set of rubrics. Furthermore, when taken as a whole, these assessments need to evaluate each candidate's progress with respect to both the institutional standards set by the Warner School for all its teacher candidates AND the standards set by the relevant professional organization – in this case, – in this case, the American Council on the Teaching of Foreign Languages (ACTFL), reproduced at the end of your Key Assessments notebook and also available on-line at http://actfl.org/i4a/pages/Index.cfm?pageid=3386.

All the key assessments relevant to teacher candidates have been summarized in the table below – please note, however, that only those assessments that have been bolded have been included in this Notebook:

Key assessment	**When it is administered**	**What decision(s) it inform**	**Who grades it**
Admissions transcript review	At admissions	Whether the candidate has the necessary content prerequisites	Interviewer/Advisor
Content Specialty Test (multi-subject)	As soon as possible after admission	Whether the candidate has sufficient background in the subject matter	NYSED
NYS Licensure Tests	Any time during the program	Whether the candidate can graduate and get certified	NYSED
Overall admissions evaluation	At admissions	Whether the candidate should be admitted into the program	Interviewer; program; admissions committee
Lesson plan assignment	First methods course	Whether the candidate can proceed to student teaching	Course instructor
Field Experiences Evaluation	End of field experiences	Whether the candidate can proceed to student teaching	Cooperating teacher; University supervisor; Faculty supervisor
Innovative Unit Project	Second methods course	Whether the candidate can pass student teaching	Course instructor
Student Teaching Evaluation	End of EACH student teaching experience	Whether the candidate can pass student teaching	Cooperating teacher; University supervisor; Faculty supervisor
Comprehensive Portfolio	End of program	Whether the candidate can graduate and get certified	Advisor Another Warner faculty

NOTE TO EVALUATORS

We have developed the following rubrics based on the Warner School Principles and Targeted Proficiencies, NCATE, and the professional standards articulated by the professional organization.

Please remember that when constructing these rubrics, we have been careful to articulate what we would hope to see in the practice of an experienced professional, yet at this stage in their teaching careers, candidates are novice teachers who are just entering the profession. The cooperating teacher, university supervisors, and Warner faculty (in conjunction with supervisors) will fill out field experience and student teaching assessments. You are our partners in teacher education. As such, we ask that you remember that we expect candidates to have: 1) developed a certain set of understandings and dispositions; 2) learned a sub-set of what they will eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process, and; 3) shown that they have the capacity to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently (e.g. candidates are able to show us at least once that they can do something).

Please carefully note the rubric definitions included with each assessment. In the case of field experiences and student teaching, please take particular notice of the consequences of a candidate receiving a “1” or “2” in any category. If candidates receive a “1”, they may be dropped from the certification program. If candidates receive a “2”, they may be asked to extend their field experience or student teaching in order to continue to improve. In the case of the Innovative Unit paper, receiving a “1” will require candidates to revise at least that aspect of the paper addressed by that section of the rubric.

Thank you for helping us to build an exemplary group of new teachers for the profession.

How to Arrange for ACTFL Proficiency Tests

Online: Go to www.languagetesting.com
Select NCATE
Request or download information about scheduling

Email: Send an email message to admin@languagetesting.com

Telephone: Call 1-800-486-8444, Ext. 310

ACTFL

The American Council on the Teaching of Foreign Languages is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 10,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry.

NCATE

The National Council for the Accreditation of Teacher Education (NCATE) programs is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE's performance based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P–12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher.

NCATE is a coalition of 33 member organizations of teachers, teacher educators, content specialists, and local and state policy makers. All are committed to quality teaching, and together, the coalition represents over 3 million individuals.

ACTFL opi

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AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Proficiency Testing for ACTFL/NCATE Standards

ACTFL OPI
Oral Proficiency Interview

ACTFL WPT
Writing Proficiency Test

NCATE
The Standard of Excellence in Teacher Preparation

Demonstrating Language Proficiency to Meet Teacher Education Program Standards in Foreign Languages

NCATE Accreditation Process

The NCATE accreditation process establishes rigorous standards for teacher education programs, holds accredited institutions accountable for meeting these standards, and encourages unaccredited schools to demonstrate the quality of their programs by working for and achieving professional accreditation.

In NCATE's performance-based accreditation system, institutions must provide evidence of competent teacher candidate performance. NCATE-accredited colleges of education are expected to ensure that teacher candidates know their subject and how to teach it effectively.

NCATE's Specialty Areas Studies Board has approved teacher preparation program standards for 20 program areas. These standards were developed by professional associations that are constituent members of NCATE. ACTFL is the Specialized Professional Association representing the foreign language specialty area.

ACTFL/NCATE Standards for Foreign Language Teachers

Information about NCATE Standards for foreign language programs can be found at:
http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384

Standard 1A: Demonstrating Language Proficiency

For Interpersonal Speaking (i.e., two-way interactive communication) candidates must demonstrate a specific level of proficiency* as described in the *ACTFL Proficiency Guidelines –Speaking (Revised 1999).*

**The expected level of oral proficiency for teacher candidates is contingent on the specific target language. Teachers of languages such as French, German, Hebrew, Italian, Portuguese, Russian, Spanish (Group I, II, and III languages on the FSI scale) must speak at a minimum level of Advanced Low. Candidates who teach Arabic, Chinese, Japanese, and Korean (Group IV languages on the FSI scale) must speak at a minimum level of Intermediate High.*

For Writing, candidates are expected to demonstrate a specific level of proficiency** as described in the ACTFL Proficiency Guidelines – Writing (Revised 2001).

*** For target languages that use the Roman alphabet (French, German, Italian, Portuguese, and Spanish), the expected level of writing proficiency is Advanced Low. For languages that use a non-Roman alphabet (Arabic, Hebrew, Korean, Russian) or characters (Chinese, Japanese), the expected level of writing proficiency is Intermediate High.*

Spoken Language Proficiency can be demonstrated through one of the following options:

- Official ACTFL Oral Proficiency Interview (OPI)
- Official ACTFL Advanced Level Check (AL)
- Official ACTFL OPI through Academic Institutional Upgrade.

ACTFL also has a Writing Proficiency Test to demonstrate written language proficiency:

- Official ACTFL Writing Proficiency Test (WPT)

Speaking Option 1: Official ACTFL Oral Proficiency Interview (OPI)

Description: This is an official ACTFL OPI arranged through the ACTFL Testing Office. The 20-30 minute interview is conducted telephonically by a certified ACTFL tester. The interview is double rated and an Official ACTFL Oral Proficiency Certificate, stating the candidate's proficiency level, is issued to the candidate.

Languages: Official ACTFL OPIs are currently available in the following languages: Albanian, Amharic, Arabic, Armenian, Bulgarian, Cantonese, Cebuano, Chavacano, Croatian, Czech, Dari, Dutch, English, French, German, Haitian Creole, Hebrew, Hindi, Hmong, Indonesian, Italian, Japanese, Korean, Malay, Mandarin, Norwegian, Pashto, Persian Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Thai, Turkish, Ukrainian, Urdu and Vietnamese.

Speaking Option 2: Official ACTFL Advanced Level Check

Description: This is an official ACTFL test. It is a truncated OPI to determine whether the candidate meets or does not meet the NCATE standard of Advanced Low. The interview is conducted telephonically by a certified ACTFL tester. The interview is double rated and an ACTFL Advanced Level Check Certificate is issued to those candidates who meet the Advanced Low level of speaking proficiency.

Languages: Official ACTFL Advanced Level Checks are currently available in the following languages: English, French, German, Portuguese, Russian and Spanish.

Speaking Option 3: Official ACTFL OPI through an Academic Institutional Upgrade

Description: This is an OPI conducted by a certified tester for a student within the tester's own academic institution. The sample is then forwarded to the ACTFL Testing Office to be double rated and made official. An Official ACTFL Oral Proficiency Certificate, stating the candidate's proficiency level, is issued to the candidate.

Languages: The availability of Official ACTFL OPI through Institutional Upgrade is contingent on the languages in which there are ACTFL certified testers at that academic institution.

Option for Writing: Official ACTFL Writing Proficiency Test (WPT)

Description: This is a proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines-Writing (Revised 2001). Tests are double rated and an official ACTFL WPT certificate is issued to the candidate.

Languages: Official ACTFL WPTs are currently available in the following languages: Albanian, Arabic, Chinese, English, French*, German*, Haitian Creole, Italian*, Japanese, Korean, Portuguese*, Russian, Spanish* and Vietnamese. **Can be administered online.*

FIELD EXPERIENCES EVALUATION FORM

THE WARNER SCHOOL
End of Field Experience Assessment

Teacher Candidate: _____Placement: _____

Cooperating Teacher/Supervisor/Faculty Member: _____ Grade Level: _____Date: _____

(Circle one)

The purpose of this evaluation is to determine whether the teacher candidate is capable of going on to student teaching. Please assess the candidate on the set of characteristics, knowledge, and skills listed below.

	Not Observed	Serious Concerns (1)	Work Needed (2)	Acceptable Progress (3)	Highly Capable (4)
PROFESSIONAL CHARACTERISTICS					
Attendance -Attends all dates committed to in letter of expectations.					
Communication -Communicates professionally and effectively on multiple levels (verbal, written, electronic).					
Dependability -Can be counted on to follow through on commitments					
Collaboration -Works effectively with a variety of school personnel					
Receptiveness to criticism -Accepts critiques of her/his practice professionally					
Judgment -Exhibits sound and ethical judgment					
Flexibility -Adjusts well to change on a variety of levels					
Initiative -Assumes independent responsibility and leadership in a variety of activities					
Responsibility -Takes responsibility for her/his actions and practices in the classroom					
Stamina -Remains committed to students and to teaching in spite of potential challenges and stressors					
Appropriate dress and appearance -Presentation of self and attire is professional at all times					

	Not Observed	Serious Concerns	Work Needed	Acceptable Progress	No Concerns
KNOWLEDGE AND SKILLS					
Content knowledge -Has sound knowledge of content in area/s of specialization					
Organization, planning, and preparation -Consistently prepared for teaching each day					
Lesson planning -Lessons follow a clearly articulated plan					
Constructs a safe learning environment (management) -Supports all students' learning and motivation					
Classroom presence -Maintains a confident stance; is aware of all classroom activities					
Resourcefulness -Accesses and uses multiple and creative resources to plan curriculum for all learners					
Rapport with students -Understands students' strengths/needs and constructs positive relationships with all students					
Can construct an inclusive context for learning -Consistently considers all students' strengths/needs in planning and instruction					
Relations with staff and other faculty -Establishes professional relationships with school personnel					
Relations with parents -Interacts with parents respectfully and in a professional manner					
Can follow school procedures -Knows and follows school policies and procedures					
Knowledge of system of the school -Understands how the school works					

If candidate does not receive a "3" or "4" in any category, please provide detailed recommendations for what must be done to remedy the concern:

Please use this section to provide additional comments you feel will enhance our understanding of the candidate's strengths and/or needs:

Signature

Explanation of rating scale

Not observed:
You cannot make a judgment about this criterion because it is not within the types of proficiencies you would observe given your role.

(1) – Serious Concerns:
It is clear to you that the candidate has not met this criterion, and you are not confident that extending the internship experience would have a significant impact on her/his performance. The candidate's inability to demonstrate this proficiency is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher in her/his field placement, and/or be detrimental to the relationship between the cooperating school and the Warner School. In relation to this criterion, you have serious concerns about the candidate and would **not recommend** she/he move on to the student teaching placement.

(2) – Work Needed:
Your professional opinion suggests that this candidate has the potential to demonstrate this proficiency, but you have not seen evidence of her/his ability. You believe that extending the candidate's internship would provide her/him with the time and opportunity to become proficient in this area. You are reluctant to categorize this candidate's progress as acceptable because her/his performance in this area has been variable and inconsistent. The candidate needs to work on this aspect of her/his practice and you would **not recommend** she/he move on to the student teaching placement.

(3) – Acceptable Progress:

The candidate is able to demonstrate this criterion in ways that one would expect from a novice/beginning teacher. Her/his ability is likely to improve during the field placement, and there is no worry that she/he will be a danger to students, or a burden to a cooperating teacher. The candidate has made acceptable progress in this area, and you are confident that with additional experiences she/he will continue to improve. The candidate is well on her/his way to target proficiency in this area and you **recommend** she/he continue on to the student teaching placement.

(4) – Highly Capable:
The candidate is highly capable in this area. Her/his performance has been consistent, skillful and at times, outstanding. There is no concern that this candidate will not succeed in her/his field placement, nor are there any worries that she/he will be a danger to children or a burden to a cooperating teacher. The candidate has demonstrated target proficiency in this area and you **recommend** she/he continue on to the student teaching placement without reservations.

STUDENT TEACHING ASSESSMENTS

Warner School of Education – University of Rochester

STUDENT TEACHING EVALUATION FORM

General guidelines

This student teaching evaluation form has been designed to assess the extent to which Warner teacher candidates have demonstrated the set of proficiencies established as the ultimate goal of our teacher preparation programs. Please complete this form at the end of the candidate's student teaching experience, based on your observations and any other relevant information available to you.

We have organized this evaluation form in two main parts to reflect the fact that our candidates need to meet two sets of standards:

I. The standards set by the professional organization relevant to their area of specialization (i.e., NAEYC, ACEI, NCTE, NCTM, NSTA, NCSS, ACTFL, TESOL, IRA and/or CEC)

II. The target proficiencies identified by the Warner School for <u>all</u> our teacher candidates.

The Warner School proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have to become successful teachers, and is organized around ten key "principles" each addressing important components of teaching. Our list was derived from the standards articulated by the interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) and the New York State Education Department (NYSED). While these proficiencies are consistent with the standards set by your specific professional organization, they are worded so as to cut across all areas of specialization (and, thus, allow us to aggregate data across all our teacher candidates) and also add some new elements that are characteristic of our program at Warner.

In your evaluation of both Part I and Part II, please keep in mind that target proficiencies identify what we hope to see in the practice of <u>experienced</u> teachers; however, you are asked to evaluate teacher candidates who are just <u>entering</u> the profession. Therefore, we can only expect candidates to: a) have developed a certain set of understandings and dispositions; b) have learned a sub-set of what they will eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, c) show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently. We also realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies, so we have given the option, whenever appropriate, for you do indicate "n/o" ("not observed") to clearly distinguish this situation from the one where you had the opportunity to observe relevant behavior and found it lacking; there are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the "n/o" option.

In addition to providing the quantitative information required by this form, we also welcome any additional insights you would like to provide about the candidate. You can do so by adding your comments in the spaces made available in the form, and/or by attaching a narrative evaluation at the end.

WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Evaluator's role: __cooperating teacher; __ university supervisor; __ faculty supervisor
Student teaching experience: __ first; __ second
Semester:_____ Course # _____

Part I: ACTFL standards for FOREIGN LANGUAGE teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please evaluate the extent to which the candidate has met each of the following standards identified by the American Council on the Teaching of Foreign Languages (ACTFL) for foreign language teacher candidates, using the following rubrics:

n/a: Not observable – The context for the student teaching experience was not appropriate for providing evidence for this standard. *(Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell)*

1. **Insufficient** – i.e., you have observed behavior that indicates that this standard was not met.
2. **Emergent/needs improvement –** i.e., you have observed behavior that indicates that this standard was partially met or met inconsistently.
3. **Basic proficiency**– i.e., you have observed behavior consistent with this standard at least once.
4. **Outstanding performance** – i.e., you have observed behavior consistent with this standard consistently.

To arrive to this overall evaluation, please refer to the more detailed rubrics provided by the ACTFL association for each specific standard (included in the "Foreign Language Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at http://actfl.org/i4a/pages/Index.cfm?pageid=3386

ACTFL Standards:	***n/o***	***1***	***2***	***3***	***4***
1. Language, Linguistics, Comparisons.					
1a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.					
1b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.					
1c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.					
2. Cultures, Literatures, Cross-Disciplinary Concepts.					
2a. 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.					
2b. 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.					
2c. 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.					

ACTFL Standards:	*n/o*	*1*	*2*	*3*	*4*

3. Language Acquisition Theories and Instructional Practices.					
3a. 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.					
3b. 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.					
4. Integration of Standards into Curriculum and Instruction.					
4a. 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.					
4b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.					
4c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.					
5. Assessment of Language and Cultures.					
5a. 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.					
5b. 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.					
5c. Reporting Assessment Results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.					
6. Professionalism.					
6a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.					
6b. 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.					

WARNER STUDENT TEACHING EVALUATION FORM

Candidate's name: _____Evaluator's name: _____
Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor
Student teaching experience: __ first __ second
Semester:_____Course #_____

Part II: Warner School standards and proficiencies for all teacher candidates

Based on your observation of the candidate throughout his/her student teaching experience, please indicate the extent to which the candidate has achieved each of the following proficiencies, which all Warner teacher candidates are expected to demonstrate before they can graduate from their program.

In your evaluation of each target proficiency, please use the following rubrics:

n/o: Not observable – The context for the student teaching experience was not appropriate for providing evidence for this standard. *(Whenever this option is not acceptable – i.e., you must provide your assessment – we have indicated it by blackening the corresponding cell)*

1. **Insufficient** – i.e., the candidate has not attained the proficiency in question and you are not confident that further experience would have a significant impact on his/her performance; furthermore, the candidate's inability to demonstrate this performance is likely to: harm students or compromise their ability to learn in the classroom; disrupt the work of the cooperating teacher and/or be detrimental to the relationship between the cooperating school and Warner.
2. **Emergent/needs improvement –** i.e., your professional opinion suggests that the candidate has the potential to demonstrate this proficiency, but you have not seen evidence of its achievement yet, or performance in this area has been variable and inconsistent (but you have no worry that the candidate will be a danger for students or a burden to a cooperating teacher).
3. **Basic proficiency**– i.e., the candidate is able to demonstrate the target proficiency at a minimum level, to the extent that one would expect from a novice/beginning teacher.
4. **Outstanding performance** – i.e., the candidate has demonstrated the target proficiency in a consistent and skillful way, thus demonstrating that he/she is highly capable in this area and exceeds the minimum expectations for a novice/beginning teacher.

NOTE: Candidates with 1 in any category may be dropped from the program; candidates in their second student teaching experience with 2 in any category will be required to extend this experience until they can demonstrate this proficiency; only candidates with a score of 3 or 4 in each proficiency will be allowed to pass their second student teaching experience and graduate from the program.

1. CONTENT PRINCIPLE

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.	*X*				
1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.					
1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards, and their implications for curricular and instructional decisions.					
1.4. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students.					

Additional comments:

2. LEARNING PRINCIPLE

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
2.1. Candidates understand human development and how it is affected by context.	*X*				
2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.					
2.3. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					

Additional comments:

3. EQUITY PRINCIPLE

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.					
3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.					
3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.					
3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.					

Additional comments:

4. PEDAGOGY PRINCIPLE

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals.					
4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards.					
4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction.					
4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.					

Additional comments:

5.* LEARNING COMMUNITY PRINCIPLE*:

The teacher candidate 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 for all students.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
5.1. Candidates understand what may encourage or hinder student motivation and engagement in learning, based on an analysis of research and practice.					
5.2. Candidates are able to construct comfortable and safe classroom environments for all students.					
5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners."					

Additional comments:

6.* COMMUNICATION PRINCIPLE*:

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
6.1. Candidates understand the role of language in teaching and learning.					
6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.					
6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.					
6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students' critical analysis of such texts.					

Additional comments:

7.* PLANNING PRINCIPLE*:

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.					
7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.					

Additional comments:

8.* ASSESSMENT PRINCIPLE*:

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.					
8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning.					
8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.					
8.4. Candidates are able to have a positive effect on their students' learning.					

Additional comments:

9.* PROFESSIONAL PRACTICE PRINCIPLE*:

The teacher 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 who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.					
9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).					

Additional comments:

10.* COMMUNITY PRINCIPLE*:

The teacher candidate fosters relationships with school colleagues, parents/ caregivers, and agencies in the larger community to support students' learning and well-being.

Proficiency:	***n/o***	***1***	***2***	***3***	***4***
10.1. Candidates value and seek out parental and community involvement.					
10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.					

Additional comments:

Feel free to attach additional pages with your narrative evaluation if you wish

LESSON PLAN ASSIGNMENT

Warner School of Education – University of Rochester
LESSON PLAN ASSIGNMENT

LESSON PLAN DESCRIPTION

Standard Lesson Plan Heading:

- Candidate
- Date
- Cooperating teacher
- Grade level
- Subject area
- Title of unit of which this lesson is a part
- Lesson title

Definitions of Standard Lesson Plan Criteria:

1. **Content Area:**
   Candidates should: (1) indicate the predominant content area to be addressed in the lesson, and (2) when applicable, how it will be connected to other content areas.

2. **Purpose/Goals:**
   Candidates should describe: (1) what the students will learn as a result of their participation in the lesson, (2) why the goals of the lesson are important, and (3) the "big idea" that will help students connect the lesson to the world beyond the classroom.

3. **Objectives:**
   Candidates should identify: (1) the specific objectives that they want their students to achieve, and (2) briefly describe how they will demonstrate that they have achieved them.

4. **National and/or New York State Standards:**
   Candidates should identify the specific national (professional organization) and NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

5. **Assessment:**
   Candidates should describe: (1) the methods and strategies they will use to measure student learning throughout the lesson and at its conclusion, (2) what will count as "evidence" of learning, (3) the ways that the assessment in the lesson is connected to more summative assessments, and (4) how the assessment in this lesson will inform instruction on an ongoing basis.

6. **Community Knowledge and Experience:**
   Candidates should describe: (1) how they will account for, or incorporate students knowledge and experiences in the lesson, and (2) how their knowledge and experiences will be shared or included in the learning process so that they are engaged with their students as a member of the learning community.

7. **Procedure:**
   Candidate should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (5) strategies for altering the procedure if the lesson does not go as planned, and (6) how they will conclude the

lesson.

8. Resources:

Candidate should: (1) list the human and material resources they will need to conduct the lesson, (2) describe how these will be used to enhance learning, and (3) when applicable, how they will be distributed.

9. Applications, Connections & Extensions:

Candidates should describe how they will help students to apply what they have learned, make connections to other topics, concepts or ideas, and extend their learning beyond the lesson.

10. Inclusive Instruction:

Candidates should describe: (1) how the lesson will be inclusive of all students' strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, etc.

11. Personal Reflection:

In cases where the lesson has been taught, candidates should reflect on: (1) their ability to construct a meaningful learning community, (2) the strengths and limitations of the lesson, (3) the strategies for how the lesson could be revised in the future, and (5) any insights they gained about their students and themselves as individuals or professionals as a result of the lesson.

LESSON PLAN FORMAT

Candidate _____ Date_____

Cooperating Teacher _____ Grade Level _____

Subject Area _____ Duration _____

Title of unit (of which this lesson is a part) _____

Lesson Title _____

Lesson Planning

Content Area:
What are the predominant content areas you are addressing? How will you make connections to other content areas (curriculum integration)?

Purpose/Goals:
What do you want your students to learn from this lesson? What is the goal of this lesson and why is it important? How are the lesson goals related to other ongoing areas of study? What is the "big idea" that has enduring value for students beyond the classroom, that assists students with difficult ideas or misconceptions, and that engages them in meaningful learning?

Objectives:
What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of the lesson? (e.g. Students will create a graphic organizer to …)

National and New York State Standards:
What are the specific national (professional organization) and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

Assessment:

Summative

a. How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?

Formative

b. How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments? Contextualize the answer to this question to include possible scenarios that could take place during the lesson.

Community Knowledge and Experience:
How will you help the students make connections to what students know and have experienced? How will you bring students' experiences and knowledge into this lesson? How will you use students' knowledge and experience as resources for this lesson (and for your curriculum more generally)? How will you connect your own personal and professional knowledge to the lesson so you are included as a member of the learning community?

Procedures/Format:
How will you begin this lesson? What activities will help achieve your goal/s and objectives? How will you organize these activities? How long will each of the main components of the lesson last? How will you handle transitions within the lesson? What back up plans do you have if the lesson does not go as you expect? How will you end the lesson?

Resources:
What materials/resources will you need? How will you distribute them?

Applications, Connections, Extensions:
How will you follow up what was learned in future lessons? How will you assist students' in making connections between what they learn in this lesson to other lessons or to larger issues beyond the classroom?

Inclusive Instruction:
How will this lesson be inclusive of all students' abilities and capabilities? How will you design instruction to meet the strengths/needs of a heterogeneous group of students (e.g. social, cultural, linguistic, ability, etc. differences)?

Personal Reflection:
Evaluation of lesson: What went well? What would you change? What did you learn about the students? What did you learn about yourself? How did you construct a meaningful learning community?

Candidate _____ Date_____
Subject Area _____Grade Level _____
Title of unit (of which this lesson is a part) _____
Lesson Title _____

Lesson Plan Rubric – Part I

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
1. **Content Area**	The content are identified is not predominant in the lesson.	The predominant content area of the lesson has been identified. In cases where connections have been made to other content areas, these links are vague or confusing.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are described in broad, general terms.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are well articulated and detailed.	
2. **Purpose/Goals**	The candidate has described what students will learn from the lesson, but the explanation about why the goals are important, how they relate to other areas of study, and the "big idea" of the lesson are absent or not well articulated.	The candidate has described what the students will learn from the lesson by articulating its goals and why they are important. These goals are not articulated in relation to other areas of study, or these connections are unclear/confusing. The candidate has identified the "big idea", but it is not clear how they will use it to engage students in meaningful learning, or help them to understand difficult ideas, or correct misconceptions.	The candidate has described what the students will learn from the lesson by describing its goals and why they are important. Other areas of study have been briefly mentioned and there is a brief articulation of their relationship to the goals of the lesson. The candidate has identified the "big idea", but is not able to fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, or correct misconceptions.	The candidate has clearly explained what the students will learn from the lesson by describing its goals and why they are important. These goals have also been articulated in relation other areas of study. The candidate has explained how the "big idea" of the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
3. **Objectives**	Objectives are missing, unclear, or unrelated to standards. Objectives are inappropriate for the intended grade level, and are not likely to be accomplished by most students in the time allotted.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. There is a weak relationship between the objectives and the learning standards, and/or some, but not all, are appropriate for the intended grade level. It is unlikely that the objectives will be accomplished by students in the time allotted.	Objectives provide a sense of what students will know and be able to do as a result of the lesson. There is some relationship between the objectives and the learning standards. Most of the objectives are appropriate for the intended grade level. Objectives are likely to be accomplished by most of the students in the time allotted.	Objectives provide a clear sense of what students will achieve as a result of the lesson. This section also clearly describes how students will demonstrate what they have learned. There is a strong relationship between the objectives and the learning standards. All of the objectives and activities are appropriate for the intended grade level. Objectives are likely to be accomplished by almost all students in the time allotted.	
4. **National and/or NYS Standards**	Specific national and/or State standards are not accurately presented or absent, and there is no mention of the ways they connect to the objectives of the lesson.	The national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned in general terms. There is no explanation of the relationship between the standards and the objectives, or these connections have been written as a list.	The specific national and/or NYS standards or performance indicators to be addressed in the lesson are mentioned, but the explanation of their relationship to the objectives does not have a narrative quality.	The specific national and/or NYS standards or performance indicators to be addressed in the lesson are clearly identified, and their relationship to the objectives has been written as a narrative.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
5. **Assessment**	The suggested assessment strategies are unrelated to objectives and/or standards of the lesson.	The methods and strategies to be used to measure student learning are only provided for the conclusion of the lesson. The candidate has made poor choices of examples of "evidence" of student learning. The connections between the assessment in the lesson and more summative assessments are absent or unclear, and it is not apparent that the candidate is able to make these connections. The candidate has not provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis or these connections are not well developed	The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated. The candidate has provided several examples of what they will consider as "evidence" of student learning. The connections between the assessment in the lesson and more summative assessments are vague or underdeveloped, but it is clear that the candidate is able to make these connections. The candidate has provided a few ideas about how the assessment in the lesson will inform instruction on an ongoing basis.	The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated. The candidate has explained what they will consider as "evidence" of learning. The connections between the assessment in the lesson and more summative assessments are clearly articulated. The candidate has provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
6. **Community Knowledge and Experience**	The strategies for the recognition and incorporation of students' knowledge and experiences are absent or vague. It is clear that the candidate does not understand what it means to view oneself as a "member of the learning community" in the classroom.	The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described. It is not evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and they are not able to talk about themselves as a learner in the classroom.	The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described. It is evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and s/he has described strategies/ideas for integrating their knowledge and experience into the lesson.	The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been clearly articulate. It is evident that the candidate understands what it means to be "a member of the learning community" in the classroom, and s/he has articulated the ways in which their knowledge and experience will be shared and included in the lesson.	
7. **Procedure**	The candidate's description of the progression of the lesson, including how it will begin, end, and/or how they will transition between major components of the lesson is unclear or confusing. Most of the activities described in the lesson are not likely to help students achieve the objectives of the lesson. The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or inappropriate.	The candidate has described all of the activities of the lesson, but it is not clear how the lesson will begin, end and/or how they will transition between major components of the lesson. Some of the activities described in the lesson are not likely to help students achieve the objectives of the lesson. The examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or not likely to be successful.	The candidate has described how the lesson will begin and end, and how they will transition between major components of the lesson. The activities described in the lesson begin to provide an explanation of how the students will achieve the objectives of the lesson. The candidate has provided a few examples of strategies that s/he will use to alter the lesson if it does not go as planned, some of which are not likely to be effective.	The candidate has clearly articulated how the lesson will begin and end, and how they will transition between major components of the lesson. The activities described in the lesson provide an explanation of how the students will achieve the objectives of the lesson. The candidate has provided good examples of strategies that s/he will use to alter the lesson if it does not go as planned.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
8. **Resources**	No supporting materials are identified in the lesson plan, or these appear to be unrelated or irrelevant to the purposes of the lesson. There is no description of how resources will be used or distributed, or this description suggests strategies that are likely to result in chaos.	Supporting human and material resources have been identified, but their relevance to the lesson is unclear. The candidate has not described how the resources will be used or, when applicable, how they will be distributed. The resources do not appear to be critical to the lesson or are unnecessary and not likely to enhance learning.	Supporting human and material resources have been identified. The candidate has briefly described how these will be used to enhance learning and, when applicable, how they will be distributed. The resources are likely to enhance learning.	Supporting human and material resources have been identified. The candidate has clearly articulated how these will be used to enhance learning and, when applicable, how they will be distributed. The resources are likely to enhance learning significantly.	
9. **Applications Connections and Extensions**	Descriptions of how the lesson will help students apply, connect or extend their learning are poorly articulated, confusing or absent.	The candidate has described how she/he will help students apply what they have learned in the lesson, however, their suggestions do not make connections between the lesson and other topics, concepts or ideas, and are not likely to extend student learning beyond the classroom.	The candidate has described how she/he will help students apply what they have learned in the lesson. At least one of their ideas is designed to help students make connections between the lesson and other topics, concepts or ideas. At least one of their ideas is designed to help students extend their learning beyond the classroom.	The candidate has described creative and thoughtful ideas for how she/he will help students apply what they have learned in the lesson. Some of these ideas will help students make connections between the lesson and other topics, concepts or ideas. Several of these ideas have been designed to help students extend their learning beyond the classroom.	

Lesson Components	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
10. **Inclusive Instruction**	The lesson is not inclusive of all the students, and no differentiated activities have been suggested. It is not evident that the candidate has thought about how to address student diversity.	The candidate has described how the lesson will be inclusive of all students, but there is no explanation of how activities will be differentiated. The candidate understands, and can describe the ways in which diversity can be addressed in the lesson, but ideas/strategies to support inclusion are not apparent in the lesson.	The candidate has described how the lesson will be inclusive of all students. Some of the differentiated activities are interesting, and they have been integrated throughout the lesson. It is evident that the candidate has thought about how to address student diversity, but s/he is only able to recognize/account for a few characteristics in general ways.	The candidate has articulated how the lesson will be inclusive of all the students by describing strategies/activities that are creative and thoughtful. Differentiated activities are well integrated throughout the lesson, and likely to be interesting and challenging to students with special needs and abilities. It is evident that the candidate has thought about how to address student diversity, and the lesson includes an explanation of how the procedure will recognize/account for characteristics most apparent in the student population.	
11. **Personal Reflection**	In cases where the lesson has been taught, the candidate has not demonstrated her/his ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about their students and themselves.	In cases where the lesson has be taught, the candidate has demonstrated her/his ability to reflect on the lesson, but was unable to address efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, but has not offered ideas about how it could be revised in the future. The candidate has mentioned some of the things they learned about their students and themselves, but these do not appear to be insightful or informed.	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, and has some general ideas about how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves.	In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community. The candidate has identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future. The candidate has identified insights they have learned about their students and themselves, and these demonstrate considerable thought and reflection.	

WARNER LESSON PLAN EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Semester:_____ Course # _____

Part II: ACTFL Standards for FOREIGN LANGUAGE teacher candidates

Based on the written lesson plan submitted, evaluate the extent to which the candidate provided evidence of meeting the specific ACTFL standards listed below, using the following rubrics:

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent/needs improvement –** i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the lesson plan provides sufficient evidence of addressing this standard at least at the minimum acceptable level
4. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed rubrics provided by the ACTFL association for each specific standard (included in the "Foreign Language Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at http://actfl.org/i4a/pages/Index.cfm?pageid=3386

NOTE: All standards and sub-standards must be evaluated.

ACTFL Standards:	***1***	***2***	***3***	***4***
3. Language Acquisition Theories and Instructional Practices.				
3a. 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.				
3b. 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.				
4. Integration of Standards into Curriculum and Instruction.				
4a. 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.				
4b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.				
4c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.				
5. Assessment of Language and Cultures.				
5a. 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.				
5b. 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.				
5c. Reporting Assessment Results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.				

INNOVATIVE UNIT

Warner School of Education – University of Rochester
INNOVATIVE UNIT: FOREIGN LANGUAGE

Guidelines for teacher candidates

All teacher candidates are required to design and implement innovative units in their student teaching and/or practicum experiences. As in the case of lesson plans, we believe it is important in at least one case to make explicit your thinking processes about design, implementation, and assessment. The following guidelines explain the minimum required components we expect in innovative unit papers. This assessment, in conjunction with final student teaching evaluations, will determine if a candidate will "pass" student teaching. Assessment of the innovative unit paper will occur on two levels: 1) Candidate ability to design, implement, and analyze the unit as described in these guidelines, and 2) Candidate ability to address in the unit the relevant standards set by their professional organization and Warner School proficiencies. The rubric is divided into three parts and is included in this packet. Content area faculty may provide additional rubrics specific to that specialization.

Required Unit Components:

1. **Introduction**: This section should provide a brief description of the unit that gives a context for the components of the unit, including an essential question and/or topic addressed if appropriate. Include a clear description of the context of implementation for the unit, including grade level, racial, ethnic and gender make-up of students and teachers, a description of the school and classroom, and whether the implementation occurred in the first or second student teaching/practicum experience.

2. **Theoretical framework**: Provide a clear, well thought out theoretical framework that both guides and provides a foundation for, the unit, using course readings (and outside readings where appropriate). Candidates should state their definition of the content area addressed and their theory of learning. In other words, how does your definition of [literacy, language, science, math, English, social studies] and theory of learning frame the unit? This section should also include a clear rationale for the unit (e.g. why is this unit important? Why will student learning be meaningful and relevant in this unit?).

3. **Goals/Professional Standards**: Describe the overarching goal/s of the unit and connect the goal/s to the larger curriculum in your class (e.g. an integrated curriculum in elementary or the specific content area in secondary). Discuss the professional and/or state standards this unit addresses. Make explicit the specific content addressed and connections to the theoretical framework, curriculum, and overarching unit goal/s.

4. **Objectives**: Clearly articulate the specific unit objectives and connect these objectives to the unit goals and professional standards.

5. **Assessment of Student Learning over Time**: Describe the multiple forms of assessment used across the unit. Include formative, summative, formal, and informal assessments. Explicitly connect your assessment to the theoretical framework, unit goals and objectives, and professional standards. In other words, how will your assessments help you scaffold

student learning over time and how will you know you have accomplished your goals? How will your assessments inform instruction?

6. **Pedagogy**: Describe the series of connected lessons and/or experiences in the unit. Include your detailed lesson plans for selected lessons in this section using the lesson plan format given to you. Describe in detail how you will scaffold and support student learning over time, and address any relevant safety considerations.

7. **Unit Implementation**: Describe what happened when you implemented this unit, with particular attention to students' responses to its main activities. Reflect on what went well and what you would change in future implementations.

8. **Analysis of student learning:** Report the results of a systematic analysis of what your students learned as a result of the unit, making explicit references to goals and objectives, and using data from formal assessments and classroom observations (see number 5 above). Refer as appropriate to the assessment results and student work in an appendix to support your claims.

9. **Unit Analysis**: This section is a detailed analysis of the implementation of the unit that brings together content, theory, and practice. Describe how you have integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning and addresses the goals articulated in Part 2 and 3 of the rubric. Connect the unit implementation with the larger curriculum and theoretical framework described in the introduction.

10. **Appendix:** Include: 1) text of key assignments and assessments, including rubrics or handouts given to students; 2) aggregate assessment data; 3) samples of student work with your comments.

What follows are the rubrics that will be used to evaluate this major assessment. You are expected to provide a self-evaluation of your work using these rubrics; your methods course instructor will do the same independently.

Warner School of Education – University of Rochester
INNOVATIVE UNIT

Scoring guidelines and rubrics

There are three parts to this evaluation:

Part I: Designed to evaluate the extent to which the candidate has fulfilled the requirements of this project, as outlined in the detailed description of the assignment. Failing to do so may require the candidate to revise or redo the assignment before he/she can pass the course.

Part II: Designed to evaluate the extent to which the candidate has met some key standards about planning and implementing instruction set by his/her professional organization.

Part III: Designed to evaluate the extent to which the candidate has met some key proficiencies identified as target for all Warner teacher candidates.

Please remember to complete all three parts. Each part has different rubrics, so please carefully review the instructions provided at the beginning of each part before scoring.

We expect both the candidate and the instructor to independently complete this evaluation.

Candidate's name: _____Evaluator's name: _____
Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor
Student teaching experience: __ first __second **Semester**: _____Course #_____

INNOVATIVE UNIT RUBRICS – PART I:

Please evaluate the extent to which the candidate has completed each component of the unit report as intended, using the following rubrics:

1. **Insufficient:** The criteria described are not met. In order to obtain a passing grade in this assignment, the candidate must redo all or part of the unit as directed by the course professor.
2. **Emergent/needs improvement**: The criteria described are partially met. Minor revisions in the paper are called for to address the shortcomings identified and should be completed before the candidate can "pass" this assignment.
3. **Basic proficiency:** The criteria described are essentially met. The Innovative Unit report can be used as evidence that the candidate is able to plan, implement and evaluate worthwhile instructional units.
4. **Outstanding performance:** The unit fully meets the criteria described and provides an outstanding example that the candidate is able to plan, implement and evaluate worthwhile and innovative instructional units.

Category	(1) **Unacceptable/Insufficient**	(2) **Needs Improvement/Emerging**	**(3) Basic Proficiency**	**(4) Outstanding Performance**	**Score**
1. Introduction	The description of the unit does not provide a context for the components of the unit and does not include an essential question and/or topic addressed. The description of the context of implementation is inadequate.	The description of the unit gives some context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is partial or incomplete.	The description of the unit gives a sufficient context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear, but some specifics are not present.	The description of the unit gives a clear context for the components of the unit and includes an essential question and/or topic addressed where appropriate. The description of the context of implementation is clear and rich and includes grade level, racial, ethnic, and gender make-up of students and teachers, a description of the school and classroom, and indicated to which student teaching experience the unit applies.	
2. Theoretical Framework	The theoretical framework is not articulated. Candidate has not adequately used course readings. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit is not clearly stated with little or no articulation of the importance of the unit to meaningful and relevant student learning.	The theoretical framework is somewhat articulated. Candidate has used some course readings where appropriate. The definition of the content area addressed and the theory of learning are unclear. The rationale for the unit provides some articulation of the importance of the unit to meaningful and relevant student learning.	The theoretical framework sufficiently guides, and provides a foundation for, the unit. Candidate has used course readings where appropriate. There is both a definition of the content area addressed and a theory of learning with some connections to the larger curriculum. The rationale for the unit sufficiently explains the importance of the unit to meaningful and relevant student learning.	The theoretical framework is clear and well thought out. It clearly guides, and provides a foundation for, the unit. Candidate has used course readings and has included some outside readings where appropriate. There is both a definition of the content area addressed and a theory of learning. The rationale for the unit clearly explains the importance of the unit to meaningful and relevant student learning.	

Category	(1) **Unacceptable/** **Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
3. Goals/ Professional Standards	The overarching goal/s and/or larger curriculum are not adequately described and no connections are made. The specific goals for the unit are not adequately described. Few, if any, links to a discussion of the professional standards this unit addresses are provided. There are no connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and the larger curriculum are described but the connections are unclear. The specific goals for the unit are vaguely described. Some links to a discussion of the professional standards this unit addresses are provided. There are a few connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and connections to the larger curriculum are sufficiently described. The specific goals for the unit are sufficiently stated and are linked to a discussion of the professional standards this unit addresses. There are some connections to the content addressed, the theoretical framework, curriculum, theoretical framework and overarching unit goal/s.	The overarching goal/s and connections to the larger curriculum are clearly articulated. The specific goals for the unit are clearly stated and are explicitly linked to a thorough discussion of the professional standards this unit addresses. Explicit connections to the content addressed, the theoretical framework, curriculum, and overarching unit goal/s are richly described.	
4. Objectives	Specific unit objectives are not clearly stated and connections between these objectives and the unit goals and professional standards are not described.	Some specific unit objectives are stated and connections between these objectives and the unit goals and professional standards are briefly described.	Specific unit objectives are articulated and connections between these objectives and the unit goals and professional standards are sufficiently discussed.	Specific unit objectives are clearly articulated and connections between these objectives and the unit goals and professional standards are thoroughly discussed.	
5. Assessment	The multiple forms of assessment used across the unit are not described and do not include an appropriate range of assessments. Assessments are not connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is not described, nor is how assessment will inform instruction.	The multiple forms of assessment used across the unit are described somewhat and include either formative/summative or formal/informal assessments. Assessments are loosely connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is unclear, as is how assessment will inform instruction.	The multiple forms of assessment used across the unit are sufficiently described and include formative, summative, formal, and informal assessments. Assessments are connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is stated, as is how assessment will inform instruction.	The multiple forms of assessment used across the unit are described in detail and include formative, summative, formal, and informal assessments. Assessments are explicitly connected to the theoretical framework, unit goals and objectives, and professional standards. How assessments will facilitate the scaffolding of student learning over time is described in detail, as is how assessment will inform instruction.	

Category	(1) **Unacceptable/ Insufficient**	(2) **Needs Improvement/Emerging**	**(3)** **Basic Proficiency**	**(4)** **Outstanding Performance**	**Score**
6. Pedagogy	The series of connected lessons and/or experiences in the unit are poorly described. Some lesson plans are included (with few relevant materials, e.g. rubrics, handouts, etc.) and are not consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are not mentioned, and relevant safety considerations are not addressed.	The series of connected lessons and/or experiences in the unit are vaguely described. Selected lesson plans are included (with most relevant materials, e.g. rubrics, handouts, etc.) and are somewhat consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are unclear, and relevant safety considerations are minimally addressed.	The series of connected lessons and/or experiences in the unit are described. Sufficiently detailed lesson plans of selected lessons are included (with some relevant materials, e.g. rubrics, handouts, etc.) and are consistent with the lesson plan format given. Strategies for scaffolding and supporting student learning over time are described, and relevant safety considerations are addressed.	The series of connected lessons and/or experiences in the unit are thoroughly described. Detailed lesson plans of selected lessons are included (with all relevant materials, e.g. rubrics, handouts, etc.) and use the lesson plan format given. Strategies for scaffolding and supporting student learning over time are richly detailed, and relevant safety considerations are addressed.	
7. Unit Implementation	Unclear description of what happened when the unit was implemented, with little attention to students' responses to its main activities. Includes no reflection on what went well and what he/she would change in future implementations.	Some description of what happened when the unit was implemented, with particular attention to students' responses to its main activities. Includes some reflection on what went well and what he/she would change in future implementations.	Good description of what happened when the unit was implemented, with particular attention to students' responses to its main activities. Candidate reflected on what went well and what he/she would change in future implementations.	Clearly describes what happened when the unit was implemented, with particular attention to students' responses to its main activities. Candidate reflected in detail on what went well and what he/she would change in the future.	
8. Analysis of Student Learning	Analysis of student learning is absent and there is no reference to unit goals and objectives. There is little or no supporting evidence in student work.	Analysis of student learning is present but not systematic or complete and there is little reference to unit goals and objectives. Supporting evidence in student work is inconsistent.	Systematic analysis of student learning with sufficient reference to unit goals and objectives. Includes sufficient analysis of assessments that is supported by evidence in student work.	A thorough systematic analysis of student learning with explicit reference to unit goals and objectives. Includes clear and succinct analysis of multiple forms of assessment that is supported by evidence in student work.	
9. Unit Analysis	Analysis of the implementation of the unit that brings together content, theory, and practice is not articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is not described. Connections between the unit implementation and the larger curriculum and theoretical framework are not mentioned.	Analysis of the implementation of the unit that brings together content, theory, and practice is somewhat articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is unclear. Connections between the unit implementation and the larger curriculum and theoretical framework are mentioned with some detail.	Analysis of the implementation of the unit that brings together content, theory, and practice is sufficiently articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is described. Connections between the unit implementation and the larger curriculum and theoretical framework are adequately described.	A richly detailed analysis of the implementation of the unit that brings together content, theory, and practice is clearly articulated. How the candidate integrated the components of the unit into a coherent whole that produces meaningful and relevant student learning is thoroughly described. Connections between the unit implementation and the larger curriculum and theoretical framework are clearly described.	
10. Appendix	Few of the suggested items are included.	Most suggested items are included.	All suggested items are included.	All suggested items are included and some additional evidence added.	

WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate's name: _____ Evaluator's name: _____
Semester: _____ Course # _____

Part II: ACTFL standards for FOREIGN LANGUAGE teacher candidates

Based on the innovative unit paper submitted, evaluate the extent to which the candidate provided evidence of meeting the specific ACTFL standards listed below, using the following rubrics:

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent/needs improvement –** i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the unit provides sufficient evidence of addressing this standard at least at the minimum acceptable level
4. **Outstanding performance** – i.e., the unit provides an excellent example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed rubrics provided by the ACTFL association for each specific standard (included in the "Foreign Language Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at http://actfl.org/i4a/pages/Index.cfm?pageid=3386

NOTE: All standards and sub-standards must be evaluated.

ACTFL Standards:	***1***	***2***	***3***	***4***
3. Language Acquisition Theories and Instructional Practices.				
3a. 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.				
3b. 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.				
4. Integration of Standards into Curriculum and Instruction.				
4a. 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.				
4b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.				
4c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.				
5. Assessment of Language and Cultures.				
5a. 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.				
5b. 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.				
5c. Reporting Assessment Results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.				

WARNER INNOVATIVE UNIT EVALUATION FORM

Candidate's name: _____Evaluator's name:_____
Evaluator's role: __ cooperating teacher; __ university supervisor; __ faculty advisor
Student teaching experience: __ first; __ second
Semester:_____ Course # _____

INNOVATIVE UNIT RUBRICS PART III: Warner proficiencies

Please evaluate the extent to which the unit plan and its implementation provides evidence that the candidate has achieved the following proficiencies set by the Warner School as targets for all teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., this proficiency was not met.
2. **Emergent/needs improvement –** i.e., you found some evidence that the candidate demonstrated this proficiency, but it was only partial or inconsistent.
3. **Basic proficiency** – i.e., you found evidence that the candidate demonstrated this proficiency at the minimum acceptable level.
4. **Outstanding performance** – i.e., the unit provided an excellent example that the candidate has achieved proficiency in this area.

We realize that in some cases you may not have had the opportunity to gather pertinent information for all proficiencies listed below. Therefore, we have given the option, whenever appropriate, for you do indicate "n/o" ("not observed") to clearly distinguish this situation from the one where you had the opportunity to observed relevant behavior and found it lacking. There are some proficiencies, however, for which this is not an option since your evaluation is critical to assessing the candidate on that particular dimension – as indicated by a blackened cell corresponding to the "n/o" option.

Selected Warner School proficiencies as they could be observed in the unit:	***n/o***	***1***	***2***	***3***	***4***
(WS 1.2) The design of the unit reflects a good understanding of the key concepts, tools of inquiry and structures of the subject matter(s) addressed in the unit.					
(WS 1.3) The goals set for the unit and their discussion address some important principles and concepts delineated in professional, New York State, and Warner School Teaching and Curriculum standards.					
(WS 1.4) The unit included learning experiences that made the subject matter meaningful and relevant for all students in the class.					
(WS 2.2) The unit design and its analysis demonstrate that the candidate understands that all students construct knowledge through active engagement in culturally valued activities.					
(WS 2.3) The unit included learning experiences that took into consideration the students' developmental level and drew on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.					
(WS 3.4) The unit included learning experiences that were culturally relevant and addressed the strengths and needs of all students.					
(WS 4.2) The design and implementation of the unit included a selection or innovative teaching and learning strategies and classroom structures, appropriate to achieving the learning goals set for this unit.					

(WS 4.4) The unit took advantage of the potential of technology to support student learning, as appropriate to the goals set for the students.					
(WS 5.3) The activities in the unit and the classroom environment fostered student motivation and learning and the creation of a "community of learners."					
(WS 6.3) The design and implementation of the unit employed appropriate and effective modes of communication to make the ideas accessible to all students and foster inquiry.					
(WS 6.4) The unit activities incorporated oral, written, visual, and electronic texts as appropriate to facilitate interaction and communication, and provide support for all students' critical analysis of such texts.					
(WS 7.1) The unit's activities are appropriate to pursue the learning goals identified (which in turn are consistent with professional and New York State standards).					
(WS 7.2) The unit has a well-defined and high quality plan, which was adequately implemented with appropriate modifications as suggested by the feedback received during the implementation.					
(WS 8.2) Appropriate assessment and evaluation strategies were used to monitor, assess and provide guidance to student learning, including some that are embedded in authentic learning activities and have real audiences and purposes.					
(WS 8.3) The candidate was able to use assessment data to inform instruction by making explicit links in the unit analysis between his/her teaching and student performance, and by either making immediate adjustments in the unit or suggesting changes for future implementations.					
(WS 8.4) Positive effect on the students' learning is demonstrated through the aggregated data and samples of student work included in the unit report.					
(WS 9.2) The unit analysis demonstrates the candidate's ability to reflect on his/her practices, constructively use critiques of his/her practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.					
(WS 10.1) The unit design sought out and built on parental and community involvement as appropriate.					

Comments:

COMPREHENSIVE PORTFOLIO

COMPREHENSIVE PORTFOLIO

Overview and General Guidelines:

Goals of the portfolio

This "comprehensive portfolio" has been designed to assess the extent to which you have achieved the set of proficiencies, principles and standards we have established as the goal of the teacher preparation programs at Warner. We also expect that creating the portfolio will be a valuable learning experience, as it will require you to look back at your entire experience in the program, reflect on what is required to be a successful teacher, and examine what you have accomplished so far and what you would like to develop further in your practice.

Candidates who do not receive a passing grade on this portfolio will not be able to graduate from their teacher preparation program and be recommended for teaching certification to the New York State Education Department.

Who needs to submit this comprehensive portfolio

All teacher candidates admitted after November 2003 into a Masters' teacher preparation program leading to NYS Initial teaching certification will need to submit and pass this comprehensive portfolio evaluation in order to graduate and be recommended for teacher certification. This comprehensive portfolio will also serve as the "culminating assessment" required by the University of Rochester of all Master's students.

Targeted proficiencies

Warner teacher candidates need to demonstrate two sets of complementary proficiencies:

a. those established by the Warner School for all teacher candidates (regardless of their area of specialization), and

b. those established by their professional organization specifically for teacher candidates in their area of specialization (also referred to as "SPA" proficiencies/standards hereafter).

Both sets of proficiencies have been reproduced in the "Key Assessments" booklet specific to your area of specialization. When taken together, these proficiencies identify the main skills, dispositions and knowledge that we believe teacher candidates need to have in order to become successful teachers.

The list of "Warner proficiencies" was derived from the standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC), our own Warner School conceptual frameworks, the National Council for the Accreditation of Teacher Education (NCATE) standards and New York State Education Department (NYSED) curriculum frameworks. These proficiencies have been organized according to the following ten principles, parallel to those identified by INTASC, and each addressing a key element of teaching:

1. Content principle

2. Learning principle
3. Equity principle
4. Pedagogy principle
5. Learning community principle
6. Communication principle
7. Planning principle
8. Assessment principle
9. Professional practice principle
10. Community principle

Rubrics

For each of the targeted proficiencies (both Warner School and specialization-specific), we have created a holistic rubric that makes explicit what we consider as:

1. Insufficient – i.e., the evidence provided in the portfolio suggests that the candidate has not attained the proficiency in question.

3 Basic proficiency– i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at least at the minimum acceptable level for graduation and certification.

4 **Outstanding performance** – i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at the level we would ideally like teacher candidates to achieve at the completion of their teacher preparation program or beyond.

Throughout the program, we have been using 4-point rubrics where, in addition to these three levels, we also had an "Emergent" level. The "Emergent" category was used to indicate that, although the candidate had not yet been able to achieve the minimum level expected, good progress towards the targeted proficiency was taking place; as such, it provided both candidates and instructors with valuable information to inform subsequent actions within the program. However, since this portfolio evaluation takes place at the end of your teacher preparation program, and aims to ensure that all our teacher candidates exit the program with at least a minimum level of proficiency in key areas that we have identified as necessary for successful teaching, we have eliminated this category from our comprehensive portfolio rubrics. To maintain consistency with the other rubrics used for candidate evaluation at the other key transition points (i.e., admission, pre-internship and post-internship), while the "Emergent" column will NOT appear in our rubric tables, the other three levels will continue to have the same score, that is:

1 – Insufficient
3 – Basic proficiency
4 – Outstanding performance

Portfolio evaluation process

Each portfolio will be evaluated by two faculty members in Teaching & Curriculum – your advisor and a second reader assigned by the chair of Teaching & Curriculum in consultation with your advisor.

Each reviewer will independently score your portfolio according to the rubrics; if there is disagreement in their evaluation for any proficiency, the two reviewers will discuss it and reach consensus. Whenever an evaluation of "Insufficient" is reached for any proficiency, a detailed explanation of the identified shortcomings and what needs to be done to overcome them will be provided. You will receive the result of the reviewers' combined evaluation.

You will need to receive an evaluation of 3 or 4 in each of the targeted proficiencies in order to pass this final comprehensive portfolio evaluation and graduate from the program.

If you were marked as "Insufficient" in one or more proficiencies, you will have one chance to revise and resubmit your portfolio. The same original two reviewers will usually review the resubmission.

Portfolio submission dates

Because of its comprehensive nature, this portfolio needs to be submitted at the end of your teacher preparation program, after you have successfully completed all the coursework and internships required for your program, yet with sufficient time to ensure its evaluation before our graduation deadlines. Therefore, there are three deadlines for the submission of the comprehensive portfolio during each academic year, and they are continuously updated on our website.

Portfolios (or re-submission) will not be evaluated at any other time.

Portfolio organization

Your portfolio will need to include the following three main sections:

1. A **Personal Statement,** where you introduce yourself as a teacher and provide all the information that you think would be helpful for a reviewer to know before looking at the rest of the documents included in your portfolio. Among other things, this section should articulate "what kind of teacher" you want to be and why, what you think is required in order to be a "successful teacher" (i.e., your theoretical framework) and to what extent you have achieved these expectations as a result of your experiences up to this point. (You may want to look at the "tips" provided for each section of the portfolio to get more ideas for what you may want to include in this Personal Statement)
2. A **Narrative** section, where you make a case that you have achieved all the targeted proficiencies/standards at least at the basic proficiency level expected. Your narrative will be organized in ten sections, according to each of the ten principles articulated in Section II. In each section, you are expected to identify the extent to which you believe you have achieved each of the proficiencies/standards related to that principle as a result of your experiences in the program. You are also expected to provide evidence to support your claims; in most cases, the evidence will consist of referring to samples of your best work that illustrate that proficiency. For each section, we have prepared some additional guidelines and suggestions (see next section) and also included the rubrics that will be used for our evaluation (see Rubrics section).

3. An **Exhibits** section, where you collect samples of your best work and other relevant artifacts. Collecting all relevant artifacts in one section of the portfolio will enable you to refer to a specific artifact multiple times in your narrative (i.e., cross-reference) without having to reproduce multiple copies of that artifact. Please note that the artifacts included in this section should all be mentioned at some point in your narrative section. Also make sure that it is easy for a reviewer to find specific artifacts as they are referenced in your narrative – whether by numbering the pages in the Exhibits section consecutively, or by clearly labeling sub-sections and numbering the pages consecutively within each sub-section.

NOTE: If your area of specialization accepts or requires electronic portfolios, please ask your advisor for more information.

Required elements in the Exhibit section

While you will select most of the artifacts to be included in the Exhibits section based on the items you choose to refer to in your narrative, there are some important documents that we want to make sure everyone includes in his/her portfolio:

a. Your **Innovative Unit Paper**, including instructor's comments and graded rubric. *(NOTE: This can be submitted in a separate binder, if appropriate)*

b. The **Student Teaching Final Evaluations** you received from your cooperating teachers and university supervisors at the end of each of your student teaching experiences (both narrative and rubric components).

c. Your **official results on the relevant NYS licensure tests** – in addition to the results in the LAST and ATS-W exams (common to all teacher candidates applying for NYS Initial Certification), you also need to include the results in the Content Specialty Test (CST) specific to your specialization, that is:
   - For **Elementary/Childhood** and **Early Childhood** candidates: Multiple Subjects CST.
   - For **Mathematics** candidates: Mathematics CST.
   - For **English** candidates: English Language Arts CST.
   - For **Social Studies** candidates: Social Studies CST.
   - For **Science** candidates: Biology, Chemistry, Physics and/or Earth Science CST, depending on the certifications sought.
   - For **Foreign Languages** candidates: French, German, Italian and/or Spanish CST, depending on the certifications sought.
   - For **ESOL** candidates: English for Speakers of Other Languages CST.
   - For **Inclusion** candidates: Disabilities CST.

d. ***(not applicable to early childhood and ESOL candidates)*** A copy of your completed **Admissions Content Preparation Review Worksheet** (to be requested from the Office of Student Services), plus a completed **Content Preparation Update Worksheet** (included in this booklet)**.** At the time of your admission into the program, you were asked to complete an Admissions Content Preparation Review Worksheet to help evaluate the extent to which your content preparation fulfilled both New York State and relevant professional organization standards and, when needed,

to identify what additional experiences needed to be completed by graduation in order to meet those requirements. As you are now at the end of your program, we would like you to use the Content Preparation Update Worksheet appropriate to your program to document that you have completed all the additional experiences agreed upon at the time of admissions (if any), and also to identify other learning opportunities you had throughout your program to deepen your proficiency in specific content preparation standards. This will give the reviewer a complete picture of your content preparation at completion of your teacher preparation program.

In addition, other artifacts may be required of candidates in specific areas of specialization – as articulated in the more detailed guidelines provided in the next section.

Other possible sources to consider in gathering artifacts for the Exhibit section

Evidence that you have achieved specific proficiencies can come from many different sources. For each section of the portfolio, in Section II we will provide specific suggestions that are especially relevant to the proficiencies assessed in that part of the portfolio. Below we have provided a more generic list that can give you some ideas about the kinds of artifacts that may be worthwhile for you to collect as you move through your program:

- Written assignments (with instructor's feedback and evaluation when available)
- Artifacts produced during the "experiences as learners" or inquiry projects you engaged in during your methods courses.
- Lesson plans created as part of your internships.
- Samples of student work.
- Photos with captions.
- Video clips of your teaching *(for electronic portfolios)*
- Correspondence with parents, colleagues and other community members.
- Your journals, field-notes and vignettes.
- Data from your research projects.
- Final evaluations and more informal notes from your cooperating teacher or university supervisor.
- Testimonials from faculty, cooperating teachers, university supervisors, students, parents/ caregivers, colleagues, etc.
- Artifacts from conferences, seminars or community events in which you participated.

Portfolio Checklist

PREPARATION

- **Collect and keep everything.**
- Ask supervisors and cooperating teachers as well as students to give you written feedback on your performance.
- Keep copies of student work; take photographs (or video) in your placements.

ARTIFACT SELECTION & MANAGEMENT

- Number all artifacts individually and clearly for ease of reference; make sure to refer to these artifacts by number in your narrative.
    - When you cite a large artifact (such as the Innovative Unit Plan), refer to specific page numbers or items within this document that specifically address the proficiency.
    - If you are preparing an electronic portfolio, name your documents in ways that clearly indicates to the reader the order in which they first appear in the text.
- Include artifacts in a box, binder, or digital file in order of first mention in the text.
- Innovative Unit should be submitted in a separate binder.
- Don't forget to include REQUIRED pieces - for example, the self-assessed transcript review form and update (except for ESOL).
    - See Portfolio handbook for complete list of required exhibits)
- Please do not enclose each page in plastic sleeves (ok for photographs or artwork).
- Please be sure to include graded rubrics whenever possible, and cite as evidence others' evaluations of your work, as well as your own understanding of that work.
- Common core artifacts include:
    - Transcripts from content coursework (except for ESOL)
    - Final papers in core classes
    - Field based placement evaluations
    - Lesson plans and innovative unit paper
    - Candidate assessment of your students
    - Evaluation of you by your students (if you did this)

NARRATIVE

- Make sure to explain how each artifact illustrates or exemplifies the point you are making (the claim in your argument) in your narrative. Don't just assume that referencing the artifact will suffice for your reader to understand—or believe—what you are saying. Ask yourself whether the narrative would still demonstrate the principles and proficiencies if the evidence were not there.
    - You still need to remember to be concise and focused!
- When referencing a paper you wrote for a class, include a representative quote or quotes from that paper that illustrate the point you are making, and include the

relevant page number. Don't expect your portfolio readers to re-read the whole paper.

- Make sure to address all aspects of the rubric's criteria (each numbered and sub-numbered section) in your narrative. For example, when addressing the use of technology, don't just describe how you used technology, but also discuss the benefits and drawbacks related to using technology in the classroom and what changes about the content or instruction with the use of technology. If you don't have evidence to address a specific point you still need to discuss it in your narrative—for example, if you had no opportunities in your placements to interact with parents, discuss why not.
- Help the reader navigate your narrative by identifying which proficiency you just addressed with parentheses at the end of that section (Proficiency 3.2).
- Focus overall on how you have translated the theories and practice studied in your WS courses into your teaching practice. Use specific references from your coursework to link your teaching practice and artifacts with the theories you have studied and explored. Use formal APA citation format and include a reference list.
- Note the distinctions in the proficiencies within a principle that ask for demonstration of Knowledge (K), Disposition (D) and Skill (S) and choose artifacts appropriately, so as not to create too much redundancy within a principle. For example, proficiencies marked with a (K) might include more coursework-based artifacts and proficiencies marked with an (S) might call for more evidence from Field Experiences and Student Teaching.

SPECIAL ATTENTION TO CONTENT STANDARDS:

- When you address the content principle, address each of the standards or themes for your subject matter content (see additional rubrics for lesson plan and innovative unit assignments). Synthesize and cite works read during BOTH your academic and teacher education coursework in your narrative. You also need to demonstrate through links to lesson plans, student work, vignettes or reflections about classroom events, or artifacts used in the implementation of lessons that you have the ability to facilitate student understanding of these themes, standards and/or performance expectations. Your narrative should be in your own words and not a "carbon copy" of the description of the themes or standards in your content area standards documents.
- Throughout your narrative, you should also synthesize knowledge and habits of mind developed in content-based curriculum courses with foundation curriculum courses.
- Since evaluations alone may be inadequate ways to demonstrate your ability to implement the various standards in your teaching, please consider including vignettes describing classroom events, video clips of interactions in your classroom, and copies of student work to support your claims about your implementation of the principles in your student teaching classes.

DETAILS

- Spell out all acronyms on first use. Don’t assume both of your readers will know acronyms, especially the ones specific to your content area.
- Your text should flow well. For example, use transitions from paragraph to paragraph and section to section—don’t just amass a collection of chunks of text.
- Finally, PROOFREAD—don’t just use spell check, but actually read your narrative word for word, or better yet, exchange drafts with a friend for peer review. This document should represent your best professional self.

Detailed Guidelines for Each Section of the Narrative

1. CONTENT PRINCIPLE

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following Warner School target proficiencies:

1. ***Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards.***
2. ***Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area.***
3. ***Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions.***
4. ***Candidates can create learning experiences that make the subject matter meaningful and relevant for all students.***

In addition, in this section you also need to make the case that you have achieved the relevant standards (or components/indicators) identified by your professional association that are related to content knowledge. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates*: NAEYC standard #**4c**
- *For **elementary (childhood)** teacher candidates*: ACEI standards **#2.1-2.8**
- *For **mathematics** teacher candidates*: NCTM standards #**1-6** and #**9-15**.
- *For **English** teacher candidates*: NCTE standards #**3** (and related components)
- *For **social studies** teacher candidates*: NCSS interdisciplinary thematic standards #1.1-1.10 (content knowledge component only – see rubrics).
- *For **science** teacher candidates*: NSTA standards #**1a-e, 2a-c, 3a-b, 4a-b, 5b, 5e**
- *For **foreign languages** teacher candidates*: ACTFL standards #**1.a-c; 2a-b; 3a, 4a**
- *For **ESOL** teacher candidates*: TESOL standards #**1.a-b; 2a-b**

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses <u>each</u> of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above). In particular, early childhood and elementary/childhood teacher candidates

need to address ALL content areas addressed in their professional standards, and social studies candidates need to address ALL ten social studies themes.

- Review the scoring rubrics for the Content Principle provided in Section III of this document to get a better sense of what is expected for this section of the Portfolio.
- In this section we also expect you to address explicitly how you have met the minimum requirements set by New York State with respect to coursework in the subject area(s) you will be teaching (NOTE: all these are articulated in the "Admissions Content Preparation" form created for your area of specialization); even if, like most Warner candidates, you have met these requirements prior to entering your teacher preparation program, we still need you to explicitly address these requirements in your narrative and provide evidence that you met them.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive report of what you know about your subject matter. Therefore, what we are looking for in this section are simply some concrete examples that illustrate the depth of your understanding of the subject matter(s) you will teach and your ability to create learning experiences that reflect this understanding.

Required artifacts to be referred to in this section:

- Official results in the relevant Content Specialty Test (CST) and LAST test.
- ***(for all candidates except early childhood and ESOL)*** Your "Admission Content Preparation Review" and "Content Preparation Update" worksheets
- ***(for mathematics candidates who enrolled after Fall 2006 ONLY)*** A copy of the Math Knowledge Observation Tool compiled by your methods course instructor(s).
- ***(for science candidates who enrolled after Fall 2006 ONLY)*** The "Understanding Your Field as a Discipline" (EDU 448 requirement) assignment and "Science as Learners" paper (EDU 487 requirement).
- ***(for social studies candidates ONLY)*** Instructor's Summary Evaluation of the Lesson Plan Assignments.

Tips about other sources of artifacts you could use as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about the subject matter(s) you teach
- Specific assignments in your methods courses (and content courses for MAT students) – especially as they reveal your understanding of specific content, of the nature of the discipline you teach, of specific standards, etc.
- "Experiences as learners" or inquiry projects you engaged in during your methods courses -- especially as they led to you to some new insights about specific topics.
- Analysis of lessons and/or instructional resources – especially as they may reveal your recognition of key concepts, tools of inquiry or structures of the discipline(s) you teach and demonstrate your ability to make content relevant and meaningful for students.
- Lesson plans you designed for your students – especially as they address key concepts, tools of inquiry or structures of the discipline(s) you teach, and make these contents relevant and meaningful for students.

- Samples of student work – especially as they illustrate how the experiences you designed enabled them to engage with significant content and find such content meaningful and relevant.
- Your journals, field-notes and/or vignettes – especially as they record insights you have gained about specific topics or standards.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of content and/or the quality of the content addressed in your lessons.

2. LEARNING PRINCIPLE

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

2.1. Candidates understand human development and how it is affected by context.

2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background.

2.3. Candidates are able to provide learning experiences that take into consideration the students' development level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live.

In addition:

- ***Early childhood candidates*** will also need to make the case here that they have achieved NAEYC standards **#1 & 2.**
- ***Elementary (childhood) candidates*** will also need to make the case here that they have achieved ACEI standard **#1**.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses <u>each</u> of the above proficiencies (and, for early childhood and elementary candidates, also the SPA standards identified above).
- Review the scoring rubrics for the Learning Principle to get a better sense of what is expected for this section of the Portfolio.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive articulation of your understanding of learning and

development. Therefore, what we are looking for in this section are (a) the identification of key principles about learning and development that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about students' learning and development
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of learning and development, or what is appropriate for students to learn.
- Final project in "Literacy Learning as Social Practice."
- Relevant reflective papers from "Topics in Teaching & Schooling."
- "Experiences as learners" and inquiry projects you engaged in during your methods courses – especially as they made you aware of how certain topics can be learned, what is appropriate for students to learn and/or what are good examples of "relevant and meaningful" learning experiences to learn specific topics.
- Lesson plans you designed for your students – especially as they show how you take into consideration learning and development principles, culturally valued activities, the students' development stage, prior experiences, interests and contexts, etc. in planning your lessons
- Samples of student work – especially as they illustrate how a specific student may construct knowledge of an important concept, how different students may use different learning approaches, how prior experiences and/or knowledge coming from their family or cultural background affected and supported a student's solution, etc.
- Relevant data and conclusions from your research projects.
- Specific assignments in your methods courses – especially as they reveal your understanding of how students learn specific content, what could be culturally valued activities that can facilitate the learning of specific topics, etc.
- Your journals, field-notes and/or vignettes – especially as they record insights you gained about how students learn.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of student learning and attention to students' individual and cultural characteristics in designing lessons.

***3.* EQUITY PRINCIPLE**

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher candidate understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promoting equity and

social justice.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others.

3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning.

3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and/or disabilities their students may present and their implications for the classroom.

3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses <u>each</u> of the above proficiencies
- Review the scoring rubrics for the Equity Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about diversity, equity, social justice and inclusion.
- Specific assignments in your development course(s) and "Disability and Schools" – especially as they address learning differences and disabilities.
- Specific assignments in "Race, Class, Gender and Disability in American Education" and "Disability and Schools" – especially as they address issues of equity and social justice.
- Final project in "Literacy Learning as Social Practice."
- Relevant reflective papers from "Topics in Teaching & Schooling."
- Specific assignments, "experiences as learners" and inquiry projects in your methods courses – especially as they made you aware of how students may approach learning differently and how lessons could be designed to meet diverse needs.
- Lesson plans you designed for your students – especially as they show how you took into consideration learning and cultural differences and made adaptations for students with special needs.
- Samples of student work – especially as they illustrate specific challenges presented to students with special needs and what students with special needs are capable of doing when appropriately scaffolded.
- Relevant data and conclusions from your research projects.

- Classroom rules and policies you have established; letters to parents articulating your expectations – especially as they illustrate how you set high moral and ethical standards for you and your students.
- Your journals, field notes and vignettes – especially as they record insights you gained about students' differences and how to meet the diverse needs of your students.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your understanding of students' differences and your responsiveness to them.

4. PEDAGOGY PRINCIPLE

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, NYS and WS program standards, and understand their potential uses, values and limitations for achieving specific learning goals.

4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, NYS and WS program standards.

4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction.

4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas.

In addition, in this section you also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to pedagogy and/or pedagogical content knowledge. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates*: NAEYC standards **#4a & 4b**
- *For **elementary (childhood)** teacher candidates*: ACEI standards #**3.3 & 3.4**
- *For **mathematics** teacher candidates*: NCTM standards #**8.1-2, 8.7-9**
- *For **English** teacher candidates*: NCTE standards #**2.2, 2.4-6, 4.1-3, 4.4-9**
- *For **social studies** teacher candidates*: NONE
- *For **science** teacher candidates*: NSTA standards #**5a, 5c, 5d, 6a**

- *For **foreign languages** teacher candidates*: ACTFL standards #**2c, 3a, 3b, 4a-c**
- *For **ESOL** teacher candidates*: TESOL standards #**3b-c**

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics).

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Pedagogy Principle provided in Section III to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Required artifacts to be referred to in this section of the portfolio:

- ***(For science teacher candidates ONLY):*** Get Real! Science Camp paper (EDU 484 requirement)

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about the overall approach to teaching you have assumed, specific strategies that characterize your teaching practice, and/or your position about using technology in instruction.
- Specific assignments, "experiences as learners" and inquiry projects in your methods courses – especially as they made you aware of different instructional strategies (including uses of technology) and led you to a better understanding of their potential benefits and drawbacks.
- Lesson plans you designed for your students – especially as they show how you used different instructional strategies (including uses of technology), appropriate for the learning goals you were trying to achieve.
- Samples of student work – especially as they illustrate how students responded to some innovative instructional strategies you used, provide explicit feedback to you about the instructional strategies used, etc.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about using specific instructional strategies or approaches.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your use of instructional strategies (including technology).

5. LEARNING COMMUNITY PRINCIPLE*:*

The teacher candidate 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 for all students.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

5.1. Candidates understand what may encourage or hinder student's motivation and engagement in learning, based on an analysis of research and practice.

5.2. Candidates are able to construct comfortable and safe classroom environments for all students.

5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners."

In addition:

- ***Science candidates*** will also need to make the case here that they have achieved NSTA standards **#5f and 9a-d.**

As you prepare your narrative for this principle, you may consider the following:

- Make sure that your narrative explicitly addresses <u>each</u> of the above proficiencies
- Review the scoring rubrics for the Learning Community Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- We are well aware that it would be impossible, within the scope of this portfolio, for you to provide a comprehensive articulation of your understanding of motivation and the role it may play in schools. Therefore, what we are looking for in this section are (a) the identification of key principles about motivation that inform your teaching and (b) some examples that illustrate how these principles have affected your teaching practice.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes some statements about your beliefs about what motivates students and how you can increase their engagement in learning.
- Specific assignments in your development courses – especially as they demonstrate your understanding of key principles of motivation and their implications for instruction.
- Final project in "Literacy Learning as Social Practice."
- Relevant reflective papers from "Topics in Teaching & Schooling."
- "Experiences as learners" and inquiry projects you engaged in during your methods courses – especially as they made you aware of what helps or hinders' different students' engagement in specific learning activities.

- Lesson plans you designed for your students – especially as they show how you take into consideration principles of motivation in the design of your activities.
- Relevant data and conclusions from your research projects.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about what motivates and engages students.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your ability to create environments that foster motivation and communities of learners, and your relationship with students.
- Testimonials from students, parents and/or colleagues that address your ability to create environments that foster motivation and communities of learners, and your relationship with students

6. COMMUNICATION PRINCIPLE*:*

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

6.1. Candidates understand the role of language in teaching and learning.

6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students.

6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry.

6.4. Candidates construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students' critical analysis of such texts.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Communication Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.
- In this section of the portfolio you will be expected to address communication-related standards that are specific to your area of specialization, if any are identified by the relevant professional organization and as they relate to specific proficiencies

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about the role of language and communication in teaching and learning.
- Final project in "Literacy Learning as Social Practice" and other relevant papers in "Language and Literacy in Education."
- Specific assignments, "experiences as learners" and inquiry projects in your methods courses – especially as they made you aware of different modes of communication and led you to a better understanding of their potential benefits and drawbacks.
- Lesson plans you designed for your students – especially as they show how you used different modes of communication (including uses of multi-media), appropriate for the learning goals you were trying to achieve.
- Samples of student work – especially as they illustrate how students responded to different modes of communication you have been using and promoting in class.
- Relevant data and conclusions from your research projects.
- Your journals, field-notes and/or vignettes – especially as they record insights you gained about using specific modes of communication.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your use of a variety of modes of communication (including multimedia).

7. PLANNING PRINCIPLE*:*

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards.

7.2. Candidates are able to implement lessons according to a well-defined and high quality plan.

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates*: NAEYC standard **#4d**
- *For **elementary (childhood)** teacher candidates*: ACEI standard **#3.1**
- *For **science** teacher candidates*: NSTA standard **#6.a, 7a, 7b.**
- *For **social studies** teacher candidates*: planning instruction component of NCSS thematic standards **#1.1-1.10**.
- *For **foreign language** teacher candidates*: ACTFL standard **#4.a.**
- *For **ESOL** teacher candidates*: TESOL standards **#3.a**.

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Planning Principle to get a better sense of what is expected for this section of the Portfolio.

Required artifacts to be referred to in this section:
- Lesson Plan Assignment
- Innovative Unit Paper

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:
- Your personal statement – especially if it includes statements about how you plan instruction.
- Specific assignments, "experiences as learners" and inquiry projects in your methods courses – especially as they made you aware of what is involved in planning effective lessons.
- Lesson plans and units you designed for your students (implemented and/or not).
- Your journals, field notes and/or vignettes – especially as they record insights you gained about planning lessons.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your practice in planning instruction.

8. ASSESSMENT PRINCIPLE*:*

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses.

8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess and provide guidance to student learning over time.

8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data.

8.4. Candidates are able to have a positive effect on their students' learning.

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates*: NAEYC standard **#3a-d**
- *For **social studies** teacher candidates*: assessment of student learning and effect on student learning components of NCSS thematic standards #1.1-1.10.
- *For **science** teacher candidates*: NSTA standards #**8a-c**
- *For **foreign languages** teacher candidates*: ACTFL standards #**5a-c**
- *For **ESOL** teacher candidates*: TESOL standards #**4a-c**

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses <u>each</u> of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Assessment Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Required artifacts to be referred to in this section of the portfolio:

- Innovative Unit Paper.

Tips about other sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about assessment and your assessment practices.
- Specific assignments, "experiences as learners" and inquiry projects in your methods courses – especially as they made you aware of what is involved in assessing students' learning and helped you gain a better appreciation of the potential purposes, strengths and weaknesses of specific assessment tools.
- Lesson plans you designed for your students– especially as they illustrate the specific assessment tools, rubrics and systems you designed for your students.
- Samples of student work along with your comments and evaluation – especially as they illustrate your use of specific assessment tools and techniques, show the kind of feedback you provide to your students, and illustrate the impact of your teaching on your students' learning.
- Testimonials from students, parents, cooperating teachers and/or university supervisors with respect to your assessment practices and effect on students' learning.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about assessment.
- Relevant data and conclusions from your research projects.

- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address how your practice with respect to assessing students' learning.

9. PROFESSIONAL PRACTICE PRINCIPLE*:*

The teacher 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 who actively seeks out opportunities to grow professionally, including staying up to date with research, theories and best practices in his/her field and participating in their professional communities.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career.

9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning.

9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards).

In addition, in this section you may also need to make the case that you have achieved the relevant standards (or components) identified by your professional association that are related to planning. Depending on your area of specialization, these include:

- *For **early childhood** teacher candidates*: NAEYC standards #**5a-e**
- *For **elementary** teacher candidates*: ACEI standards #**5.1-5.2**
- *For **foreign languages** teacher candidates*: ACTFL standards #**6a-b**
- *For **ESOL** teacher candidates*: TESOL standards #**5a-c**

(For more information on the standards and rubrics specific to your area of specialization, see Rubrics)

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses <u>each</u> of the above proficiencies, **as well as the relevant standards set by your professional organization** (as identified above).
- Review the scoring rubrics for the Professional Practice Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs about learning to learn, reflecting on your practice, being a member of a professional community, and the practices related to these beliefs.
- Specific assignments in "Topics in Teaching and Schooling" regarding professional ethics standards and professionalism**.**
- Changes that took place in your lesson plans overtime as a result of receiving feedback and/or reflecting on your practice.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about learning to learn, reflecting on your practice, and being a member of a professional community.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address how your practice about learning new things, receiving feedback from peers and supervisors, reflecting on your own practice, using theory and research to improve your practice, being a member of your professional community.
- Evidence of participation in conferences and seminars, subscription to journals and professional organizations in one's area of specialization, and/or participation in professional organizations in various roles.

10. **COMMUNITY PRINCIPLE*:***

The teacher candidate fosters relationships with school colleagues, parents/ caregivers, and agencies in the larger community to support students' learning and well-being.

In this section of the portfolio, you need to make the case, with supporting evidence, that you have achieved each of the following proficiencies:

10.1. Candidates value and seek out parental and community involvement.

10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues.

As you prepare your narrative for this principle, please consider the following:

- Make sure that your narrative explicitly addresses each of the above proficiencies
- Review the scoring rubrics for the Community Principle to get a better sense of what is expected for this section of the Portfolio.
- As you articulate what you know or believe, whenever appropriate provide references to relevant literature.

In addition:

- ***Science candidates*** will also need to make the case here that they have achieved NSTA standards **#10d.**

Tips about sources of artifacts that could be used as supporting evidence in this section of the portfolio:

- Your personal statement – especially if it includes statements about your beliefs and practices regarding the role of parents and other community members in schools.
- Specific assignments in "Topics in Teaching and Schooling" and "Teaching Curriculum and Change" regarding the role of parents and community in schools.
- Lesson plans you designed for your students– especially as they illustrate an effort to capitalize on families and the local community to enrich students' learning.
- Your journals, field notes and/or vignettes – especially as they record insights you gained about the role of parents and community in schools.
- Relevant data and conclusions from your research projects.
- Final evaluations or more informal notes from your cooperating teacher or university supervisor – especially as they address your practice about relating with parents and making connections with the community.
- Communications with parents and other community members.
- Participation in community events.

WARNER PORTFOLIO EVALUATION FORM

Candidate's name: _____Evaluator's name: _____
Semester: _____

Portfolio Rubrics

1.Content Principle – Rubrics related to relevant ACTFL standards for foreign languages teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following ACTFL standards. For your evaluation, please use the following rubrics and report your scores in the table below:

1. **Insufficient** – i.e., you did not find evidence that the candidate has the necessary content knowledge in this area.
3. **Basic proficiency**– i.e., you found evidence that the candidate has at least the minimum content knowledge in this area.
4. **Outstanding performance** – i.e., you found evidence that the candidate has a solid background in this area.

ACTFL standard:	1	3	4
1.a Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.			
1.b Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language by learning on their own.			
1.c Candidates know the similarities and differences between the target language and the other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own .			
2.a 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 in into their instructional practices.			
2.b Candidates recognize the value and role of literacy and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.			
3.a 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			
4.a 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.			

Additional comments:

*1.**Content Principle – Common rubrics to evaluate Warner School proficiencies:***

Prof.	***Insufficient (1)***	***Basic proficiency (3)***	***Outstanding (4)***	***Score***
1.1	Candidate's narrative and related documentation identifies some significant gaps in content preparation, as defined by New York State and/or relevant professional organizations.	Candidate's narrative and related documentation demonstrate sufficient preparation in the subject matter to meet the minimum requirements set by New York State and relevant professional organizations.	Candidate's narrative and related documentation demonstrate a broad preparation in the subject matter that meets and exceeds the minimum requirements set by New York State and relevant professional organizations.	
1.2	Candidate's narrative and related documentation do not provide evidence of in-depth understanding of any of the key concepts, tools of inquiry or structures of the discipline identified by relevant professional organizations, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings	Candidate's narrative and related documentation identifies at least one example that demonstrates in-depth understanding of a key concept, tool of inquiry or structure of the discipline identified by relevant professional organizations; all the examples chosen are appropriate and do not reveal serious misunderstandings; the candidate articulates at least one doable strategy to deepen his/her understanding of the subject matter taught.	Candidate's narrative and related documentation identifies a few examples that demonstrate a good understanding of key concepts, tools of inquiry and structures of the discipline identified by relevant professional organizations; all the examples chosen are appropriate and do not reveal serious misunderstandings; the candidate articulates multiple strategies to deepen his/her understanding of the subject matter taught.	
1.3	Candidate's narrative and related documentation indicate that the candidate is unaware of relevant set(s) of standards, and/or reveal serious misunderstandings of specific standards and their instructional implications.	Candidate's narrative and related documentation indicate that the candidate is aware of all relevant sets of standards to be considered in his/her teaching and understands their meaning and basic implications for instruction.	Candidate's narrative and related documentation indicate that the candidate is aware of all relevant sets of standards to be considered in his/her teaching and understands their meaning; there is also evidence that these standards inform the candidates' planning and instruction.	
1.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to create learning experiences that make the subject matter meaningful and relevant for all students, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has created learning experiences that were meaningful and relevant to all students, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to create learning experiences that are meaningful and relevant to all students, and does so on a regular basis.	

2. Learning Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
2.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of how all children develop.	Candidate's narrative and related documentation demonstrate a basic understanding of how all children develop and the role played by context in development.	Candidate's narrative and related documentation demonstrate an in-depth understanding of how all children develop and the role played by context in development, and awareness of relevant research.	
2.2	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of how all children construct knowledge through participation in culturally valued activities and/or what is appropriate for the ages and backgrounds of the children s/he teaches.	Candidate's narrative and related documentation demonstrate a basic understanding of how all children construct knowledge through participation in culturally valued activities and what is appropriate for the ages and backgrounds of the children s/he teaches.	Candidate's narrative and related documentation demonstrate in-depth understanding of how all children construct knowledge through participation in culturally valued activities and what is appropriate for the ages and backgrounds of the children s/he teaches, as well as awareness of relevant research.	
2.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to provide learning experiences that take into consideration the students' developmental level, prior experiences and contexts, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has provided learning experiences taking into consideration the students' developmental level, prior experiences and contexts, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to provide learning experiences that take into consideration the students' developmental level, prior experiences and contexts, and does so on a regular basis.	

3. Equity Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
3.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of equity and social justice principles.	Candidate's narrative and related documentation demonstrate a basic understanding of the principle that everyone has the right to have an opportunity to learn, and of what constitutes equitable and socially just behavior and treatment for themselves and others.	Candidate's narrative and related documentation demonstrate an in-depth understanding of equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others, as well as awareness of relevant research.	
3.2	Candidate's narrative and related documentation do not demonstrate a commitment to high moral and ethical standards and/or a basic respect for student diversity.	Candidate's narrative and related documentation demonstrate a basic commitment to high moral and ethical standards and respect for student diversity.	Candidate's narrative and related documentation demonstrate a strong commitment to high moral and ethical standards, with an explicit emphasis on equity and social justice; the candidate respects student differences and perceives them as resources rather than obstacles for instruction.	
3.3	Candidate's narrative and related documentation demonstrate some major gaps and/or misconceptions in their knowledge of cultural, linguistic and learning differences and/or disabilities and their implications for the classroom.	Candidate's narrative and related documentation demonstrate that the candidate is familiar with at least a few of the cultural, linguistic and learning differences and /or disabilities students may present, and their implications for the classroom.	Candidate's narrative and related documentation demonstrate that the candidate is aware of several cultural, linguistic and learning differences and/or disabilities students may present, and their implications for the classroom, as well as awareness of relevant research.	
3.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to create learning experiences that are culturally relevant and address the strengths and needs of all students, as no examples are provided or the examples chosen are inappropriate and/or reveal serious misunderstandings.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has created learning experiences that were culturally relevant and addressed the strengths and needs of all students, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that candidate is able to create learning experiences that are culturally relevant and address the strengths and needs of all students, and does so on a regular basis.	

4. Pedagogy Principle – Rubrics related to relevant ACTFL standards for foreign language teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following ACTFL standards. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

ACTFL standards:	**1**	**3**	**4**
2.c Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language			
3.a 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			
3.b Candidates develop a variety of instructional practices that reflect language outcomes and articulate program models and address the needs of diverse language learners.			
4.b Candidates integrate the Standards for Foreign Language Learning in the 21st Century and their state standards into language instruction			
4.c Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources			

Additional comments:

4. *Pedagogy Principle – Common rubrics to evaluate Warner School proficiencies:*

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
4.1	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of all relevant set(s) of pedagogy-related standards and/or knows enough innovative instructional strategies.	Candidate's narrative and related documentation indicate that the candidate is aware of relevant pedagogy-related standards, can identify a few instructional strategies consistent with those standards, and understands the potential uses, values, and limitations of these strategies for achieving specific learning goals.	Candidate's narrative and related documentation indicate that the candidate is aware of relevant pedagogy-related standards, knows several instructional strategies consistent with those standards, understands the potential uses, values and limitations of each of these strategies to achieve specific learning goals, and is aware of relevant research.	
4.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use a variety of innovative instructional strategies, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of a few occasions when the candidate has effectively used different innovative strategies to achieve learning goals consistent with relevant standards, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to effectively use a variety of innovative strategies to achieve learning goals consistent with relevant standards, and does so on a regular basis.	
4.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of the potential values and limitations of using technology in instruction.	Candidate's narrative and related documentation demonstrate that the candidate understands at least a few of the potential values and limitations of using technology in instruction.	Candidate's narrative and related documentation demonstrate that the candidate understands many of the potential values and limitations of using technology in instruction, recognizes equity issues connected with the uses of technology, and is aware of relevant research.	
4.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use technology to support student learning, as no example is provided or the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has used technology effectively to support student learning, raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to use technology effectively to support student learning, and does so on a regular basis.	

5. Learning Community Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
5.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of student motivation.	Candidate's narrative and related documentation demonstrate a basic understanding of what may encourage or hinder students' motivation and engagement in learning.	Candidate's narrative and related documentation demonstrate an in-depth understanding of what may encourage or hinder students' motivation and engagement in learning, and awareness of relevant research literature.	
5.2	Candidate's narrative and related documentation raise concerns about the candidate's capability of constructing a comfortable and safe classroom environment.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment, at least most of the time and for most of the students in his/her class.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct a comfortable and safe classroom environment for all students in his/her class.	
5.3	Candidate's narrative and related documentation raise concerns about the candidate's capability of creating a classroom environment that fosters students' motivation and learning.	Candidate's narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students' motivation and learning, at least most of the times and for most of the students in his/her class.	Candidate's narrative and related documentation provide evidence that the candidate is able to create a classroom environment that fosters students' motivation and learning for all students and supports the creation of a community of learners.	

6. Communication Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
6.1	Candidate's narrative and related documentation identify some major gaps or misconceptions in the candidate's understanding of the role of language in teaching and learning.	Candidate's narrative and related documentation demonstrate a basic understanding of the role of language in teaching and learning.	Candidate's narrative and related documentation demonstrate an in-depth understanding of the role of language in teaching and learning, and awareness of the relevant research.	
6.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is aware of and proficient in a wide enough variety of modes and vehicles of communication.	Candidate's narrative and related documentation provide evidence that the candidate is familiar with and proficient in at least a few modes and vehicles of communication to support learning and inquiry, and can recognize the potential uses, values and limitations of each to achieve specific learning goals.	Candidate's narrative and related documentation indicate that the candidate is familiar with and proficient in several modes and vehicles of communication to support learning and inquiry, can recognize the potential uses, values and limitations of each to achieve specific learning goals, and is aware of relevant research.	
6.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use effectively a variety of modes of communication in the classroom, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has used effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry in at least one occasion, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is capable of using effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry, and does so on a regular basis.	
6.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to construct activities that incorporate a variety of texts, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate has constructed activities that incorporated a variety of texts and facilitated all students' critical analysis of such texts, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to construct activities that incorporate a variety of texts and facilitate all students' critical analysis of such texts, and does so on a regular basis.	

7. Planning Principle – Rubrics related to relevant ACTFL standards for foreign language teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following ACTFL standards. For your evaluation, please use the following rubrics and report your scores in the table:

2. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
5. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
6. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

ACTFL standards:	**1**	**3**	**4**
4.a 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.			

Additional comments:

7. Planning Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	***Insufficient (1)***	***Basic proficiency (3)***	***Outstanding (4)***	***Score***
7.1	Candidate's narrative and related documentation raise concerns about the candidate's capability of aligning instruction with learning goals consistent with professional and NYS standards.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to explicitly align instruction with learning goals consistent with professional and NYS standards, and raises no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to align instruction with learning goals consistent with professional and NYS standards, and does so on a regular basis.	
7.2	Candidate's narrative and related documentation identify major shortcomings with respect to the candidate's capability of implementing lessons according to a well-defined and high quality plan.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to implement lessons according to a well-defined and high quality plan, and raises no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to implement lessons according to a well-defined and high quality plan, is able to make modifications in this plan as appropriate to respond to unexpected students' responses, and does both on a regular basis.	

8. Assessment Principle - Rubrics related to relevant ACTFL standards for foreign languages teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following ACTFL standards. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

ACTFL standards:	**1**	**3**	**4**
5.a Candidates believe that assessment is ongoing, and they demonstrate knowledge of various ways of assessment that are age- and level- appropriate by implementing purposeful measures.			
5.b Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessment, and use success and failure to determine the direction of instruction.			
5.c Candidates interpret and report the results of student performances to all stakeholders and provide opportunities for discussion.			

Additional comments:

8. Assessment Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
8.1	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate understands the multiple purposes of assessment and/or knows a sufficient number of assessment strategies and tools.	Candidate's narrative and related documentation provide evidence that the candidate understands the multiple purposes of assessment, is familiar with a few different assessment strategies and tools, and is aware of the potential uses, values and limitations of each to achieve specific assessment goals.	Candidate's narrative and related documentation provide evidence that the candidate understands the multiple purposes of assessment, is familiar with several assessment strategies and tools, is aware of the potential uses, values and limitations of each to achieve specific assessment goals, and is aware of relevant research literature on assessment.	
8.2	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use a variety of assessment strategies and tools and/or to use assessment to monitor and support student learning, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has effectively used a variety of assessment strategies and tools to monitor and support student learning in at least a few occasions, and raise no major concerns about the candidate's capability to do it in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to effectively use a variety of assessment strategies and tools, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor and support student learning and does so on a regular basis.	
8.3	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to use assessment to inform instruction, as the examples provided are inappropriate, too limited and/or reveal serious misconceptions.	Candidate's narrative and related documentation provide evidence that the candidate has been able to use assessment to inform instruction, at least in a few occasions, and raise no major concerns about the candidate's capability to do it in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to use assessment to inform instruction, and does so on a regular basis.	
8.4	Candidate's narrative and related documentation do not provide sufficient evidence that the candidate is able to have a positive effect on his/her students' learning, as the examples provided are inappropriate or too limited.	Candidate's narrative and related documentation provide at least three well-documented and commented-on examples that the candidate was able to have a positive effect on their students' learning.	Candidate's narrative and related documentation provide several well-documented and commented-on examples that the candidate was able to have a very positive effect on their students' learning, as well as testimonials to that effect.	

9. Professional Practice Principle - Rubrics related to relevant ACTFL standards for foreign languages teacher candidates

Based on the narrative and artifacts provided by the candidate for this principle, please first evaluate the extent to which the candidate has demonstrated the desired level of proficiency with respect to each of the following ACTFL standards. For your evaluation, please use the following rubrics and report your scores in the table:

1. **Insufficient** – i.e., you did not find evidence of the behaviors and practices described in this standard.
3. **Basic proficiency**– i.e., you found evidence that the candidate demonstrated the behaviors and practices described in this standard at least once.
4. **Outstanding performance** – i.e., you found evidence that the candidate demonstrates the behaviors and practices described in this standard consistently and with a high level of proficiency.

ACTFL standards:	**1**	**3**	**4**
6.a Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.			
6.b Candidates know the value of foreign languages 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.			

9. Professional Practice Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
9.1	Candidate's narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate's appreciation of the need for life-long learning and/or continuous improvement of his/her practice.	Candidate's narrative and related documentation demonstrate an appreciation of the need for life-long learning and continuous improvement of his/her practice and a stated commitment to it.	Candidate's narrative and related documentation demonstrate an appreciation of the need for life-long learning and continuous improvement of his/her practice, and provide evidence that the candidate has already started to put his/her commitment to continuous learning and improvement into practice.	
9.2	Candidate's narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate's ability to constructively use criticisms, reflect on his/her practice, and/or use research and theory, in order to make necessary adjustments to enhance student learning.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able constructively use criticism, reflect on his/her practice, and draw from research and theory, respectively, in order to make some adjustment to enhance student learning.	Candidate's narrative and related documentation provide evidence that the candidate is able to constructively use criticisms, reflect on his/her practice, and draw from research and theory, in order to make the necessary adjustments to enhance student learning, and does so on a regular basis.	
9.3	Candidate's narrative and related documentation do not provide sufficient evidence for, or raise serious concerns about, the candidate's awareness of relevant professional organizations and the importance of participating in these learning communities.	Candidate's narrative and related documentation provide evidence that the candidate is aware of the relevant professional organizations, the standards they generated (including professional ethics standards), and the opportunities they can offer for continuing professional development.	Candidate's narrative and related documentation provide evidence that the candidate is aware of the relevant professional organizations, the standards they generated (including professional ethics standards), and the opportunities they can offer for continuing professional development; the candidate has also begun to participate in these organizations (e.g., by joining one, subscribing to journals, participating in a conference, using resources on the web, etc.).	

10. Community Principle – Common rubrics to evaluate Warner School proficiencies:

Prof.	*Insufficient (1)*	*Basic proficiency (3)*	*Outstanding (4)*	*Score*
10.1	Candidate's narrative and related documentation do not provide sufficient evidence for, or raises serious concerns about, the candidate's appreciation for the value of parental and community involvement.	Candidate's narrative and related documentation provide evidence of the candidate's appreciation for the value of parental and community involvement and a stated commitment to seek such involvement.	Candidate's narrative and related documentation provide evidence that the candidate values parental and community involvement and has already sought such involvement in his/her own practice.	
10.2	Candidate's narrative and related documentation do not provide sufficient evidence for, or raises serious concerns about, the candidate's ability to communicate effectively with parents/ caregivers and colleagues.	Candidate's narrative and related documentation provide evidence of at least one occasion when the candidate was able to communicate effectively with parents/ caregivers and colleagues, and raise no major concern about the candidate's capability of doing so in other occasions.	Candidate's narrative and related documentation provide evidence that the candidate is able to communicate effectively with parents/ caregivers and colleagues, and does so on a regular basis.	

Content Preparation Update Worksheet

Foreign Language Teacher Preparation Program

Applicant Name:_____
Date:_____

At the time of your admission into the program, you were asked to complete an "Admission Transcript Review Worksheet", to help evaluate the extent to which your preparation in the foreign language you will be teaching fulfilled both New York State certification requirements and relevant professional organization standards and, when needed, to let you know what additional coursework and/or other experiences would need to be completed by graduation. As you are now at the end of your program, we would like you to use this "Update" worksheet to document that you have completed all the additional experiences agreed upon at the time of admissions (if any), and also to identify other learning opportunities you had throughout your program to deepen your proficiency in specific content preparation standards. This will give the reviewer a complete picture of your content preparation at completion of your teacher preparation program.

(A) Relevant Subject Matter Coursework since Admission Review

In the table below, please report the required information for ALL the relevant subject matter coursework that you have completed and/or taken since your admission review, if any (this should include courses M.A.T. students have taken in The College):

Notes	Course Number	Course Title	Credit Hours	Grade	Sem. taken	Institution where the course was taken

Current cumulative total # credit hours in the foreign language of specialization: _____
(Include in this total relevant credits taken prior to matriculation in the program, as well as those listed in the table above)

(B) Professional Organization Recommendations

In the table below, please indicate relevant experiences that occurred after your admission into the teacher preparation and contributed to your learning with respect to each of the content preparation standards identified by the American Council on the Teaching of Foreign Languages (ACTFL) – including opportunities you had in the context of courses taken as part of your teacher preparation program:

Content standards – core competency	**Relevant coursework or other experiences:**	**Comments**
1.a. Candidates demonstrate a high level of proficiency in the target language.		
1.b. Candidates know the linguistics of the target language system and recognize the changing nature of language.		
1.c Candidates know the similarities and differences between the target language and the other languages, and identify the key differences in varieties of the target language.		
2.a. Candidates understand the connections among the perspectives of a culture and its practices and products.		
2.b. Candidates recognize the value and role of literacy and cultural texts and use them to interpret and reflect upon the perspectives of the target culture over time.		
Immersion experience(s) in the target culture		

Portfolio Evaluation Sign-off

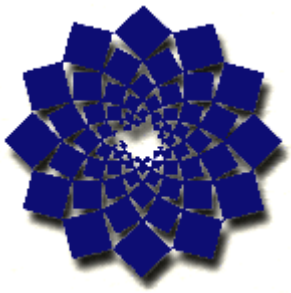
Advisor: _____ Pass Not Pass

Comments:

Second Reader: _____ Pass Not Pass

Comments:

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)



PROGRAM STANDARDS

FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS

(INITIAL LEVEL—Undergraduate & Graduate)

(For K-12 and Secondary Certification Programs)

Prepared by the Foreign Language Teacher Standards Writing Team
August 1, 2002

Approved By The Specialty Areas Studies Board
National Council for Accreditation of Teacher Education
October 19, 2002

A bound copy of these standards may be obtained from the American Council on the Teaching of Foreign Languages (ACTFL) at a charge of $20 for ACTFL members and $25 for non-members. Address: ACTFL Program Standards, 6 Executive Plaza, Yonkers, NY 10701-6801. The standards are also available on the ACTFL website: www.actfl.org.

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ACKNOWLEDGEMENTS

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The *ACTFL Program Standards for the Preparation of Foreign Language Teachers* is dedicated to the memory and vision of C. Edward Scebold, Executive Director of ACTFL, 1970-2001. Ed envisioned a sequence of standards from student, to teacher preparation, to licensure, to master teacher that would mark our profession as one that valued quality and rewarded competency. With the completion of this document, his vision comes to fruition. We honor him for his constant support, his wise guidance, and his unwavering dedication to our profession.

We are grateful to the Foreign Language Standards Collaborative for supporting and funding the development of these standards.

We would like to thank Leslie L. Schrier, University of Iowa, for her contribution in writing The Knowledge Base Supporting the Standards.

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ACTFL Program Standards For The Preparation Of Foreign Language Teachers

I. Requirements for Programs of Foreign Language Teacher Preparation

The preparation of foreign language teachers is the joint responsibility of the faculty in foreign languages and education. In order for foreign language teacher candidates to attain the knowledge, skills, and dispositions described in the *ACTFL Program Standards for the Preparation of Foreign Language Teachers*, programs of foreign language teacher preparation must demonstrate that they include the components and characteristics described below.

1. The development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages, and that is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching that include experiences in foreign language classrooms.
6. Field experiences, including student teaching, that are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

II. Content And Supporting Standards

Six Content Standards at-a-Glance	
Standard 1:	**Language, Linguistics, Comparisons**
Standard 2:	**Cultures, Literatures, Cross-Disciplinary Concepts**
Standard 3:	**Language Acquisition Theories and Instructional Practices**
Standard 4:	**Integration Of Standards into Curriculum and Instruction**
Standard 5:	**Assessment Of Languages and Cultures**
Standard 6:	**Professionalism**

The six content standards, their supporting standards, supporting explanations, and rubrics for each supporting standard follow.

STANDARD 1: Language, Linguistics, Comparisons

Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

Standard 1.b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

Supporting Explanation

Candidates are able to communicate successfully in the three modes of communication — *interpersonal, interpretive, presentational* — in the target language they intend to teach. The

heart of language instruction is the ability to teach students to communicate, which can only be possible if teachers themselves exemplify effective communicative skills. Undergirding effective implementation of the *Standards for Foreign Language Learning in the 21st Century* (1999) is the expectation that teachers will provide effective oral and written input in the classroom.

For *interpersonal* speaking (i.e., two-way interactive communication), candidates must demonstrate a specific level of proficiency as described in the *ACTFL Proficiency Guidelines-Speaking* (1999) (see Appendix G). The expected level of oral proficiency for teacher candidates is contingent on the specific target language as well as the native language. These standards assume that the native language of the majority of teacher candidates is English. According to the research done by the Foreign Service Institute (FSI) — given English as the native language — it takes more time to develop a specific level of oral proficiency in certain target languages than in others; i.e., it takes more time to develop fluency in a language such as Arabic than it does in a language such as Spanish (Liskin-Gasparro, 1982). Therefore, candidates who teach languages such as French, German, Hebrew, Italian, Portuguese, Russian, and Spanish (Group I, II, and III languages on the FSI scale) must speak at a minimum level of Advanced-Low as defined in the *ACTFL Proficiency Guidelines-Speaking* (1999). This level is explained further in the rubrics that follow and the expanded definition appears in the speaking guidelines in Appendix G. Candidates who teach Arabic, Chinese, Japanese, and Korean (Group IV languages on the FSI scale) must speak at a minimum level of Intermediate-High as defined in the *ACTFL Proficiency Guidelines-Speaking* (1999) and explained further in the rubrics.

All candidates, regardless of the target language they teach, must be able to *present* information, concepts, and ideas orally to an audience of listeners. They must know their audience and adjust their presentation accordingly. Candidates must be able to deliver oral presentations that may be pre-planned, but in which they speak extemporaneously, referring to notes as needed, but not reading them verbatim. They must use connected discourse that incorporates various time frames, vocabulary specific to the context of the presentation, and extralinguistic support as necessary to make the message clear to the audience (e.g., visuals). Presentations may consist of literary and cultural topics as well as topics of personal interest to the presenter.

Candidates must comprehend and interpret oral messages including face-to-face and telephone conversation, news broadcasts, narratives and descriptions in various time frames, speeches, and debates. In *interpretive* listening, the level of detail of the comprehension is contingent on the listener's familiarity with the topic of the text. All candidates, regardless of the target language they teach, should be able to identify the main idea(s) and supporting details of an oral message; infer meaning of unfamiliar words in new contexts; infer and interpret the author's intent; identify some of the author's perspectives and some cultural perspectives; and offer a personal interpretation of the message they heard.

The expectations for interpretive reading and interpersonal and presentational writing also depend on the target languages that teacher candidates teach. The languages are described in terms of their writing system: (1) languages that use a Roman alphabet such as French, German, Italian, Portuguese, and Spanish; (2) languages that use a non-Roman alphabet such as Arabic, Hebrew, Korean, and Russian; (3) languages that use characters such as Chinese and Japanese; and (4) classical languages (Latin and Greek). Candidates who are native speakers of English and teach target languages that use the Roman alphabetic writing system are able to attain a higher level of reading and writing skill in those languages because they do not have to focus on learning a new writing system. Candidates teaching target languages that use a non-Roman alphabet or characters have to devote more time to learning the writing systems of those languages and may not initially reach the same level of reading and writing proficiency as their counterparts in target languages that use the Roman alphabet.

In interpretive reading, candidates must comprehend and interpret printed texts including realia (e.g., signs, flyers, menus), correspondence, newspaper and magazine articles, narratives and descriptions, and literary selections representing various genres. The level of detail of the comprehension is contingent on the interpreter's familiarity with the topic of the text. For target languages that use a Roman alphabet, candidates will demonstrate understanding and interpretation at a higher level of detail than would be expected of those that work with target languages that use a non-Roman alphabet or characters.

For interpersonal writing (i.e., two-way written interactive communication) and presentational writing (i.e., one-way written communication to an audience of readers), candidates must demonstrate a specific level of proficiency as described in the *ACTFL Proficiency Guidelines-Writing (2001)* (see Appendix H). Interpersonal and presentational writing refer to both spontaneous and reflective writing: (1) spontaneous writing does not incorporate sufficient time for revision, rewriting, or clarification and elaboration, and (2) reflective writing allows the writer the time to better plan and organize the written product through a writing process that includes rereading, revising, and rewriting. Candidates who teach target languages with a Roman alphabetic writing system, including the classical languages, must demonstrate a minimum writing proficiency level of Advanced-Low, while candidates who teach target languages that use a non-Roman alphabet or characters must demonstrate a minimum writing proficiency level of Intermediate-High, as described in the rubric below.

Since the primary goal of teachers of classical languages lies in the interpretation of written texts, no specific speaking and writing proficiency levels are established for candidates who teach these languages. However, teachers of classical languages should be able to ask simple comprehension questions in the target language based on the texts being read. They should also have the ability to write simple sentences in the target language. Candidates teaching classical languages must be able to comprehend and interpret original written works in these languages. Their ability to interpret texts is based on the type of text and the degree to which they are familiar with the content of the text.

All candidates seek opportunities to develop and strengthen their target language proficiency outside of the classroom. For example, they interact with target language speakers in the community, access target language materials via technology, and take advantage of study abroad/immersion opportunities.

Note: All rubrics are additive. "Meets Standard" assumes that candidates have also met the criteria under "Approaches Standard." "Exceeds Standard" assumes that candidates have also met the criteria under both "Approaches Standard" and "Meets Standard."

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Interpersonal communication: **Speaking**	For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the Intermediate-High level on the ACTFL scale: they handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.	For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the Advanced-Low level on the ACTFL scale: they participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work current, public, and personal interest; they narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; they combine and link sentences into connected discourse of paragraph length; they handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; they are understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement.	For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the "Advanced Mid" level on the ACTFL scale (or higher): they participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest; they narrate and describe in present, past, and future time frames, by providing a full account, with good control of aspect; their narrations and descriptions relate relevant and supporting facts in connected, paragraph-length discourse; they handle successfully and with ease a routine situation or familiar communicative task that presents a complication or unexpected turn of events; they are readily understood by native speakers unaccustomed to dealing with non-natives.
	For Arabic, Chinese, Japanese, and Korean, candidates speak at the Intermediate-Mid level on	For Arabic, Chinese, Japanese, and Korean, candidates speak at the Intermediate-High level on	For Arabic, Chinese, Japanese, and Korean, candidates speak at the Advanced-Low level on

	the ACTFL scale: they handle successfully a variety of uncomplicated communicative tasks in straightforward social situations; conversation is limited to concrete exchanges necessary for survival in the target culture (e.g., those including personal information covering self, family, home, daily activities, interests, and physical and social needs such as food, shopping, travel); they function reactively, by responding to direct questions or requests for information; they ask questions to obtain simple information to satisfy basic needs, such as directions, prices, services; they create with the language by recombining known elements to make utterances of sentence length and some strings of sentences, mostly in the present time frame; their speech may contain pauses, self-corrections, and inaccuracies in vocabulary, grammar, and pronunciation; they are generally understood by sympathetic interlocutors accustomed to dealing with non-natives, although misunderstandings can occur.	the ACTFL scale: they handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks will exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.	the ACTFL scale: they participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work current, public, and personal interest; they narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; they combine and link sentences into connected discourse of paragraph length; they handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; they are understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement.
Interpretive communication: Listening and reading	As listeners, candidates identify main ideas and most important details of the oral message, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s).	As listeners, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message.	As listeners, candidates interpret the oral message on a number of levels, analyze it from a number of perspectives, and give a detailed personal interpretation of the text supported by a rich range of cultural knowledge. For readers of target

	For readers of target languages that use a Roman alphabet, including classical languages, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s). For readers of target languages that use a non-Roman alphabet or characters, candidates demonstrate a literal level of comprehension.	For readers of target languages that use a Roman alphabet, including classical languages, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text. For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s).	languages that use a Roman alphabet, including classical languages, candidates interpret the text on a number of levels, analyze it from a number of perspectives, and give a detailed personal interpretation of the text supported by a rich range of cultural knowledge. For readers of target languages that use a non-Roman alphabet or characters, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text.
Presentational communication: Speaking	Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes, and they often read verbatim. They may speak in strings of sentences using basic vocabulary. They often focus more on the content of the presentation rather than considering the audience.	Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension (e.g., visuals).	Candidates deliver oral presentations on a wide variety of topics, including those of personal interest. They speak in extended discourse and use specialized vocabulary. They use a variety of strategies to tailor the presentation to the needs of their audience (e.g., circumlocution, selecting appropriate level of formality).
Interpersonal and Presentational Communication: Writing	For target languages that use the Roman alphabet, candidates write at the Intermediate-High level on the ACTFL scale: they meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); they connect	For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale: they write routine social correspondence, they write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some	For target languages that use the Roman alphabet, candidates write at the Advanced-Mid level on the ACTFL scale (or higher): they write straightforward summaries and write about familiar topics relating to interests and events of current, public, and personal relevance by means of

	sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; they write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; their writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur. For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-Mid level on the ACTFL scale: they write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings; their writing is framed in present time and is defined as a collection of discrete sentences and/or questions loosely strung together; their writing style resembles the grammar and lexicon of oral discourse; their writing can be understood readily by natives used to the writing of non-natives.	control of aspect; they combine sentences in texts of paragraph length; they incorporate a limited number of cohesive devices; their writing demonstrates control of simple target-language sentence structures and partial control of more complex structures syntactic structures; their writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text. For target languages that a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale: they meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); they connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; they write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; their writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.	narrative and descriptions of a factual nature; they describe and narrate in all major time frames; their writing includes some variety of cohesive devices in texts of several paragraphs in length; their writing demonstrates good control of the most frequently used syntactic structures; their writing is understood readily by natives not used to the writing of non-natives. For target languages that a non-Roman alphabet or characters, candidates write at the Advanced-Low level on the ACTFL scale: they write routine social correspondence, they write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; they combine sentences in texts of paragraph length; they incorporate a limited number of cohesive devices; their writing demonstrates control of simple target-language sentence structures and partial control of more complex structures syntactic structures; their writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text.

Dispositions for acquiring proficiency	Candidates make minimal use of resources such as readings and the internet in order to access the target language world beyond the classroom.	Candidates maintain and enhance their proficiency by interacting in the target language outside of the classroom, reading, and using technology to access target language communities.	Candidates have developed a systematic approach for enhancing their language proficiency on an ongoing basis by using a variety of effective materials, methodologies, and technologies.

Standard 1.b. Understanding Linguistics. Candidates know the linguistic features of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

Supporting Explanation

In order to be effective language teachers, candidates have a good understanding of the target language system. They understand and can explain the major features of the target language grammar (i.e., phonology, morphology, syntax, semantics). They are able to describe the target language phonological features (phonemes and allophones) and diagnose their own target language pronunciation problems. They understand and can describe how words are formed (morphological rules), how sentences are put together (syntactic patterns), and how meaning is conveyed (semantics). They understand and can describe the rules for word and sentence formation such as those pertaining to the verb system (time, aspect, mood), agreement (nouns and adjectives/articles, verbs and subjects), word order, the pronominal system, use of key prepositions/postpositions, and interrogatives.

Candidates understand and can describe the structure, function, and meaning of target language discourse. They understand and describe target language features for producing coherence (i.e., connection between and among sentences) in spoken and written discourse (e.g., expressions such as *first*, *next*), and pragmatic features of target language discourse (e.g., the intended meaning of a question can often be an indirect command as in *"Don't you think it's too cold to have the window open?"*). They understand and can identify the sociolinguistic features of the target language; that is, ways in which target language discourse can be tailored for a particular person or cultural or social context. Sociolinguistic features include formal/informal forms of address and politeness conventions (honorifics in the case of Japanese).

Candidates are familiar with varieties of the spoken target language. They recognize that language changes over time, and they are willing to keep abreast of these changes. When confronted with gaps in their knowledge of the target language system, they accommodate by investigating on their own.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Phonology	Candidates recognize that the target language has different phonemes and allophones than those of their native languages. They describe how some of the target language sounds are articulated.	Candidates identify phonemes and allophones of the target language. They understand the rules of the sound system of the target language. They diagnose their own target language pronunciation difficulties.	Candidates describe the differences between the phonological systems of the target and their native languages. They can explain the rules of the sound system of the target language. They can explain their own target language pronunciation difficulties.
Morphology	Candidates recognize that languages have different ways in which morphemes (parts of words) are put together to form words.	Candidates identify morphemes (affixes and stems) in the target language and describe how they are put together to form words. They recognize the meaning of new words by using morphological clues (e.g., word families).	Candidates use strategies for identifying and using new words in the target language by recombining morphemes.
Syntax	Candidates recognize that the target language has specific syntactic patterns that may be similar to or different from the patterns of their native languages. Candidates view discourse as a string of sentences.	Candidates describe syntactic patterns of the target language, such as formation of simple sentences and questions, and contrast them with those of their native languages. Candidates recognize key cohesive devices used in connected discourse (e.g., conjunctions, adverbs).	Candidates identify ways in which syntactic patterns in the target language can be used to reflect nuances of meaning. Candidates identify and use various ways to create connected discourse in the target language.
Semantics	Candidates understand the literal meaning of words and sentences. Candidates often apply the semantic categories of their native languages to those of the target language.	Candidates understand the inferred meaning of words and sentences as well as high-frequency idiomatic expressions. Candidates understand and identify semantic differences between their native languages and the target language.	Candidates understand the cultural meanings of words and sentences and of a variety of idiomatic expressions. Candidates describe the differences between the semantic systems of their native languages and the target language.

Rules for word and sentence formation	Candidates recognize that the target language has a set of rules that govern the formation of words and sentences. They identify key regularities such as those that are characteristic of the verbal system, agreement, use of pronouns, prepositions or postpositions, word order, and interrogatives.	Candidates explain the rules that govern the formation of words and sentences such as those pertaining to the verbal system, agreement, use of pronouns, prepositions and postpositions, word order, and interrogatives in terms of regularities and irregularities. They exemplify these rules with target language examples.	Candidates provide detailed descriptions of the rules that govern the formation of words and sentences. They compare the rules of the target language and their native languages. They explain how word and sentence formation can be used to express nuances of meaning.
Discourse, socio-linguistic, and pragmatic knowledge	Candidates are aware of the pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They are aware of the target language features for creating coherence in extended spoken and printed texts.	Candidates identify the pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They identify target language features for creating coherence in extended spoken and printed texts.	Candidates explain pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They explain how these discourse features convey contextual and cultural meaning and how they vary based on setting, goal of communication, and participants. They explain target language features for creating coherence in extended spoken and printed texts.
Changing nature of language	Candidates recognize that the target language changes over time. They rely on target language examples as presented in their instructional materials.	Candidates identify key changes in the target language that have occurred over time (such as writing system, introduction of new words, spelling conventions, grammatical elements, etc.). They identify discrepancies that may exist between the target language of their instructional materials and contemporary usage.	Candidates describe the system of changes that have occurred in the target language over time. They are familiar with contemporary target language usage and adapt the language of their instructional materials accordingly.
Dispositions for accommo-dating for gaps in knowledge of target language system	Candidates ask questions when they lack knowledge of specific aspects of the target language system.	Candidates investigate the target language system and examples on their own when faced with specific aspects of the system with which they are not familiar.	Candidates take courses and/or seek remedial help in order to accommodate for gaps in their knowledge of the target language system.

Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in

varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

Supporting Explanation

One of the benefits of knowing a second language is that one gains a greater understanding of his or her own language. Candidates must be able to compare and contrast the target language with the native/other languages in order to help their students gain insights into the nature of language systems. This knowledge enables teacher candidates to organize language instruction, diagnose their students' linguistic difficulties, and assist them in understanding linguistic concepts. Candidates must also have knowledge of sociolinguistic variations of the target language in order to expose students to authentic language from a variety of regions where the language is spoken.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Comparisons between target and other languages	Candidates recognize that differences exist between the target and other languages.	Candidates identify key differences between the target and other languages and include this information in language instruction.	Candidates use comparisons of target and other languages to systematically plan for language instruction.
Sociolinguistic variation	Candidates recognize that varieties of the target language exist.	Candidates identify key features of varieties of the target language in terms of gender and dialectal differences and provide examples to students.	Candidates describe the system of rules that govern differences among varieties of the target language and explain the factors that affect these differences such as geography, culture, politics, level of education, gender, and social class. They engage students in investigating target language varieties through a variety of means including technology.
Dispositions for learning about target language varieties	Candidates learn target language varieties presented in formal educational contexts (e.g., course work).	Candidates learn about target language varieties through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology.	Candidates learn about target language varieties through experiences in immersion situations including study abroad.

Sample Candidate Evidence For Standard 1

- ✓ Official or Upgraded Advisory Oral Proficiency Interview (OPI) or the Texas Oral Proficiency Test (TOPT) (MUST HAVE ONE OF THESE)*
- ✓ Analyses of video taped or audio taped oral presentations
- ✓ Samples of written interpersonal/presentational tasks
- ✓ Synthesis of interpretive tasks done (listening of news broadcast, reading of literary text, viewing of film), together with reflections
- ✓ Evidence of plan for continuous language and cultural growth
- ✓ Performance on examinations demonstrating knowledge of linguistics
- ✓ Reports / papers / class work in which language comparisons are made
- ✓ Analyses of interviews demonstrating interaction with native speaker(s) of the target language
- ✓ Reflections on study abroad and/or immersion experiences and experiences in target language communities

* Oral proficiency levels must be verified by a test that is administered by a central testing service; e.g., Language Testing International (LTI) or the Texas State Board for Educator Certification. Tests such as the official OPI and the TOPT ensure reliability because the testing center has procedures in place for validating the ratings. Official face-to-face or telephone OPI interviews may be arranged through LTI or through institutional academic upgrades from advisory OPIs. The TOPT may be arranged through the Texas State Board for Education Certification.

STANDARD 2: Cultures, Literatures, Cross-Disciplinary Concepts

Standard 2.a. 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.

Standard 2.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.

Standard 2.c. 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.

Standard 2.a. 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.

Supporting Explanation

Candidates acquire knowledge of cultural perspectives as they are reflected in the practices and products of the target language. That knowledge comes from direct study of culture; from literary texts, film, and other media; and from direct experiences in the target culture. This knowledge and experience enable candidates to recognize and counteract cultural stereotypes. Candidates integrate textual and experiential knowledge into their instructional practice.

Candidates demonstrate an understanding of the relationship among the perspectives, practices, and products of a culture that comprise the cultural framework for foreign language standards. The scope of cultural knowledge extends to daily living patterns and societal structures and to geography, history, religious and political systems, literature, fine arts, media, and a variety of cultural products. Candidates demonstrate an understanding of the similarities and differences between the target and heritage cultures, and they know how to make comparisons between them. They know how to locate authentic cultural resources appropriate to support instruction.

Given that no one can be in possession of all the cultural concepts, contemporary and historical, it is important that teacher education candidates know how to investigate and hypothesize about the dynamic dimensions of culture. They pursue new insights into culture and expand their repertoire of knowledge by analyzing new cultural information that allows learners to join communities in the target culture, including information contained in documents, interactions with native speakers, and social and institutional frameworks.

Candidates recognize cultural stereotypes and their effect on student perceptions of culture and acknowledge the importance of viewing culture as a dynamic system while keeping abreast of cultural changes. Using their experiences as learners of other cultures, they help students make comparisons. They follow processes to identify, analyze, and evaluate themes, ideas, and perspectives related to the products and practices of the target culture(s). They discuss and analyze expressive products of the target culture(s) and reflect on such intangible products as social, economic, and political institutions, and they explore relationships among these institutions and the perspectives of the target culture(s). Candidates then present information about the target culture products, practices, and perspectives to an audience of listeners/speakers.

Candidates use the framework of perspectives, practices, and products, not only for their own learning, but to help students analyze and understand culture. They embed culture into curriculum, instruction, and assessment. They distinguish between authentic cultural resources (that is, those materials that are created by and for native speakers of the target language) and those that may trivialize or provide an inaccurate view of the culture. They engage students in cultural investigations and projects. Candidates teach cultural comparisons when appropriate for instruction, engage students in investigating cultural comparisons, and conduct classroom activities that heighten students' awareness of their own culture(s). They use the community and technology as resources for integrating and teaching culture.

Native speakers of the target language understand the language and culture of the community in which they teach so that they can elicit linguistic and cultural comparisons, make connections to the other disciplines in the curriculum, and reach out to the broader community.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Cultural knowledge	Candidates cite examples of cultural practices, products, perspectives, but the examples reflect a cultural knowledge base that is still developing.	Candidates cite key cultural perspectives and provide support through description of products and practices.	Candidates view the target culture as a system in which cultural perspectives are reflected through practices and products.
Cultural experience	Candidates' experience with the target culture has been limited to travel/tourism or instruction.	Candidates have spent planned time in a target culture or community so that they have personal experience to support academic study.	Candidates interpret journals or observations from cultural informants, which narrate or describe experiences in studying, living, or working in a target culture. Candidates also collect their own cultural observations from extended time in the target culture or, for native speakers, from their personal experiences growing up in a target culture.
Process of analyzing cultures	Candidates rely on cultural analyses that are ready available (in instructional materials) or are learned (information they have acquired through study and/or personal experiences).	Candidates demonstrate that they can analyze and hypothesize about unfamiliar or unknown cultural issues. They use the framework of the foreign language standards or another cultural model to investigate hypotheses that arise from materials or events that contain cultural questions or assumptions.	Candidates collect and use instruction materials that pose significant cultural questions or that illustrate cultural changes. They use a cultural framework to keep abreast of the changing nature of culture and its cultural variations.
Integrating culture into instruction	Candidates integrate into instruction discrete pieces of cultural information, either found in instructional materials or acquired through study and/or personal experiences. They expect students to learn discrete pieces of information about the target culture.	Candidates use the standards framework or other cultural model to integrate culture into daily lessons and units of instruction. They engage students in exploring the products and practices that relate to specific perspectives of the target culture.	Candidates use a systematic approach for integrating culture into instruction and/or they use culture as the content for language instruction. They give students the tools for analyzing ways in which cultural products, practices, and perspectives are connected in the target

			culture.
Dispositions for cultural learning	Candidates base their own and their students' cultural work on familiar and factual cultural content.	Candidates integrate cultural insights with the target language in its communicative functions and content areas. They work to extend their knowledge of culture through independent work and interactions with native speakers.	Candidates emphasize cultural concepts as they teach language, analyze and synthesize cultural information from authentic sources in various media and in relation to specific communities or audiences. They work to build a large repertoire of cultural knowledge and experiences.

Standard 2.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.

Supporting Explanation

Candidates have a broad understanding of and an appreciation for traditions in the target language. They are able to identify the contributions of major writers, thinkers, artists, and cultural icons, the roles they play, and references made to them in the culture. Literary texts include children's literature as well as varieties of adult contemporary literature. Candidates are familiar with and able to interpret texts in the variety of discourses that represent the target culture's traditions and contemporary variations.

Candidates read at the level of analysis, interpretation, and synthesis. They use their knowledge of the literary traditions to interpret changes in the culture over time. Candidates are able to compare and contrast literary traditions in the target culture with those of other cultures. In turn, candidates select and adapt literary texts in ways that engage their students in activities that heighten awareness of target cultures and advance students' communicative proficiencies. Candidates expand their own language proficiency and cultural knowledge through independent and on-going work with literary and cultural texts.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Knowledge of literary and cultural texts	Candidates are aware of major literary texts and have read excerpts, abridgments, or reviews of those works and authors.	Candidates interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions	Candidates interpret and synthesize ideas and critical issues from literary and other cultural texts that represent the historical and contemporary works of a wide range of writers in a wide range of forms and media. They interpret from multiple viewpoints and

		of the cultures.	approaches.
Integrating texts from literature and other media in instruction	Candidates use literary and cultural texts as they accompany teaching plans in instructional materials, and they elicit a literal interpretation of them.	Candidates select literary and cultural texts appropriate to age, interests, and proficiency level of their students. They integrate these texts into lessons, design activities that develop language competencies based on these texts, and engage students in interpreting their meaning and the cultural perspectives that they represent.	Candidates systematically use literary and cultural texts as the basis for helping students to gain insights into the products, practices, and perspectives of the target culture(s), and to expand language competencies.
Dispositions toward exploring literatures and other texts and media	Candidates use in their teaching the texts available in the instructional materials that support the curriculum.	Candidates identify from their studies lists of texts they plan to use and adapt in their teaching. They enrich classroom content with texts and topics valued by the culture. These texts are taken from literature and other media.	Candidates seek out age-appropriate materials valued by the culture that represent literature, film, and media to expand the repertoire of texts they use in instruction.

Standard 2.c. 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.

Supporting Explanation

Candidates use their proficiency in the target language to access information on disciplines and interdisciplinary perspectives that represent the target culture. Virtually every document, oral or written, that has been created in the target language provides insights, conveys ideas, or represents creative expression from the culture. The foreign language field has always been heavily interdisciplinary, and candidates derive much of their knowledge of the culture from content in fields such as, history, geography, art history, theater, and philosophy, as well as political and natural sciences. Candidates are expected to expand their academic knowledge by reading texts or listening to or watching tapes, film, video, or the Internet from a variety of disciplinary sources.

Candidates demonstrate knowledge in the target language of a variety of disciplines and their applications to the interpretation of cultures, understand how to integrate content from other subject areas into the foreign language curriculum, locate content area sources that are appropriate for the level of instruction, age of students, program goals, and interests of students. Candidates reinforce subject area content in the foreign language in a

comprehensible and meaningful manner and provide their students with strategies for learning the content of other subject areas through the foreign language.

Candidates believe that other subject areas can be enhanced through foreign language study and recognize that subject area content motivates learners and connects the foreign language with other disciplines in the curriculum. They are curious about and seek opportunities to collaborate with colleagues from other disciplines to find appropriate areas of connection between foreign language and other subjects in the curriculum. Recognizing the value of using authentic texts, such as those found on the Internet, to provide students with distinctive viewpoints, they are willing to work collaboratively with students to learn new subject area content.

Candidates believe that they can acquire new information and distinctive viewpoints that are accessible only through the target language. Therefore, candidates provide opportunities for their students to explore specialized topics or areas of interest through foreign language texts and materials. Since candidates may not be familiar with all areas of interest of their students, they are willing to work collaboratively with students to learn new subject content. Their classrooms, therefore, become communities of learners in which both the teacher and learner explore and learn new content together.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Integration of other subject areas into language instruction	Candidates integrate discrete pieces of information from other subject areas, usually as they appear in instructional materials.	Candidates integrate concepts from other subject areas such as math, science, social studies, art, and music. They teach students strategies for learning this new content in the foreign language.	Candidates implement a content-based approach to language instruction that is based on the integration of language and subject-area content.
Planning for cross-disciplinary instruction	Candidates plan to integrate subject-area content by using resources that accompany instructional materials.	Candidates collaborate with colleagues in making connections between language and other subject areas. They locate authentic resources appropriate to the age, grade level, program goals, and interests of their students.	Candidates systematically plan for instruction with colleagues from other subject areas. They may do team-teaching in order to fully integrate instruction.
Dispositions for integrating other subject areas into language instruction	Candidates' philosophy of language teaching focuses primarily on language instruction, with minimal attention to other content areas.	Candidates devote time to finding ways to integrate subject-area content and to locating authentic resources. They are willing to learn new content with students.	Candidates create a community of learners within the classroom, in which the teacher and learners work together to acquire new information and perspectives across disciplines.

Sample Candidate Evidence For Standard 2

- ✓ Projects / technology-enhanced presentations on literary or cultural topics
- ✓ Performance on examinations demonstrating understanding of cultural framework
- ✓ Capstone projects / research reports addressing cross-disciplinary content
- ✓ Reports on classroom experiences, describing cultural knowledge/perspectives acquired
- ✓ Journal entries that illustrate knowledge and understanding of the culture, acquired as a result of interaction with target-language communities
- ✓ Annotated list of websites that serve as sources of cultural and subject-matter content
- ✓ Philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content
- ✓ Lesson plans demonstrating the integration of culture and content from other disciplines into language lessons
- ✓ K-12 student work samples that illustrate cultural learning
- ✓ Reflections on the benefits of extra-curricular events attended, such as theatre, round-table discussions, etc.
- ✓ Literary interpretations of a variety of texts

STANDARD 3: Language Acquisition Theories and Instructional Practices

Standard 3.a. 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.

Standard 3.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.

Standard 3.a. 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.

Supporting Explanation

Candidates understand how language acquisition occurs at various developmental levels (e.g., elementary school students vs. adolescents) both within and outside of the formal classroom setting. They use the target language in the classroom to the maximum extent

possible, provide meaningful target language input, and assist students in understanding this input. Teachers build lessons around topics drawn from a variety of subject areas, such as content-based lessons that integrate language, culture, and student interests. Candidates provide guided assistance to students to help them learn to negotiate meaning and take risks with the language as they use it to express thoughts and ideas. They provide opportunities for students to use the target language to express meaning and fulfill a variety of communicative needs. They design tasks through which students interact meaningfully with one another, with the teacher, and with native speakers of the target language. Candidates possess the dispositions necessary for creating a supportive classroom environment that is reflective of student needs. They are able to assume a role as facilitator. Their feedback to students focuses not only on linguistic accuracy but also on the meaning of their messages, and they offer encouragement and affirmation of their students' progress in the target language. They recognize that errors occur as part of the language acquisition process, and they encourage students to take risks in using the target language.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Language acquisition theories	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories.
Target language input	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject-matter and cultural content.

Negotiation of meaning	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as *"Could you repeat that, please?"*	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.
Meaningful classroom interaction	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.
Dispositions for creating a supportive classroom environment	Candidates employ exercises and activities that require students to provide predictable and/or correct answers. Candidates assume a traditional role of teacher as director of learning. The feedback that candidates offer students is primarily evaluative in nature and focuses on the accuracy of their language. Candidates encourage students to progress within the framework of instructional materials.	Candidates employ exercises and activities that require students to provide open-ended, personalized responses. Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students. Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy. They view errors as a normal part of the language acquisition process. Candidates employ strategies to encourage and affirm student progress. Candidates encourage students to take risks in using the target language.	Candidates use an approach in which personalized, creative language use is central to all activities. The principal role of the candidate is as facilitator of learning in the language classroom. Candidates value opportunities to learn with their students. Candidates engage students in monitoring their own progress and in asking for assistance from the teacher. They engage students in tracking their own errors and their progress and in providing feedback to their peers. Candidates reward students for taking risks in using the target language.

Standard 3.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.

Supporting Explanation

Candidates demonstrate an understanding of the physical, cognitive, emotional, and social development of K-12 students at all levels of instruction. They understand the important effects of language acquisition theories and learner development on instructional planning and practice. They understand the relationship of foreign language program models and language outcomes. As schools develop longer sequences, candidates recognize the benefits of well-articulated sequences of instruction. They provide a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles. They demonstrate the ability to adapt language instruction to address students' multiple ways of learning and to meet their special needs. They are willing to seek out information about their students' needs in order to adapt instruction accordingly.

Candidates use a variety of instructional strategies to engage students in critical thinking and problem solving. They value the role of inquiry and collaboration in the language classroom. They maximize learning and interaction through the use of pair, small group, and large group activities. Candidates use questioning strategies and task-based instruction as appropriate given the goals of instruction in the language classroom.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Theories of learner development and instruction	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware that many different instructional models and techniques exist.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They tailor instruction to meet the developmental needs of their students.
Understanding of relationship of articulated program models to language outcomes	Candidates recognize that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.	Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.	Candidates design and/or implement specific foreign language program models that lead to different language outcomes.

Adapting instruction to address students' language levels, language backgrounds, learning styles	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.
Adapting instruction to address students' multiple ways of learning	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.
Adapting instruction to meet students' special needs	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates anticipate their students' special needs by planning for alternative classroom activities as necessary.
Critical thinking and problem solving	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates reward their students for engaging in critical thinking and problem solving.
Grouping	Candidates teach primarily with large-group instruction. Pair- and small-group activities generally consist of students grouped together but working individually.	Candidates conduct activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow-up activity.	Candidates provide regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.
Use of questioning and tasks	Candidates use short-answer questioning as the primary strategy for eliciting language from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.

Dispositions about student diversity	Candidates adapt instruction to address students' needs when they are given specific instructions of how to do so.	Candidates seek out opportunities to learn about their students, their backgrounds, and their special needs. They adapt instruction to address students' needs.	Candidates value diversity in their classrooms. They work with students, parents, colleagues, and others to address the special needs of their students.

Sample Candidate Evidence For Standard 3

- ✓ Performance on examinations demonstrating understanding of language acquisition theories and the relationship between theory and practice
- ✓ Reflections on classroom observations and/or case study reports that include discussion of theory and practice
- ✓ Reflections on lesson plans that illustrate teaching practices based on language acquisition theories
- ✓ Self-evaluations/reflections on video taped lessons taught by candidate
- ✓ Written classroom learning scenarios in which the candidate describes expected outcomes of the teaching segments, instructional decisions made prior to and during the lessons, and an assessment of K-12 student learning and teaching performance
- ✓ Analysis of teaching performance over time that addresses progress made in providing target language input, using negotiation of meaning, engaging students in interactions, serving as facilitator in the classroom, providing feedback that focuses on meaning and accuracy, using questions and tasks appropriately, and encouraging students to take risks in using the target language
- ✓ Lesson plans (and reflections on lessons) that illustrate modifications to meet specific learner needs, address multiple ways of learning, promote cultural thinking and problem solving, and engage students in pair and group activities
- ✓ Written synthesis of professional journal articles that address current research and/or teaching practices, together with a reflection on the information learned

STANDARD 4: Integration Of Standards Into Curriculum and Instruction

Standard 4.a. 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.

Standard 4.b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.

Standard 4.c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Standard 4.a. 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.

Supporting Explanation

The *Standards for Foreign Language Learning in the 21st Century* (1999) have defined what our students should know and be able to do as a result of their experiences in foreign language classrooms across the nation. If our national vision for foreign language study in grades K-12 is to be realized, candidates must have a thorough understanding of the five goal areas (Communication, Cultures, Comparisons, Connections, Communities) and eleven content standards. They can identify the five goal areas and describe the eleven standards. They design unit and daily lesson plan objectives that address the goal areas and standards. They can identify the goal areas and standards addressed in instructional and classroom activities, and they design activities that address specific goal areas and standards. They are willing to integrate standards in some way even if their instructional materials do not. In addition, candidates are familiar with their state standards for foreign language learning and recognize the connection between the state and national standards.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Understanding of goal areas and standards	Candidates name the goal areas and standards of the *Standards for Foreign Language Learning,* and identify the similarities between their state and national foreign language standards.	Candidates describe how the goal areas and standards (both national and state) are addressed in instructional materials and/or classroom activities.	Candidates use the national and state foreign language standards as a rationale for the significance of language study.
Integration of standards into planning	Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so.	Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials	Candidates use the goal areas and standards of the *Standards for Foreign Language Learning*, as well as their state standards, to design curriculum and

		and activities to address specific standards.	unit/lesson plans.
Dispositions for integrating standards into planning	Candidates apply national and state standards to their planning to the extent that they are explicitly integrated in their instructional materials.	Candidates integrate national and state standards into their curricular planning, even if their instructional materials are not standards-based.	Candidates articulate a rationale for using national and state standards as the basis for curriculum development.

Standard 4.b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning in the 21st Century* and their state standards into language instruction.

Supporting Explanation

Candidates use their knowledge of the *Standards for Foreign Language Learning in the 21st Century* and of their state standards to make instructional decisions. They find ways to conduct classroom activities that address specific goal areas and standards. When necessary, they adapt instructional materials in order to align them with the standards and thus bring about communication that mirrors more closely communication that occurs outside of the classroom. They have a good understanding of the interpersonal, interpretive, and presentational modes of communication, and they manage communication in their classrooms by integrating these three modes in instruction. Accordingly, their activities and tasks lead students from one mode to the next, reflecting communication as it naturally occurs. Candidates understand culture from an anthropological view and engage their students in exploring cultural systems in terms of their interrelated products, practices, and perspectives. Candidates find ways to integrate content from other subject areas into their language teaching, enabling their students to learn content and language simultaneously. Integrating connections with other disciplines often requires collaboration with teachers of other subject areas in the school or school district. Candidates provide opportunities for their students to connect with target-language communities through a variety of means, including technology. Candidates view the connection with communities as an important way of helping their students to use the language beyond the classroom and to begin to be life-long language learners. Candidates design standards-based activities, even if their instructional materials are not standards-based, and they are willing to acquire whatever knowledge and skills that are necessary to do so.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Overall integration of standards into instruction	Candidates conduct activities that address specific goal areas and standards of the *Standards for Foreign Language Learning* and their state standards to the extent that	Candidates adapt exercises and activities as necessary to address specific goal areas and standards of the *Standards for Foreign Language Learning* and their state standards.	The goal areas and standards of the *Standards for Foreign Language Learning* and/or their state standards are the focus of all classroom activities.

	their instructional materials include a connection to standards.		
Integration of three modes of communication	Candidates understand the connection among the interpersonal, interpretive, and presentational modes of communication. They focus on one mode at a time in instruction and classroom activities.	Candidates design opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.	Candidates use the interpersonal-interpretive-presentational framework as the basis for planning and implementing classroom communication.
Integration of cultural products, practices, perspectives	Candidates understand the anthropological view of culture in terms of products, practices, and perspectives. They refer to one or more of these areas in their teaching of culture.	Candidates design opportunities for their students to explore the target language culture(s) by means of cultural products, practices, and perspectives.	Candidates use the products-practices-perspectives framework as the basis for planning and implementing cultural instruction.
Connections to other subject areas	Candidates make connections to other subject areas as these connections are made in their instructional materials.	Candidates plan for and design opportunities for their students to learn about other subject areas in the foreign language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the foreign language.
Connections to target- language communities	Candidates help their students to connect with target-language communities through the use of videos that accompany their instructional materials and/or native speaker presentations in the classroom.	Candidates provide opportunities for their students to connect to target-language communities through a variety of means such as technology and authentic materials.	Candidates use connections to target-language communities as a key component of their planning and instruction.
Dispositions for integrating standards into instruction	Candidates integrate goal areas and standards into instruction only if they are explicitly integrated in their instructional materials.	Candidates design and implement activities that are standards-based, even if their instructional materials and curriculum are not standards-based. They acquire knowledge and skills to be able to do this.	Candidates use the goal areas and standards to drive language instruction. They participate in professional development activities to enhance their knowledge and expertise with standards.

Standard 4.c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, adapt, and design instructional materials.

Supporting Explanation

The *Standards for Foreign Language Learning* have served as a catalyst for change, not only in the areas of planning and classroom instruction, but also in the selection, adaptation, and design of instructional materials. Candidates use the organizing principles of the standards as they evaluate, select, and create instructional materials. Where in the past the textbook was the primary resource, candidates now use the textbook as one of many resources. These resources include visuals, realia, authentic printed and oral texts, and other authentic materials obtained through technology (e.g., Internet). Candidates locate and use authentic materials in their teaching, since the value of authentic materials is that they reflect real-world language as it is used by native speakers in target cultures. Candidates adapt the textbook and other materials to align them with standards-based goals. They devote the effort necessary to locate effective materials, to adapt them, and to design their own.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Evaluation, selection, creation of standards-based materials	Candidates base their selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals.	Candidates use their knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology.	Candidates base their selection and design of materials on the standards philosophy and their curricular goals. They creatively use a wealth of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. They justify the use of these materials.
Use of authentic materials	Candidates primarily use materials created for formal classroom use.	Candidates identify and integrate authentic materials into classroom activities (e.g., tape recorded news broadcasts and talk shows, magazine and newspaper articles, literary selections, video taped talk shows, realia). They help students to acquire strategies for understanding and interpreting authentic texts.	Candidates use authentic materials to plan for and deliver instruction. They implement a variety of classroom activities based on authentic materials. They engage students in acquiring new information by exploring authentic texts.
Adaptation of materials	Candidates use instructional materials as they have been developed commercially.	Candidates adapt materials as necessary to reflect standards-based	An integral part of candidates' planning is to adapt materials to make

		goals and instruction when materials fall short.	standards-based learning more effective.
Dispositions for locating resources and creating materials	Candidates use instructional materials that are readily available.	Candidates locate additional resources that enhance topics/themes in the curriculum.	Candidates plan to address standards through appropriate materials. They seek out appealing resources from which to create materials.

Sample Candidate Evidence For Standard 4

- ✓ Written correlation of the candidate's state standards to national standards
- ✓ Written classroom learning scenarios that illustrate integration of standards into teaching
- ✓ Unit / lesson plans (with reflections) that illustrate standards-based lessons and samples of K-12 student work
- ✓ Written rationales for the selection of materials used in lessons
- ✓ List of sources of standards-based lesson materials, including authentic materials and those obtained through various technologies
- ✓ Journal entries that describe how the candidate uses technology to integrate the standards into instruction
- ✓ Written critiques of instructional resources such as the text, websites, video segments
- ✓ Instructional materials created by the candidate and a description of how materials are used and for which learning outcomes
- ✓ Instructional materials adapted by the candidate with a description of how and why materials were adapted

STANDARD 5: Assessment Of Languages and Cultures

Standard 5.a. 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.

Standard 5.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.

Standard 5.c. Reporting assessment results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Standard 5.a. 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.

Supporting Explanation

Recent years have seen dramatic changes in the formats of testing that are appropriate to measuring foreign language performances. Although there are aspects of assessment that may be addressed in general testing courses, assessment of communicative and cultural competencies in foreign languages require processes, procedures, and evaluation unique to specific languages.

Candidates understand that appropriate assessment of students is a continual process that informs classroom instruction. Foreign language assessments can be both formative (i.e., given during the course of study, the results of which are used to alter instruction) and summative (i.e., given at the end of a program of study) and teachers recognize and utilize both models purposefully. The various modes of communication and the acquisition of cultural knowledge all require specific measurement models that focus on student performance. Candidates are able to assess interpersonal communication, interpretive communication, and presentational communication orally and in writing. Listening/speaking in the interpersonal mode is assessed through oral interviews or tasks in which the student's ability to negotiate meaning can be observed. An interview or variations thereof allow teachers to see at what level students consistently perform as well as where they must compensate for their evolving competence. Successful communication requires more than words; it is also contingent upon appropriate cultural behaviors and knowledge of specific contexts and/or topics. Interpretive communication looks at how students, as listeners or readers, derive meaning from authentic texts, literary and informational. Measures should reveal not only what is understood but also what is inferred from the cultural context, and responses should include forced choice, short answer, and open-ended formats. Presentational communication, planned speaking or writing, should assess the end product of

the student's work and scoring should include a holistic measure and not just a detailing of errors. Candidates should be familiar with a variety of performance guidelines such as the *ACTFL Performance Guidelines for K-12 Learners* (1998) (see Appendix I), the *ACTFL Proficiency Guidelines-Speaking* (1999), the *ACTFL Proficiency Guidelines-Writing* (2001), and appropriate state performance guidelines.

In addition to designing measures of separate communicative modes, candidates should create foreign language assessments that measure student performances in an integrated context. These assessments feature a series of tasks built around a theme that engages students in an interpretive task (e.g., reading a recipe), followed by an interpersonal task (e.g., discussing the potential health value of the recipe), followed by a presentational task (e.g., critiquing the recipe in a newsletter).

Candidates are able to assess student learning about the perspectives, practices, and products of the target cultures and comparisons to their own cultures. Candidates seek opportunities to assess how students use their language in culturally appropriate ways beyond the classroom. Candidates also integrate assessment measures into regular classroom instruction and understand that performance assessment frequently encompasses multiple areas of student knowledge and skills.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Formative and summative assessment models	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	Candidates design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates design a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program.
Interpretive communication	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes.	Candidates design performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. The assessments they design and use encompass a variety of response types from forced choice to open-ended.	Candidates design assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation.
Interpersonal communication	Candidates use interpersonal assessment measures found in instructional materials prepared by others.	Candidates design performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (modified oral proficiency interview) or

		at students' levels of comfort but pose some challenges.	state-designed instruments.
Presentational communication	Candidates use presentational assessment measures found in instructional materials prepared by others.	Candidates design and use assessments that capture how well student speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates create presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.
Cultural perspectives	Candidates assess isolated cultural facts.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.
Integrated communication assessments	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to a written letter to a discussion), but they tend to score the subsets of skills.	Candidates utilize existing standards-based performance assessments (e.g., integrated performance assessments), that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They are able to evaluate performance in a global manner.	Candidates design standards-based performance assessments for their students based upon models available in the literature or from professional organizations.
Dispositions toward global assessments	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely more on assessments that are discrete point in nature or feature right-answer responses.	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.	Candidates design assessments for which the results can be used to improve teaching and track student learning. These assessments drive planning and instruction.

Standard 5.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.

Supporting Explanation

Candidates systematically reflect upon the student performances in order to adapt their instruction. The results of assessment indicate to teachers where student strengths lie, where alternative instructional strategies are necessary, where skills or knowledge must be reinforced, and where additional practice must be provided. Candidates recognize that students acquire proficiency over time and that the equation between what is taught and what is learned is imperfect; students' performances provide evidence of different rates of acquisition.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Reflection	Candidates interpret assessments as correct/incorrect student responses even when reflecting upon holistic measures.	Candidates observe and analyze the results of student performances so as to discern both global success and underlying inaccuracies.	Candidates teach students to reflect upon their performances in both a global and analytical fashion.
Adjusting instruction	Candidates use assessment results to conduct whole group remediation or review.	Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.	Candidates use assessment results as they work with students individually to help them identify the gaps in their knowledge and skills.
Dispositions for incorporating and reflecting on assessment	Candidates use assessments that can be scored quickly and mechanically. Assessment is viewed as an end in and of itself.	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.	Candidates design assessments and use results to improve teaching and student learning.

Standard 5.c. Reporting assessment results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

Supporting Explanation

Candidates believe in the transparency embedded in performance assessment in that the assessment tasks themselves reveal the strengths and areas for growth of student knowledge and skills. Candidates are able to help students understand the level at which they perform most competently and how they progress to a more advanced level. Performance assessments demonstrate how well and to what degree students can use the language effectively for communication and behave appropriately in the target cultures. Candidates are able to describe what their students can do and begin to develop that message for the various publics.

Candidates can convey this information to administrators, school boards, or parents in ways important to these stakeholders. They are willing to commit to reporting assessment results accurately and clearly.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Interpreting and reporting progress to students	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use the performances to illustrate both what students can do and how they can advance.	Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.
Communica-ting with stakeholders	Candidates identify the stakeholders and their roles and interests in assessment of student progress.	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning.	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences.
Dispositions for reporting assessment results	Candidates find short-cut ways to report assessment results.	Candidates report assessment results accurately and clearly.	Candidates report assessment results in a way that is tailored to particular groups of stakeholders.

Sample Candidate Evidence For Standard 5

- ✓ Performance on examinations demonstrating knowledge of assessment principles and models
- ✓ Samples of formative and summative K-12 assessments/rubrics across the communicative modes and cultural framework
- ✓ Analyses of video taped student performances on assessment tasks, together with rubrics and assessment results
- ✓ Samples and analyses of integrated performance assessments
- ✓ Reports of how assessment results were used to improve future instruction
- ✓ Summaries, journal entries, and/or case studies describing parent-teacher conferences and/or how student progress was reported

STANDARD 6: Professionalism

Standard 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Standard 6.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.

Standard 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Supporting Explanation

Candidates understand the importance and benefits of belonging to a professional community. They are aware that there are different communities that support them in different ways at various points in their careers. More importantly, they understand that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the profession. Professional development may include such activities as participating in conferences and workshops, reading professional journals, and linking theory and practice by systematically reflecting on teaching, learning and assessment. Candidates believe that it is their responsibility to seek counsel from mentors as to which organizations might be most appropriate for their specific needs. Candidates develop the ability to reflect on the outcomes of their involvement in these professional communities and on how their continued participation will strengthen their own linguistic and cultural competence and refine their pedagogical practices. They understand the importance of seeking professional growth.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Awareness of professional community	Candidates identify appropriate professional communities.	Candidates identify and participate in at least one professional organization.	Candidates identify and participate in multiple professional communities.
Life-long commitment to professional growth	Candidates articulate the need for ongoing professional development.	Candidates identify immediate professional development needs.	Candidates outline a process for identifying ongoing professional development needs and the potential providers (e.g., state organization) to meet these needs.
Reflection as a critical tool for growth	Candidates recognize the potential of reflection and research as essential tools	Candidates frame their own reflection and research questions and	Candidates systematically engage in a reflective process

	for becoming an effective practitioner. They rely on others' questions to frame reflection.	show evidence of engaging in a reflective process to improve teaching and learning.	for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform practice.
Dispositions for seeking professional growth	Candidates often respond to the suggestions that others make regarding candidates' own professional growth.	Candidates seek opportunities for professional growth.	Candidates develop a plan for their continued professional growth.

Standard 6.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.

Supporting Explanation

Candidates believe that all students can benefit from language study. They develop and learn how to articulate a rationale for the importance of foreign languages in the overall curriculum. Candidates learn how to access relevant data to support this position and make a case for foreign language programs that offer a variety of language options and engage all students. They can articulate the multiple benefits of foreign language learning and can communicate these messages to multiple audiences. Candidates understand the importance of building ongoing alliances with all stakeholders to promote the goal of language learning for all K-12 students and know how to incorporate diverse viewpoints into advocacy messages.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Development of a rationale for foreign language learning	Candidates realize the importance of developing a rationale that supports foreign language learning.	Candidates develop a rationale that includes key benefits of foreign language learning.	Candidates develop and articulate a rationale for foreign language learning that includes the cognitive, academic, and affective benefits to students and society.
Accessing and employing data to support foreign language learning	Candidates identify the main data sources (both print and online) for accessing foreign language-specific data.	Candidates choose appropriate data sources to develop products in support of foreign language learning for designated audiences.	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for foreign language learning for diverse audiences.

The importance of building alliances for advocacy	Candidates understand the importance of networks and the role they play in advocacy efforts.	Candidates provide evidence of the importance of building alliances to advocate for K-12 foreign language learning.	Candidates demonstrate evidence that they have initiated efforts to collaborate with colleagues and other stakeholders to advocate for K-12 foreign language learning.
Dispositions regarding the value of K-12 language study	Candidates believe that foreign language study benefits mostly a particular group of students.	Based on readings and field experiences, candidates believe that all students should have opportunities to learn a foreign language.	Candidates advocate for K-12 foreign language opportunities for all students.

Summary Of Candidate Evidence For Standard 6

- ✓ List of professional membership(s) and evidence of participation
- ✓ Description of professional activities in which the candidate has participated and benefits to candidate (e.g., workshop/conference attendance)
- ✓ List of research questions that the candidate has at this point in career
- ✓ A professional development plan
- ✓ List of sources for accessing data foreign-language specific data (e.g., types of programs offered across state/nation, student enrollment figures)
- ✓ Philosophy statement, position paper, or simulated presentation to the school board, community members, and/or other stakeholders, to demonstrate advocacy for foreign language learning