

**Teacher Education Program
Shepherd University**

**SPANISH EDUCATION 5-Adult
2016-2017**



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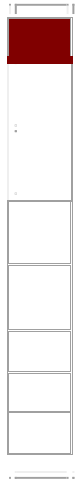
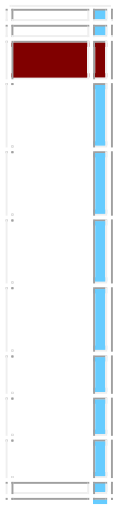
Projected Course Sequence for Spanish Courses

PRAXIS Testing Information

CONTENT SPECIFIC INSTRUCTIONS FOR KEY ASSESSMENTS

Spanish Education Four-Year Course Progression

Spanish Education, 5-Adult							
FALL		FIRST YEAR		SPRING		FIRST YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
EDUC 150	1	Seminar in Education (FYEX)	1	EDUC 200	2	Foundations of American Education (SO-MD)	3
Core Curriculum	1	ENGL 101	3	Core Curriculum	1	ENGL 102	3
Core Curriculum	1	Choose Science course (LS)	4	COMM 202	2	Fundamentals of Speech (HM) (Req.)	3
Core Curriculum	1	Math (MA)	3	Core Curriculum	1	Choose Science course (LS)	4
Core Curriculum	2	ENGL 208 or 209 (HM)	3	Core Curriculum	1	History	3
		TOTAL	14			TOTAL	16
FALL		SECOND YEAR		SPRING		SECOND YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
SPAN 301	2	Advanced Grammar & Conversation I (WM)	3	EDUC 320	2	Social and Psychological Conditions of Learning	4
EDUC 360	2	Survey of Exceptional Children (SO-MD)	3	SPAN 302		Advanced Grammar & Conversation II (WM)	3
PSCI 101 or ECON 123 OR 205	2	Choose PSCI 101 or ECON 123 OR 205 (SO-CK)	3	SPAN 306		Peninsular Culture and Civilization	3
Core Curriculum	2	Choose Arts course (AR) (Recommended: ENGL 215)	3	SPAN			3
GSPE 210	2	Fitness for Life (WE)	3	SPAN			3
		TOTAL	15			TOTAL	16
FALL		THIRD YEAR		SPRING		THIRD YEAR	
Sub./Course No.	Tier	Title	Credit	Sub./Course No.	Tier	Title	Credit
SPAN			3	EDUC 370		Creating Learning Environments	3
SPAN			3	ENGL 370		Structure and Evolution of English	3
SPAN			3	SPAN Elective		Choose with advisor	3
SPAN			3	SPAN			3
SPAN		OR		SPAN		OR	3
SPAN			3	SPAN			3
		TOTAL	15			TOTAL	15



UNOFFICIAL
PLEASE SEE YOUR ADVISOR
SPANISH EDUCATION 5-ADULT
 REQUIREMENTS BEGINNING FALL 2015
 MUST HAVE 120 HOURS TO GRADUATE

Name:	Date Entered:
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CORE CURRICULUM (Minimum of 42 hours)

TIER ONE (21 Hours)	TIER TWO (21 Hours)	TIER THREE
<p>WRITTEN ENGLISH (6-7 Hours)</p> <p>IF ACT (ENGLISH) BELOW 18 OR SAT (VERBAL) BELOW 450 TAKE: _____ ENGL 100A Basic Writing I (2) C or better AND _____ ENGL 100B Basic Writing II (2) C or better</p> <p>OR _____ ENGL 101 Writing and Rhetoric I (3) C or better AND _____ ENGL102 Writing and Rhetoric II (3) C or better</p>	<p>HUMANITIES (TOTAL: 6 Hours) _____ COMM 202 Fundamentals of Speech (3) (Required) _____ ENGL 208 or 209 (3) (Required)</p>	<p>EDUC 400 (WM)</p>
<p>MATHEMATICS (MA) (3-4 Hours)</p> <p>IF ACT (MATH) BELOW 19 OR SAT (QUANTITATIVE) BELOW 460 TAKE: _____ MATH 101A Fundamentals of Math I (2) and _____ MATH 101B Fundamentals of Math II (2)</p> <p>OR _____ MATH 101, 105, 108, 154, 155, 205, 207, or 314 (3-4 CR)</p>	<p>ARTS (3 hours) _____ ART 103 Introduction to the Visual Arts (3) _____ ENGL 215 The Art of Literature (3) (RECOMMENDED) _____ MUSC 111 Introduction to Music (3) _____ MUSC 312 World Music (3) _____ THEA 204 Introduction to Theater (3)</p>	<p>EDUC 456 (Capstone)</p>
<p>HISTORY (3 Hours) Select one of the following: _____ HIST 100, 101, 102, 103, 110, 120, 124, 128, or 130 _____ HNRS 102 Honors First Year History</p>	<p>SOCIAL SCIENCES (9 hours) _____ EDUC 200 Foundations of American Educ (3) (Required) (C or better) (Counts toward major) _____ EDUC 360 Survey of Exceptional Children (3) (Required) (C or better) (Counts toward major) * MUST HAVE A CK FOR GRADUATION - CK COURSES IN THE SOCIAL SCIENCES AREA (SO) ARE PSCI 101, ECON 123, AND ECON 205.</p>	
<p>SCIENCES (8 Hours) _____ BIOL101, 208, CHEM101, 120,207, ENVS 201, GSCI101, 103, PHYS201, 221 (4) _____ BIOL102, 209, CHEM102, 122,209, ENVS 202, GSCI102, 104, PHYS202, 222 (4) A lab must be taken with the science courses – 8 hours total</p>	<p>WELLNESS (3 hours) _____ GSPE 210 Fitness for Life (WE) (3) _____ FACS 120 Food for Wellness (WE) (3)</p>	
<p>FIRST-YEAR EXPERIENCE (Counts toward major) EDUC 150 First-Year Experience (1)</p>	<p>Up to 8 credits within the CC can be used toward the major. EDUC 150, 200 and 360 = 7 hours. Total CC for EE = 35 credits</p>	

SPECIALTY STUDIES for SPANISH(43 hrs)

PROFESSIONAL STUDIES CORE (35 hrs)

	SPAN 301 Advanced Conversation and Composition I (3)		EDUC 150 Seminar in Education (1) (CC Tier 1)
	SPAN 302 Advanced Conversation and Composition II (3)		EDUC 200 Foundations of American Educ (3) (CC Tier 2)
	SPAN 306 Peninsular Culture and Civ. (3)		EDUC 360 Survey of Exceptional Children (3) (CC Tier 2)
	SPAN 307 Latin American Culture and Civ. (3)		
	SPAN 404 Spanish Linguistics (3)		EDUC 320 Social and Psych. Conditions of Learning (4)
	SPAN 411 Study Abroad (3)		EDUC 370 Creating Learning Environments (3)
	SPAN 486 Spanish Education Capstone (1)		EDUC 425 Special Methods of Teaching Spanish (3) w/370 or 443
	Select four of the following (12 hours)		EDUC 443 Reading in the Content Area (3)
	SPAN 305 Spanish for Business (3)		EDUC 380 Technology in 21 st Century Tchg/Lrng (3) w/EDUC 443
	SPAN 310 Survey of Spanish Literature I (3)		EDUC 400 Inclusion in the Regular Classroom (3)
	SPAN 311 Survey of Spanish Literature II (3)		EDUC 456 Student Teaching – Grades 5-Adult (9)
	SPAN 312 Survey of Latin American Lit I (3)		
	SPAN 313 Survey of Latin American Lit II (3)		
	SPAN 367 Latin American & Spanish Film (3)		
	SPAN 400 Survey in Spanish I: Short Story (3)		
	SPAN 401 Survey in Spanish II (3)		
	SPAN 402 Survey in Spanish III (3)		**ELECTIVES (7):
	SPAN403 Seminar in Literature I (3)		Choose with advisor
	SPAN405 Seminar in Literature II (3)		
	SPAN406 Seminar in Literature III (3)		
	SPAN 410 Practicum in Spanish (3)		
	SPAN 419 Independent Study in Spanish (3)		

**Spanish Education Required Content Courses Projected Rotation Fall
2015-Spring 2019**

NOTE: These are ONLY the required content classes. Several other courses (which can count towards your SPAN electives) will be offered every semester. These projections are subject to revision.

Fall 2015 Span 301, Span 306 Span 486, Span 410 + one advanced Spanish course	Spring 2016 Span 302, Span 307 Span 486, Span 410 + one advanced Spanish course
Fall 2016 Span 301, Span 306 Span 486, Span 410 + one advanced Spanish course	Spring 2017 Span 302, Span 307 Span 486, Span 410 + one advanced Spanish course
Fall 2017 Span 301, Span 306 Span 486, Span 410 + one advanced Spanish course	Spring 2018 Span 302, Span 307 Span 486, Span 410 + one advanced Spanish course
Fall 2018 Span 301, Span 306 Span 486, Span 410 + one advanced Spanish course	Spring 2019 Span 302, Span 307 Span 486, Span 410 + one advanced Spanish course
Every Summer Span 411	Upon request Span 404

CONTENT SPECIFIC INSTRUCTIONS FOR KEYS ASSESSMENTS

Portfolio (Required)-CONTENT KNOWLEDGE

The portfolio is an assessment used to evaluate candidates' knowledge, skills, and dispositions critical to the teaching of foreign languages in P-12 settings. The Portfolio is kept starting in the first Education course EDUC 150 GPA/ is examined in more detail in the EDUC 425 Spanish Methods class and is eventually evaluated and assessed in Span 486 Spanish Education Capstone. Candidates are required to present evidence in their Portfolios that indicates they have met each of the ACTFL Supporting Program Standards. The same piece of evidence may be used multiple times in different sections of the portfolio.

- (1a), is knowledgeable about cultural practices and products
- (2a), and is able to provide students with appropriate target language input
- (4b). However, multiple pieces of evidence must be included for each Supporting Standard. Candidates select their best work and explain their selection in writing. Candidates write three comprehensive reflections toward the culmination of *EDUC 456 Student Teaching* that are included in their portfolio. In these reflections, candidates address their development as Content Experts, expertise as Facilitators of Learning, and growth as Collaborative Professionals.

The Portfolio has substantive correlations to the ACTFL Program Standards. It must include evidence of candidates'

- high level of proficiency in the target language and efforts to strengthen their proficiency (1a)
- knowledge of the linguistic features of the target language, understanding of the changing nature of language, and accommodation for gaps in their own knowledge of the target language system by learning on their own (1b)
- knowledge of the similarities and differences between the target language and other languages, their ability to identify key differences in varieties of the target language, and that they seek opportunities to learn about varieties of the target language on their own (1c)
- cultural knowledge, experience, and ability to analyze cultures as well as their willingness to expand their cultural knowledge and experience (2a)
- understanding of the value and role of literary and cultural texts and their use for interpreting and reflecting upon the perspectives of the target cultures over time (2b)
- integration of other disciplines into foreign language instruction, planning for this type of cross-disciplinary instruction, and a willingness to integrate other content areas into language instruction (2c)
- understanding of language acquisition and use of this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction (3a)
- understanding of the goal areas of the Five Cs (*Standards for Foreign Language Learning*) and the integration of these frameworks into their curricular planning (4a)

3. Despite the fact that the portfolio has been part of Span 486 Spanish Education Capstone it was not formally an assessment for the period that the present SPA review covers. All Educations candidates who will be part of any future SPA review will be assessed with this revised assessment.

Portfolio

Instructions for candidates: The purpose of this portfolio is to allow you, as candidate for certification in West Virginia, to showcase what you have learned and are able to do as a result of your teacher preparation program. In other words, it is your opportunity to demonstrate your language proficiency as well as your skills, knowledge and dispositions as Subject Matter Expert (Outcome 1: Standards 1 & 2), Facilitator of Learning (Outcome 2: Standards 3, 4, & 5), and Collaborative Professional (Outcome 3: Standard 6). As a result, it should give the faculty another, more comprehensive, perspective from which to assess your proficiency in the *ACTFL Program Standards*. To this end, a reflective narrative for each of the outcomes will be important because it is your opportunity to synthesize the material and to give those who might read the portfolio an image of you as a teacher of world languages and cultures. In your reflections, you must discuss why you selected the evidence you have included for each of the standards. How does the evidence show that you are meeting the standards? For specific details about what evidence to include, please attend the portfolio workshop and consult with your university supervisor.

Instructions for the university supervisor: Please evaluate candidate's reflective narratives of the Portfolio using the rating scale below. For each supporting Standard (1a, 1b, etc.) assign an appropriate rating. (See descriptions below.) Due to the developmental nature of the program, candidates may not have the opportunity during *EDUC 425* semester to address all elements in order to receive an L4 rating. It is more likely that a candidate will receive a score of L2 or L3 during *EDUC 425* when the Portfolio is implemented as a formative assessment. University supervisors should closely monitor candidates receiving ratings of L1 during the first half of *EDUC 425* to provide feedback and support. Earned ratings of L1 in the second half of *EDUC 425* require a written remediation plan. During the first half of student teaching (*EDUC 456*) candidates who do not earn minimum scores of L3 require a written remediation plan. Evaluators are encouraged to use the comment section to clarify all ratings.

Scoring guide

Rating Descriptors for the Portfolio

L1 - Little to no evidence present (Does not approach standard)

Little or no evidence exists that supporting standards are addressed through candidate examples presented in the portfolio. Evidence presented may be vague and ambiguous, brief, or not linked to standards. Reference to the standards may be missing altogether. Candidate does not provide examples of adjusting practice according to assessment of instructional impact on student learning. There is little to no evidence that candidate has been able to extend and apply knowledge and skills to daily practice.

L2 - Limited evidence (Approaches standard)

Limited evidence exists that standards are addressed through candidate examples presented in the portfolio. Evidence presented may address some of the elements while others are not addressed at all or are hard to identify. Candidate provides limited or no examples of adjusting practice according to assessment of instructional impact on student learning. There are limited connections between evidence presented and demonstration of expertise in the standard.

L3 - Evidence (Meets standard)

Clear evidence exists that supporting standards are addressed through candidate examples presented in portfolio. Evidence presented clearly addresses most of the elements with some being richer in detail than others. There are clear connections between evidence presented and demonstration of expertise in the standard. Candidate provides examples of adjusting practice according to assessment of instructional impact on student learning. There is clear evidence that the candidate has been able to extend and apply knowledge and skills to daily practice.

L4 - Clear and Consistent Evidence (Exceeds standard)

Clear, consistent, and convincing evidence exists that the supporting standards are addressed through candidate examples presented in portfolio. Evidence presented addresses all elements with evidence of multiple examples of extensions and application of learning to teaching practices. Candidate provides multiple examples of adjusting practice according to assessment of instructional impact on student learning. There are clear, consistent, and convincing connections between evidence presented and demonstration of expertise in the standard.

Performance Rubric for the Portfolio Evaluation:

Semester				
Level of Ratings (L1, L2, L3, L4)	L1	L2	L3	L4
Criteria of Performance				
1.a. Demonstrating Language Proficiency				
1.b. Understanding Linguistics				
1.c. Identifying Language Comparisons.				
2.a. Cultural Understandings				
2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions				
2.c. Other Disciplines In Instruction				
3.a. Understanding Language Acquisition and Creating a Supportive Classroom				
3.b. Instructional Practices that Reflect Language Outcomes and Learner Diversity				
4.a. Understanding and Integrating Standards In Planning				
4.b. Integrating Standards in Instruction				

4.c. Selecting and Designing Materials				
5.a. Knowing Assessment Models and Using Them Appropriately				
5.b. Reflecting on Assessment.				
5.c. Reporting Assessment Results				
6.a. Engaging in Professional Development				
6.b. Value of Foreign Language Learning				

Capstone Project .

1. The Capstone Project is a capstone research project about target culture and literature that includes an oral presentation, a written summary, and a final written paper. As teacher education candidates the project should have an educational component and should be accompanied by an assessment component. It is completed in *Span 486*: and assessed with the Capstone Project Rubric. The Capstone Project is completed by all Spanish majors in the Department of English and Foreign Languages.

The Capstone Project focuses on the following standards:

Standard 1a. Demonstrating Language Proficiency: The Capstone oral presentation, written summary, and final written paper must meet expectations for proficiency in the target language. The oral presentation must be delivered extemporaneously, without reading notes verbatim; must demonstrate clear oral delivery in connected discourse using a variety of time frames and vocabulary appropriate to the topic; and must incorporate extra-linguistic support as needed to facilitate audience comprehension (e.g., visuals). The Capstone written work must demonstrate narration, description, and summary in major time frames with some control of aspect; combined sentences in texts of paragraph length; must incorporate a limited number of cohesive devices; and must demonstrate control of simple target-language sentence structures and partial control of more complex syntactic structures.

Standard 2a. Demonstrating Cultural Understandings: The Capstone oral presentation, written summary, and final written paper must show clear evidence of meeting expectations through the discussion of key cultural perspectives and providing support through description of products and practices; by formulating and investigating some hypotheses that arise from the materials and events studied; and by providing a straightforward analysis of cultural questions or assumptions.

Standard 2b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. The Senior Seminar oral presentation, written summary, and final written paper must show evidence of meeting expectations through interpretation of selected literary texts of the writer(s) studied and showing how they represent defining works in the target cultures; and by identifying themes, historical style, and text types in a variety of media and explaining their importance in understanding the traditions of the culture.

Standard 5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

Standard 5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

2. This assessment is new and will be used for the first time during the Spring 2016 semester.

3. The Capstone assessment

5a. **Directions for teacher candidates:** The Capstone comprises a research project about target culture and literature that includes an oral presentation, a written summary, and a final written paper. In preparing your written document and oral presentation, you should adhere to the following guidelines:

I. Capstone Paper

- Your paper will be approximately 10 pages long, doubled spaced.
- The topic of your paper must be approved by the instructor and must be relevant to the theme of the course selected by the instructor.
- Your paper **must** be turned in on due date.
- Your paper must have (1) an introduction that presents a clear thesis statement; (2) a body of text that develops and “proves” your thesis statement; (3) a conclusion.
- Back up what you say by using the text and comments by critics and other authors. You must reference at least 5 authoritative sources using MLA guidelines.
- Your work will be strengthened if you:
 - stay on the subject.
 - avoid broad general statements and digressions.
 - avoid phrases like “it seems to me,” “I think,” etc.
- Do not present remarks or ideas of others as your own observations; you must use quotation marks when citing directly from another text.

II. Capstone Oral Presentation of Research to the DFL Faculty

- You will make an oral presentation of the research you completed in preparing your Capstone Paper. See #I above.
- Presentations should be 20 minutes in length; time yourself.
- Do not read your paper. No credit will be given if you read from notes or the screen.
- A Power Point presentation or appropriate visuals (posters, art work, for example) are required and must be approved by the instructor prior to your presentation. If you need special equipment, you must reserve it well in advance through the DFL’s Foreign Languages Resource Center.
- Business attire is required at the time of your presentation.
- Be on time. You must be present at the rehearsals in front of the Seminar Group at the times scheduled on the syllabus.
- You must be present for all presentations, on all days as indicated in the syllabus.
- No one may enter or leave the room after a presentation has begun.
- You will receive feedback from faculty present at your presentation. Your instructor will consider their comments in assessing your presentation.

III. Writing evaluation

- You will produce a summary of your Capstone paper (#I above) at the end of the semester at a time indicated on the course syllabus.
- You will write the summary in class without notes.

IV. Bibliography

- Whether quoted or not, all sources used in the preparation of the paper must be acknowledged.
- Use correct form (see MLA, Chicago Manual, etc)
- Do not include works you did not actually consult and use for the preparation of your paper.
- Any author quoted in your paper must be listed in the bibliography.

5b. Scoring Guide for the Capstone Project:

SPAN 486

CAPSTONE

Semester _____

Assessment of Student Learning Outcomes¹

CANDIDATE: _____

Not meeting expectations **0-6**
points Approaching expectations
7 points Meeting expectations 8
points Exceeding expectations **9-**
10 points

INSTRUCTIONS: Please assess to what degree the candidate has met the Student Learning Outcomes of the BA in Modern Language & Culture listed below. For each category, select the description that best fits the candidate's ability and circle the corresponding number of points. (Note: this document has three pages.)

1a: Demonstrating Language Proficiency

Candidates demonstrate a high level of proficiency in the target language.
(*Knowledge, Skills*)

PRESENTATIONAL SPEAKING: Please base your evaluation of this section on the candidate's presentation.

The candidate...

- 0** ... did not give a presentation.
- 1 2 3 4 5** ... could not talk without reading notes verbatim; was unable to articulate ideas clearly; was difficult to (comprehend speech and/or content); used no extra-linguistic support or support was not useful.
- 6** ... relied heavily on notes; had difficulty expressing ideas; was difficult to comprehend without repetition or clarification; used ineffective extra-linguistic support.
- 7** ... spoke using notes, often reading verbatim; composed strings of sentences and used basic vocabulary; was sometimes difficult to comprehend; focused on content without considering the audience.
- 8** ... delivered oral presentation extemporaneously, without reading notes verbatim; spoke clearly, in connected discourse using a variety of time frames and vocabulary appropriate to the topic; used extra-linguistic support as needed to facilitate audience comprehension (e.g., visuals).
- 9 10** ... delivered oral presentation with minimal use of notes; spoke clearly, in extended discourse with specialized vocabulary; used a variety of strategies to tailor the presentation to the needs of the audience (e.g., circumlocution, selecting appropriate level of formality); used extra-linguistic support effectively to enhance content and facilitate comprehension.

COMMENTS

READING COMPREHENSION: Please base your evaluation of this section on the candidate's written paper.

The candidate...

- 10** ... did not complete the assignment.
- 12345** ... could not identify main ideas or details, struggles with even literal comprehension; was unable to correctly identify either the author's perspective(s) or cultural perspective(s).
- 6** ... was able to identify some ideas and details, but understanding is limited to literal comprehension; identification of either the author's perspective(s) or cultural perspective(s) is lacking or incorrect.
- 7** ... identified main ideas and most important details; -- began to move beyond literal comprehension; identified either the author's perspective(s) or cultural perspective(s).
- 8** ... was able to move beyond literal comprehension: inferred the meaning of unfamiliar words and phrases in new contexts; inferred and interpreted the author's intent, and offered a personal interpretation of the text(s).
- 9 10** ... interpreted the text(s) on a number of levels, analyzed it/them from a number of perspectives; gave detailed personal interpretation of the text(s) supported by a rich range of cultural knowledge.

COMMENTS

WRITING: Please base your evaluation of this section on the written summary of the research.

The candidate...

- 10** ... did not write a summary.
- 12345** ... was unable to provide an appropriate response; tended to create simple and short sentences; made numerous grammatical mistakes, even in basic structures; could only be understood with difficulty by readers accustomed to the writing of non-natives.
- 6** ... did not always respond appropriately; composed discourse structure at the sentence level, with only occasional use of basic cohesive devices; limited language usage to very basic description or narration; composed work comprehensible only to readers accustomed to the writing of non-natives.
- 7** ... answered the question, but was unable to connect sentences into paragraphs; used a limited number of cohesive devices that tended to be repeated; constructed simple descriptions and narrations; composed work comprehensible to natives not used to the writing of non-natives, but with gaps in comprehension.
- 8** ... narrated, described, and summarized in major time frames with some control of aspect; combined sentences in texts of paragraph length; incorporated a limited number of cohesive devices; demonstrated control of simple target-language sentence structures and partial control of more complex syntactic structures; could be understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text.
- 9 10** ... narrated and described using major time frames; included some variety of cohesive devices in texts of several paragraphs in length; demonstrated good control of the most frequently used syntactic structures; could be understood readily by natives not used to the writing of non-natives.

COMMENTS

2a: Demonstrating Cultural Understandings Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products. (*Knowledge, Skills*)

CULTURES: Please base your evaluation of this section on the candidate's presentation, summary, and paper.

The candidate...

- 10** ... did not complete all the assignments.
- 12 345** ... could not identify pertinent practices, products, or perspectives; composed work in which hypotheses were lacking or inappropriate.
- 6** ... identified some cultural practices or products, but was unable to discuss perspectives, formulate appropriate hypotheses, or provide an analysis of cultural issues.
- 7** ... cited some examples of cultural practices, products, and perspectives, but relied on cultural analyses that were readily available or have been presented in class.
- 8** ... discussed key cultural perspectives and provided support through description of products and practices; formulated and investigated some hypotheses that arise from the materials and events studied; provided a straightforward analysis of cultural questions or assumptions.
- 9 10** ... demonstrated clearly how the target culture is a system in which cultural perspectives are reflected through practices and products; used a cultural framework to discuss the pertinent issues.

COMMENTS:

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. (*Knowledge, Skills*)

LITERATURES: Please base your evaluation of this section on the candidate's presentation, summary, and paper.

The candidate...

- 10** ... did not complete the assignment.
- 12345** ... limited discussion to summarizing the text(s) studied, with little or no analysis or reflection.
- 6** ... identified themes, historical style, and text types insufficiently or incorrectly; attempted some analysis, but did so inappropriately.
- 7** ... demonstrated awareness of the importance of the texts studied, but provided limited interpretation and analysis.
- 8** ... interpreted selected literary texts of the writer(s) studied and showed how they represent defining works in the target cultures; identified themes, historical style, and text types in a variety of media and explained their importance in understanding the traditions of the culture.

- 9 10 ... interpreted and synthesized ideas and critical issues from literary selections of the writer(s) studied and other cultural texts that represent the historical and contemporary works of the culture studied; made interpretations from multiple viewpoints and approaches.

COMMENTS

Standard 5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

Standard 5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

ASSESSMENT: Please base your evaluation of this section on the candidate's presentation, summary, and paper.

The candidate...

0-6 ...did not use assessments or used a very flawed assessment mechanism and was not able to reflect upon the results.

7 ...use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.

Candidates identify the stakeholders and their roles and interests in assessment of student progress.

Candidates find short-cut ways to report assessment results.

7 ...design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction. 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

8 ... interpreted selected literary texts of the writer(s) studied and showed how they represent defining works in the target cultures; identified themes, historical style, and text types in a variety of media and explained their importance in understanding the traditions of the culture.

9-10 ... Candidates share their designed assessments and rubrics with students prior to beginning instruction. Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend.

COMMENTS

Level of rating	L1	L2	L3	L
Presentational Speaking (1a)	The candidate did not give a presentation. The candidate gave a presentation but could not identify main ideas or details, struggles with even literal comprehension; was unable to correctly identify either the author's perspective(s) or cultural perspective(s). Or, the candidate was able to identify some ideas and details, but understanding is limited to literal comprehension; identification of either the author's perspective(s) or cultural perspective(s) is lacking or incorrect..	The candidate spoke using notes, often reading verbatim; composed strings of sentences and used basic vocabulary; was sometimes difficult to comprehend; focused on content without considering the audience.	The candidate delivered oral presentation extemporaneously, without reading notes verbatim; spoke clearly, in connected discourse using a variety of time frames and vocabulary appropriate to the topic; used extra-linguistic support as needed to facilitate audience comprehension (e.g., visuals).	Th or m sp ex sp us st pr ne (e se le ex ef co co
Points	0-6	7	8	9-
Reading Comprehension (1a)	The candidate did not complete the assignment. Or, could not identify main ideas or details, struggles with even literal comprehension; was unable to correctly identify either the author's perspective(s) or cultural perspective(s). Or, the candidate was able to identify some ideas and details, but understanding is limited to literal comprehension; identification of either	The candidate identified main ideas and most important details; -- began to move beyond literal comprehension; identified either the author's perspective(s) or cultural perspective(s).	The candidate was able to move beyond literal comprehension: inferred the meaning of unfamiliar words and phrases in new contexts: inferred and interpreted the author's intent, and offered a personal interpretation of the text(s).	Th in or ar nu ge in te ric kr

	even in basic structures; could only be understood with difficulty by readers accustomed to the writing of non-natives. Or, the candidate did not always respond appropriately; composed discourse structure at the sentence level, with only occasional use of basic cohesive devices; limited language usage to very basic description or narration; composed work comprehensible only to readers accustomed to the writing of non-natives.	composed work comprehensible to natives not used to the writing of non-natives, but with gaps in comprehension.	frequently used syntactic structures; could be understood readily by natives not used to the writing of non-natives.	cofrsycoreusnc
Points	0-6	7	8	9-
Cultures (2a)	The candidate did not complete all the assignments. Or, could not identify pertinent practices, products, or perspectives; composed work in which hypotheses were lacking or inappropriate. Or, the candidate identified some cultural practices or products, but was unable to discuss perspectives, formulate appropriate hypotheses, or provide an analysis of cultural issues.	The candidate cited some examples of cultural practices, products, and perspectives, but relied on cultural analyses that were readily available or have been presented in class.	The candidate discussed key cultural perspectives and provided support through description of products and practices; formulated and investigated some hypotheses that arise from the materials and events studied; provided a straightforward analysis of cultural questions or assumptions.	Thdehciscuarprusfrth
Points	0-6	7	8	9-
Literatures (2b)	The candidate did not complete the assignment. Or, the candidate did a limited discussion to summarizing the text(s) studied, with little or no analysis or reflection. Or the candidate identified themes,	The candidate demonstrated awareness of the importance of the texts studied, but provided limited	The candidate interpreted selected literary texts of the writer(s) studied and showed how they represent defining works in the target cultures;	Trinsy cr lit w

	and was not able to reflect upon the results.	performance after instruction. Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.	students should know and be able to do following instruction. Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to standards established in their planning.	be C as re te le te ap th ar ex 9-
Points	0-6	7	8	

Unit Plan (Required)

1. The Unit Plan is a standards-based curriculum plan used to measure candidate ability to plan appropriate instructional units. It reflects candidates' understanding of language learning theory and curriculum design through the application of sound principles of lesson and unit planning, including integrated thematic planning, differentiation, backwards planning, and assessment. The Unit Plan is grounded in the *National Standards for Foreign Language Learning*. It is used as a course assignment in *EDUC 425 (Methods of Teaching Spanish)*.
2. The Unit Plan has substantive correlations to seven Supporting Standards. Unit plans must:
 - show clear evidence of culture integrated appropriately and adequately using a standards framework, with a plan to engage students in exploring cultural products and practices that relate to specific target culture perspectives (2a)
 - demonstrate integration of subject area connections, incorporate student strategies for learning new content in the second language, and include a plan for collaboration with colleagues in other languages and subject areas (2c)
 - must demonstrate a clear and logical presentation of learning experiences for students that are scaffolded to reflect sound principles of second language acquisition (3a)
 - include clearly articulated activities that correlate directly to learning outcomes, that are appropriate for learner age/level, and that reflect varied instructional models and techniques to address student differences (3b)
 - clearly demonstrate that the Five Cs (National Standards for Foreign Language Learning) are linked to expected student learning outcomes that reflect functional student knowledge, skills, and understandings (4a)
 - outline the way in which varied materials, including culturally authentic resources, are used and reflect a standards approach (4c)
 - include varied formative assessment measures integrated throughout and at least one measurable, summative assessment that is performance-oriented, all of which are linked to the expected student learning outcomes (5a)

Directions for teacher candidates: The **Unit Plan** consists of explicit information that delineates: (a) the unit theme, (b) the lesson topics, (c) the language and level of instruction, (d) the targeted grade level, (e) the expected learner outcomes for the unit and lessons, (f) the summative performance assessment for the unit, (g) the formative assessments throughout the lessons, (h) the state and national standards addressed in the unit, (i) the sequenced and scaffolded learning experiences for students, and (j) the necessary resources, materials, and technology for implementing the unit plan.

In creating your Unit Plan, you should do each of the following:

- Select an age-appropriate, culturally-embedded unit theme.
- Identify associated lesson topics that link to the theme.
- Write explicit student performance outcomes that call for meaningful use of the target language in all three modes of communication.
- Identify where the Five Cs (*National Standards for Foreign Language Learning*) are addressed in the unit, with an explicit focus on Standard One, to which the other standards are meaningfully linked.
- Develop logically-sequenced and age-appropriate learner activities that are cohesively scaffolded.
- Design and articulate formative assessment measures integrated throughout the unit, and at

least one measurable, comprehensive, communicative summative assessment that is performance-oriented, which are linked to the expected learning outcomes.

- Include purposeful learner use of technology that supports language learning.

Scoring Guide for the Unit Plan:

I. Theme/Topics (8 points possible)

Big Idea/Essential Question _____

II. Learning Outcomes Objectives (20 points possible)

Based on the Five Cs _____

III. Learning Experiences (48 points possible)

A. Logical sequencing/
transitions/pacing - 5 pts. _____

B. Variety of age appropriate/
level appropriate classroom activities &
learning tasks - 8 pts. _____

C. Cross curricular integration - 5 pts. _____

D. Active learning environment
& varied instructional delivery - 7 pts. _____

E. Variety of materials & resources - 6 pts. _____

F. Purposeful integration of technology - 5 pts. _____

G. Appropriate cultural contextualization - 7 pts. _____

H. Accurate target language use - 5 pts. _____

IV. Assessment (24 points possible)

A. Ongoing & varied formative evaluation _____

B. Proficiency-oriented &
performance-based summative evaluation _____

Total Earned Points

_____/ 100 points

90-100 pts	L4 (exceeding expectations) 80-
89 pts	L3 (meeting expectations)
70-79 pts	L2 (approaching expectations) 0-69
pts	L1 (not meeting expectations)

ELEMENTS	L1 STANDARD NOT ADDRESSED Little or no evidence	L2 APPROACHES STANDARD Limited evidence	L3 MEETS STANDARD Coherent and sufficient evidence	L4 EXCEEDS STANDARD Clear, consistent, and convincing evidence
I. THEME/TOPIC (BIG IDEA/ESSENTIAL QUESTION) 8 POINTS POSSIBLE (3b)	<ul style="list-style-type: none"> ♦Vague or inadequate unit theme 	<ul style="list-style-type: none"> ♦Partial, inappropriate &/or incomplete unit theme ♦Unit theme minimally comprehensible &/or misunderstood 	<ul style="list-style-type: none"> ♦Clear, coherent unit theme ♦Age-appropriate & level-appropriate topic 	<ul style="list-style-type: none"> ♦Unit topic articulated within context of larger curricular plan, including specific connections to overall academic curriculum of learners
Point Distribution	0-4 pts	5 pts	6 pts	7-8 pts
II. LEARNING OUTCOMES/OBJECTIVES (BASED ON GPS & FIVE Cs) 20 POINTS POSSIBLE (4a)	<ul style="list-style-type: none"> ♦None listed or statements lacking a standards-based foundation 	<ul style="list-style-type: none"> ♦Missing or inappropriate outcomes/expectations ♦Standards addressed partially or inconsistently 	<ul style="list-style-type: none"> ♦ Five Cs are used as basis of clearly-focused expectations for student learning ♦ Clear & complete standards-based student learning outcomes 	<ul style="list-style-type: none"> ♦Five Cs undergird student expectations for in-depth proficiency in functional knowledge, skills & understandings
Point Distribution	0-13 pts	14-15 pts	16-17 pts	18-20 pts
III. LEARNING EXPERIENCES 48 POINTS POSSIBLE				
A. Logical sequencing/ transitions/pacing 5 pts. (3a)	<ul style="list-style-type: none"> ♦Illogical or inappropriate sequence in unit plan ♦Lack of scaffolding 	<ul style="list-style-type: none"> ♦Vague or inconsistent sequence of unit components ♦Scaffolding irregular or disconnected with learner needs 	<ul style="list-style-type: none"> ♦Clear & logical presentation ♦Scaffolding reflects learner cognitive development 	<ul style="list-style-type: none"> ♦Consistently sound with evident rationale for chosen sequence ♦Activities consistently scaffolded throughout unit
B. Variety of age appropriate/level appropriate classroom activities & learning tasks 8 pts. (3a)	<ul style="list-style-type: none"> ♦Activities not correlated to learning outcomes ♦Activities unclear or inappropriate ♦Lacking variety for diverse learner types 	<ul style="list-style-type: none"> ♦Activities partially or inadequately described ♦Activities show minimal correlation to learning outcomes ♦Activities occasionally age/level inappropriate ♦Limited variety of activities for addressing student 	<ul style="list-style-type: none"> ♦Activities clearly articulated ♦Activities correlated to learning outcomes ♦Activities appropriate for learner age/level ♦Activities of varied instructional models & techniques to address 	<ul style="list-style-type: none"> ♦Activities consistently articulated in detail ♦Activities precisely linked to learning outcomes ♦Activities appropriate for learner age/level, based on plan to collect group-specific information on students' language

		differences	student differences	backgrounds & learning
C. Cross curricular integration 5 pts. (2c)	<ul style="list-style-type: none"> •Integration absent or limited 	<ul style="list-style-type: none"> •Limited integration of discrete informational pieces from other subject areas •Connections come from pre-designed instructional materials 	<ul style="list-style-type: none"> •Integration of subject area connections refer to authentic resources •Plan incorporated to teach student strategies for learning new content in the L2 •Plan included for some collaboration between languages and with colleagues in other subject areas 	<ul style="list-style-type: none"> •Detailed integration of other subject area content throughout unit •Plan incorporated for content-based approach to language instruction •Systematic planning for instruction with colleagues from other subject areas/team teaching
D. Active learning environment & varied instructional delivery 7 pts. (3b)	<ul style="list-style-type: none"> •Student involvement vaguely addressed or absent •Instructional delivery methods repetitive All modes of communication (I-I-P) not addressed •Different learning styles minimally acknowledged 	<ul style="list-style-type: none"> •Inadequate student involvement •Partial plan for three modes of communication (I-I-P) •Insufficient attention to varied learning styles in instructional delivery 	<ul style="list-style-type: none"> •Plan for active student involvement •Instructional delivery addresses all modes of communication (I-I-P) •Coherent plan to address various learning styles 	<ul style="list-style-type: none"> •Detailed plan for active student engagement, including rationale based in learning theory •Systematic plan for integration of three modes of communication (I-I-P) •Multiple examples of differentiation that address multiple intelligences and varied learning styles
E. Variety of materials & resources 6 pts. (4c)	<ul style="list-style-type: none"> •Materials basic & repetitive in nature 	<ul style="list-style-type: none"> •Limited variety of materials •Inadequate use of authentic resources 	<ul style="list-style-type: none"> •Varied & creative materials •Material design & selection reflects standards approach •Appropriate integration of culturally authentic materials & resources 	<ul style="list-style-type: none"> •Extensive variety of original materials, including realia & authentic resources •Specifically articulated link between selected materials/resources & standards-based learning outcomes
F. Purposeful integration of technology 5 pts. (3b)	<ul style="list-style-type: none"> •Use of technology absent 	<ul style="list-style-type: none"> •Limited or non-correlated use of technology as add-on 	<ul style="list-style-type: none"> •Integrated use of technology for teacher & students •Use of technology to enhance instructional delivery & support student learning •Technology tools selected for teacher & learner appropriateness 	<ul style="list-style-type: none"> •Broad variety of technology tools & uses integrated into unit plan •Explicit teacher & student use of technology •Articulated link to standards for technology use in academic settings

G. Appropriate cultural contextualization 7 pts. (2a)	<ul style="list-style-type: none"> •Non-existent or vague cultural connections •Inappropriate cultural references 	<ul style="list-style-type: none"> •Discrete, disparate pieces of non-integrated cultural information included •Limited cultural examples 	<ul style="list-style-type: none"> •Culture integrated appropriately & adequately using standards framework •Plan to engage students in exploring cultural products & practices that relate to specific target culture perspectives 	<ul style="list-style-type: none"> •Systematic approach to cultural integration throughout unit •Articulated plan to use culture as content for instruction •Plan to provide student with tools for analyzing ways in which products, practices & perspectives connect in target culture
H. Accurate L2 use 5 pts. (3a)	<ul style="list-style-type: none"> •Pattern of grammar, vocabulary &/or content errors present •No or minimal TL expressions identified / linked to learner outcomes 	<ul style="list-style-type: none"> •Occasional isolated grammar, vocabulary &/or content errors identified •Identified TL expressions not appropriate &/or not linked to learner outcomes 	<ul style="list-style-type: none"> •Consistently accurate L2 use present in grammar, vocabulary, &/or content of unit plan •Identified TL expressions fitting & linked to learner outcomes 	<ul style="list-style-type: none"> •Exceptional use of L2 in unit plan with multiple examples of advanced or superior level linguistic use •TL expressions clearly articulated & appropriately linked to learner outcomes
Point Distribution	0-33 pts	34-36 pts	37-42 pts	43-48 pts
IV. ASSESSMENT 24 POINTS POSSIBLE				
A. Ongoing & varied formative evaluation [12 pts.] (5a)	<ul style="list-style-type: none"> •Missing, vague, or inappropriate formative evaluation 	<ul style="list-style-type: none"> •Inadequate formative evaluation measures •Limited integration of formative &/ or incorporation of instruments from pre-prepared materials •Minimal evidence of logic & purpose behind evaluations 	<ul style="list-style-type: none"> •Appropriate, adequate & varied formative evaluative measures designed to gauge achievement within unit of instruction 	<ul style="list-style-type: none"> •Overall system of formative measures designed & specifically described for use in ongoing manner to evaluate development of student proficiency
B. Proficiency-oriented & performance-based summative evaluation [12 pts.] (5a)	<ul style="list-style-type: none"> •Missing, vague, or inappropriate summative evaluation 	<ul style="list-style-type: none"> •Inadequate measures for evaluating stated learning outcomes •Measures vaguely linked to overall unit plan &/or use of instruments from pre-designed materials 	<ul style="list-style-type: none"> •Summative evaluation appropriate & adequate to measure stated learning outcomes •Summative evaluation designed to measure student proficiency at culmination of instructional unit 	<ul style="list-style-type: none"> •Overall system of summative measures designed & specifically described for use in evaluating overall student proficiency at culminating points of unit
Point Distribution	0-16 pts	17-18 pts	19-21 pts	22-24 pts

Assessment of Student Teaching (Attachment)

1. Description of Assessment

University supervisors conduct 5 observations of teacher candidates during student teaching. In Spanish education, these five visits are usually conducted by the same supervisor; however, this is not always the case. Two of the observations have a content specific focus and these observations are always conducted by supervisors who are licensed Spanish teachers with extensive experience at the K-12 level. The other 3 observations focus on pedagogical skills. The university supervisors who conduct the observations focusing on pedagogy (if it is not the same content supervisor) are licensed K-12 teachers with at least 3 years of modern language teaching experience at the K-12 level, though they do not necessarily have a Spanish background.

For all 5 visits (both content visits and pedagogy visits), university supervisors use one observation instrument – “Student Teaching Supervision Report (Level Four).” This instrument includes 15 indicators which address content knowledge, pedagogical knowledge, performance skills, and dispositions. Teacher candidates are rated on each indicator using a rubric which includes the following ratings (from low to high): Lack of Awareness, Awareness, Initiative, Development, and Integration. The teacher education program expects students to be at the Development level for each indicator by the end of student teaching. However, a final rating below the Development level on only a few indicators would not lead to the failure of student teaching. The Integration level would be awarded to those who exceed expectations. The Department of Education is currently developing a handbook which provides a descriptive rubric for each indicator at each level. Mentor teachers will use the same observation instrument that the university supervisors use so that we can compare data. In addition, teacher candidates will also complete self-evaluations using the same form.

The Spanish Education Specialization used a Content specific instrument to evaluate the field experience of the teacher candidates. In view of the issues highlighted during the initial SPA review it has been decided to adopt the Observation Instrument (FOI) developed by **Kennesaw State University of Georgia** and that was used in their SPA review of 2010. The OI is used to assess a candidate’s performance during teaching in the classroom. Associated lesson plans, instructional resources, and reflective journal entries are considered in conjunction with a candidate’s instructional delivery and classroom management when making judgments for evaluation. The OI is used as a formative assessment during the student teaching at a middle school and again at the high school and as a summative assessment during student teaching with an application of the OI for each student who completes student teaching. Details of the OI can be found after the assessments required by Shepherd University’s Department of Education.

1. The OI has substantive correlations to the ACTFL Program Standards.

Standard 1a. Demonstrating Language Proficiency: Candidates must demonstrate appropriate language proficiency during instruction and on instructional materials.

Standard 1b. Understanding Linguistics: Candidates must be able to explain the rules that govern the formation of words and sentences.

Standard 1c. Identifying Language Comparisons: Candidates must provide examples of key differences between the target and other languages.

Standard 2a. Demonstrating Cultural Understandings: Candidates must be knowledgeable about target culture and engage students in learning about culture.

Standard 2b. Demonstrating Understanding of Literary and Cultural Texts and Traditions: Lessons must include appropriate literary and cultural texts.

Standard 2c. Integrating Other Disciplines In Instruction: Instruction must integrate concepts from other subject areas (math, science, social studies, art, music, etc.)

Standard 3a. Understanding Language Acquisition and Creating a Supportive Classroom: Candidates must effectively implement a variety of meaningful, contextualized learning experiences that reflect sound principles of

second language acquisition and age-appropriate classroom management. Their students must be actively engaged in negotiating meaning and receive appropriate and encouraging feedback. Instruction must be conducted in the target language and input tailored to students' proficiency level.

Standard 3b. *Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity:* Candidates must implement clearly articulated activities that correlate directly to learning outcomes that are appropriate for learner age/level, and that the activities must reflect varied instructional models and techniques to address student differences.

Standard 4a. *Understanding and Integrating Standards in Planning:* Lesson plans must clearly show standards-based objectives that are based on the Five Cs (National Standards for Foreign Language Learning).

Standard 4b. *Integrating Standards in Instruction:* Instruction must reflect standards-based objectives that are based on the Five Cs (National Standards for Foreign Language Learning). Culture and other subject areas must be consistently integrated and technology used appropriately and effectively; students must have opportunities to connect to target-language community and should be actively engaged in the activities, using the target language to communicate in different modes (interpersonal, interpretive, and presentational modes).

Standard 4c. *Selecting and Designing Instructional Materials:* Candidates must select, design, and implement appropriate instructional materials that include visuals, realia, and authentic printed and oral materials.

Standard 5a. *Knowing assessment models and using them appropriately:* Candidates must use standards-based performance assessments that include a broad range of appropriate formative and summative assessments. They must measure interpersonal, interpretive, and presentational communication (all 4 skills) as well as understanding and interpretation of culture and authentic documents.

Standard 5b. *Reflecting on assessment:* Candidates must assess student learning, evaluate the effectiveness of their lessons, and show adjustment in instruction based on their assessment of student performance and instructional effectiveness.

Standard 5c. *Reporting assessment results:* Candidates must provide evidence that assessment results are reported accurately and clearly to the appropriate stakeholders.

Standard 6a. *Engaging in Professional Development:* Candidates must provide evidence that they reflect upon and seek to improve classroom performance and that they build collaborative and respectful professional relationships.

Standard 6b. *Knowing the Value of Foreign Language Learning:* Candidates must show evidence that they are engaged in promoting the study of a foreign language for all students.

2. The OI will be implemented for the first time this Spring 2016.

5a.

OBSERVATION INSTRUMENT

Note: There are no instructions for candidates since this assessment instrument is used exclusively by university supervisors. Candidates have full access to the rubric and the detailed criteria for each rubric component, reflecting the *ACTFL Program Standards* upon which they are evaluated throughout the Foreign Languages Baccalaureate Program.

Instructions for the university supervisor: The purpose of this rubric is to provide guidance in the evaluation of the candidate's performance during *EDUC 456*. The basis for judgment should incorporate evidence from multiple sources such as (but not limited to) assignments, written reflections, lesson plans, observations of teaching, portfolio products, projects, service-learning projects, teacher work samples, unit plans, etc. When determining the proficiency level demonstrated by candidates, take into account all evidence relating to the proficiency and strive to make a holistic judgment based upon the sufficiency and quality of the evidence.

The rubric contains descriptors that describe the criteria for each level. With each subsequent rating beginning with the lowest rating of L1 to the highest rating of L4, the criteria show a progression toward more compelling and better quality evidence. Apply these criteria in your judgment of the candidate's performance as revealed through the various sources of evidence over time. Additional information that follows each rating's criterion is provided to help you make an accurate judgment:

Rating Descriptors for the Observation Instrument

L1 – Little to no evidence present (Does not approach standard)

The candidate's performance offers little or no evidence of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency. If evidence is presented, the evidence suggests that the actions of the candidate have been carried out solely to fulfill course requirements. Used also is the proficiency has not been observed.

L2 – Limited evidence (Approaches standard)

The candidate's performance provides limited evidence that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is inconsistent, partial, inadequate or incomplete. Candidate shows difficulty identifying the impact of instruction on student learning and has difficulty adjusting practice. Evidence shows that while the candidate may have met course requirements, the candidate fails to meet performance expectations. (Consistent with ACTFL Unacceptable rating)

L3 – Evidence (Meets standard)

The candidate's performance provides evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate. Candidate demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that candidate learning extends beyond course requirements and expectations. These extensions reflect the application of best practices from research. Positive opinions and behaviors about students, parents, or other professionals are evident. (Consistent with ACTFL Acceptable rating)

L4 – Clear and Consistent Evidence (Exceeds standard)

The candidate's performance provides consistent and convincing evidence that the proficiency has been met. The performance of this individual is exceptional, with multiple examples of extensions beyond course requirements and expectations. These extensions reflect the daily application of research-based, best practices. Candidate consistently

and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Candidate interacts positively with students, parents, or other professionals; and is positive about the ability to teach all students. Consistent with ACTFL Target rating)

Candidates must attain a minimum of least L3 ratings for all proficiencies and standards to successfully complete the Spanish Secondary Education program. The L3 rating is consistent with ACTFL acceptable rating but L4 ratings which are Target ratings under the ACTFL rating system are the ultimate objective. Receiving a rating of less than L3 during student teaching on any component of the OI should prompt a plan developed by the program area for remediating the performance.

Components	L1 STANDARD NOT ADDRESSED Little or no evidence	L2 APPROACHES STANDARD Limited evidence	L3 MEETS STANDARD Coherent and sufficient evidence	L4 EXCEEDS STANDARD Clear, consistent, and convincing evidence
Component 1: Candidates must demonstrate appropriate language proficiency during instruction and on instructional materials. <i>(Standard 1)</i>	Candidates speak at the <i>Intermediate-mid</i> level or lower on the ACTFL proficiency level.	Candidates speak at the <i>Intermediate High</i> level on the ACTFL proficiency level. <i>Intermediate High</i> speakers handle a number of tasks of the <i>Advanced</i> level, but they are unable to sustain performance of these tasks, resulting in one or more features of linguistic breakdown, such as the inability to narrate and describe fully in a time frame or to maintain paragraph-length discourse.	Candidates speak at the <i>Advanced Low</i> level on the ACTFL proficiency scale. <i>Advanced Low</i> speakers narrate and describe in the major times frames in paragraph-length discourse with some control of aspect. They handle appropriately the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	Candidates speak at the <i>Advanced-Mid</i> level (or higher) on the ACTFL proficiency scale. <i>Advanced Mid</i> speakers narrate and describe in the major times frames and provide a full account of events, with good control of aspect. They handle successfully and with ease the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.
Component 2: Candidate explains grammar (rules that govern the formation of words and sentences) <i>(Standard 1.)</i>	Candidates deliver oral pre-planned presentations.	Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes, and the 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.	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.

<p>Component 3: Candidate is knowledgeable about target culture and engages students in learning about culture (<i>Standard 2</i>)</p>	<p>Candidates are not knowledgeable enough about target culture and does not engage students in learning about culture.</p>	<p>Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of culture and hypothesize about cultural phenomena that are unclear. Candidates describe how various cultures are similar and different.</p>	<p>♦ Candidates cite key perspectives of the target culture and connect them to cultural products and practices. Candidates use the cultural framework of <i>Standards for Foreign Language Learning</i> (2006) and their recently refreshed version <i>World-Readiness Standards for Learning Languages</i> (2015), or another cross-cultural model, that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures.</p>	<p>Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of culture and hypothesize about cultural phenomena that are unclear. Candidates describe how various cultures are similar and different</p>
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<p>Component 4: Candidate selects appropriate literary and cultural texts for lessons (<i>Standard 2</i>).</p>	<p>Candidates are unable to select appropriate literary and cultural texts for lessons.</p>	<p>Candidates interpret and synthesize ideas and critical issues from literary and other cultural texts that represent historical and contemporary works of a wide range of writers in a wide range of forms and media. They interpret from multiple viewpoints and approaches.</p>	<p>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 to understanding their traditions.</p>	<p>Candidates interpret and synthesize ideas and critical issues from literary and other cultural texts that represent historical and contemporary works of a wide range of writers in a wide range of forms and media. They interpret from multiple viewpoints and approaches.</p>
<p>Component 5: Candidate integrates concepts from other subject areas (math, science, social studies, art, music, etc.) (<i>Standard 2</i>)</p>	<p>Candidates cannot effectively integrate concepts from other subject areas</p>	<p>Candidates interpret materials on topics from a number of disciplines (e.g., ecology, health) as an informed layperson would in the target culture. They acquire a wide range of language expressions from so doing and can use them to converse on similar topics.</p>	<p>Candidates derive general meaning and some details from materials with topics from a number of disciplines (e.g., ecology, health). They comprehend more from materials on topics with which they have some familiarity and can determine the meaning of words from context.</p>	<p>Candidates interpret materials on topics from a number of disciplines (e.g., ecology, health) as an informed layperson would in the target culture. They acquire a wide range of language expressions from so doing and can use them to converse on similar topics.</p>
<p>Component 6: Instruction includes variety of effective methods and strategies (<i>Standard 3</i>)</p>	<p>Candidates are not able to effectively apply a variety of methods and strategies.</p>	<p>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.</p>	<p>Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language</p>	<p>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</p>

<p>Component 7: Language Acquisition Theories (Standard 3)</p>	<p>Candidates exhibit little or no awareness of the key concepts of language acquisition theories as they relate to K-12 learners.</p>	<p>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.</p>	<p>Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.</p>	<p>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.</p>
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Component 8: Target language input (Standard 3)	Candidates do not use the target language enough.	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
Component 9: Negotiation of Meaning (Standard 3)	No negotiation of meaning is observed.	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 <i>"Could you repeat that, please?"</i>	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.
Component 10: Meaningful Classroom Interaction (Standard 3)	Candidates do not use 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 is standards-based and has meaningful contexts that reflect	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

<p>Component 11: Theories of learner development and instruction (Standard 3)</p>	<p>Candidates do not use theories of learner development and instruction.</p>	<p>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 of but seldom make use of the many different instructional models and techniques that exist.</p>	<p>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.</p>	<p>Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their</p>
<p>Component 12: Understanding of relationship of articulated program models to language outcomes (Standard 3)</p>	<p>Candidates do not understand the relationship of articulated program models to language outcomes</p>	<p>Candidates recognize that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.</p>	<p>Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.</p>	<p>students. Candidates design and/or implement specific foreign language program models that lead to different language outcomes.</p>
<p>Component 13: Candidate uses the target language for instruction (Standard 3)</p>	<p>Candidates do not use the target language for instruction.</p>	<p>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.</p>	<p>♦ 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.</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>
<p>Component 14: Adapting instruction to address students' language levels, language backgrounds, learning styles (Standard 3)</p>	<p>Candidates do not adapt the instruction to address students' language levels, language backgrounds and learning styles.</p>	<p>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.</p>	<p>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.</p>	<p>Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.</p>

Component 15:
Adapting instruction to address
students' multiple ways of
learning (*Standard 3*)

Candidates do not adapt 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.

<p>Component 16: Adapting instruction to meet students' special needs (Standard 3)</p>	<p>Candidates do not adapt instruction to meet students' special needs.</p>	<p>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.</p>	<p>Candidates implement a variety of instructional models and techniques that address specific special needs of their students.</p>	<p>Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.</p>
<p>Component 17: Critical thinking and problem solving (Standard 3)</p>	<p>Candidates do not implement critical thinking and problem solving techniques.</p>	<p>Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.</p>	<p>Candidates implement activities that promote critical thinking and problem-solving skills.</p>	<p>Candidates reward their students for engaging in critical thinking and problem solving.</p>
<p>Component 18: Grouping (Standard 3)</p>	<p>Candidates do not use grouping instruction.</p>	<p>Candidates teach primarily with large- group instruction. Pair- and small group activities generally consist of students grouped together but working individually.</p>	<p>Candidates differentiate instruction by conducting 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.</p>	<p>Candidates differentiate instruction by providing 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.</p>
<p>Component 19: Use of questioning and tasks (Standard 3)</p>	<p>Candidates do not use questioning tasks</p>	<p>Candidates use short answer questioning as the primary strategy for eliciting language from students.</p>	<p>Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.</p>	<p>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</p>

<p>Component 20: Integration of Standards into planning (<i>Standard 4</i>)</p>	<p>Candidates do not have clearly defined standards based objectives.</p>	<p>Candidates apply <i>SFLL</i> or <i>W-RSLL</i> and state standards to their planning to the extent that their instructional materials do so.</p>	<p>Candidates create activities and/or adapt existing instructional materials and activities to address specific <i>SFLL</i> or <i>W-RSLL</i> and state standards.</p>	<p>Candidates use the <i>Standards for Foreign Language Learning in the 21st Century (SFLL)</i> or their recently refreshed version <i>World-Readiness Standards for Learning Languages (W-RSLL)</i> and state standards as a starting point to design curriculum and unit/lesson plans.</p>
<p>Component 21: Integration of Standards into instruction (<i>Standard 4</i>)</p>	<p>Candidates do not integrate the standards into instruction</p>	<p>Candidates conduct activities that address specific <i>SFLL</i> or <i>W-RSLL</i> and state standards to the extent that their instructional materials include a connection to standards.</p>	<p>Candidates adapt activities as necessary to address <i>SFLL</i> or <i>W-RSLL</i> and state standards.</p>	<p><i>SFLL</i> or <i>W-RSLL</i> and state standards are the focus of classroom practice.</p>
<p>Component 22: Integration of three modes of communication (<i>Standard 4</i>)</p>	<p>Candidates do not integrate the three modes of communication</p>	<p>Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.</p>	<p>Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.</p>	<p>Candidates use the interpersonal- interpretive- presentational framework as the basis for engaging learners actively in communication.</p>

<p>Component 23: Integration of cultural products, practices, perspectives <i>(Standard 4)</i></p>	<p>Candidates do not integrate the cultural products, practices and perspectives</p>	<p>Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.</p>	<p>Candidates design opportunities for students to explore the target language culture(s) by make cultural comparisons by means of the 3Ps framework.</p>	<p>Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.</p>
<p>Component 24: Connections to other subject areas <i>(Standard 4)</i></p>	<p>Candidates do not establish connections to other subject areas</p>	<p>Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.</p>	<p>Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.</p>	<p>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 target language.</p>
<p>Component 25: Connections to target language communities <i>(Standard 4)</i></p>	<p>Candidates do not establish connections to target language communities.</p>	<p>Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.</p>	<p>Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.</p>	<p>Candidates engage learners in interacting with members of the target language communities through a variety of means that include technology, as a key component of their classroom practice.</p>

<p>Component 26: Selection and integration of authentic materials and technology (Standard 4)</p>	<p>Candidates do not select and integrate authentic materials and technology</p>	<p>Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards- based practice.</p>	<p>Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.</p>	<p>Candidates use authentic materials and technology to drive standards- based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.</p>
<p>Component 27: Plan for assessment (Standard 5)</p>	<p>Candidates do plan for assessment</p>	<p>Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.</p>	<p>Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.</p>	<p>Candidates share their designed assessments and rubrics with students prior to beginning instruction.</p>
<p>Component 28: Formative and summative assessment models (Standard 5)</p>	<p>Candidates do not use formative and summative assessment models</p>	<p>Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.</p>	<p>Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.</p>	<p>Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.</p>

<p>Component 29: Interpretive communication (Standard 5)</p>	<p>Candidates do not use interpretive communication</p>	<p>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.</p>	<p>Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.</p>
<p>Component 30: Interpersonal communication (Standard 5)</p>	<p>Candidates do not use interpersonal communication</p>	<p>Candidates use interpersonal assessment measures found in instructional materials prepared by others.</p>	<p>Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges</p>
<p>Component 31: Presentational communication (Standard 5)</p>	<p>Candidates do not use presentational communication</p>	<p>Candidates use presentational assessment measures found in instructional materials prepared by others.</p>	<p>Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting</p>
<p>Component 32: Assessments reflect a variety of models designed to meet needs of diverse learners (Standard 5)</p>	<p>Candidates' assessments do not reflect a variety of models.</p>	<p>Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete- point or right-answer assessments.</p>	<p>Candidates assess what students know and are to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.</p>
<p>Component 33: Candidate reflects upon and seeks to improve classroom performance (Standard 6)</p>	<p>Candidate does not reflect upon and does not seek to improve classroom performance.</p>	<p>Candidates consider suggestions that mentors make regarding candidate's own professional growth.</p>	<p>Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them.</p>

Component 34: Candidate builds collaborative and respectful professional relationships (*Standard 6*)

Candidate does not build collaborative and respectful professional relationships.

Candidates understand the importance of professional and social networks and the role they play in advocacy efforts to increase P-12 student learning in languages and cultures.

Candidates provide evidence of participating in at least one professional and/or social network designed to advocate for the increase of P-12 student learning in languages and cultures.

Component 35: Candidate promotes the study of a foreign language for all students (*Standard 6*)

Candidate does not promote the study of a foreign language for all students.

Candidates realize the importance of developing a rationale for supporting language learning.

Candidates develop a rationale for advocating the importance of language learning.

Rubric for Student Teaching observation Instrument

Components	0	1	3	4	COMMENTS
Components pertaining to Standard 1	L1	L2	L3	L4	Max. points 8
Component 1: Candidates must demonstrate appropriate language proficiency during instruction and on instructional materials.					
Component 2: Candidate explains grammar (rules that govern the formation of words and sentences)					
Components pertaining to Standard 2	L1	L2	L3	L4	Max. points 12
Component 3: Candidate is knowledgeable about target culture and engages students in learning about culture					
Component 4: Candidate selects appropriate literary and cultural texts for lessons					
Component 5: Candidate integrates concepts from other subject areas (math, science, social studies, art, music, etc.					
Components pertaining to Standard 3	L1	L2	L3	L4	Max. points 56
Component 6: Instruction includes variety of effective methods and strategies (<i>Standard 3</i>).					
Component 7: Language Acquisition Theories (<i>Standard 3</i>)					
Component 8: Target language input (<i>Standard 3</i>)					
Component 9: Negotiation of Meaning (<i>Standard 3</i>)					
Component 10: Meaningful Classroom Interaction (<i>Standard 3</i>)					
Component 11: Theories of learner development and instruction (<i>Standard 3</i>)					
Component 12: Understanding of relationship of articulated program models to language outcomes (<i>Standard 3</i>)					
Component 13: Candidate uses the target language for instruction (<i>Standard 3</i>)					
Component 14: Adapting instruction to address students' language levels, language backgrounds, learning styles (<i>Standard 3</i>)					

Component 15: Adapting instruction to address students' multiple ways of learning (<i>Standard 3</i>)					
Component 16: Adapting instruction to meet students' special needs (<i>Standard 3</i>)					
Component 17: Critical thinking and problem solving (<i>Standard 3</i>)					
Component 18: Grouping (<i>Standard 3</i>)Diversity).					
Component 19: Use of questioning and tasks (<i>Standard 3</i>)					
Components pertaining to Standard 4	L1	L2	L3	L4	Max. points 28
Component 20: Integration of Standards into planning (<i>Standard 4</i>)					
Component 21: Integration of Standards into instruction (<i>Standard 4</i>)					
Component 22: Integration of three modes of communication (<i>Standard 4</i>)					
Component 23: Integration of cultural products, practices, perspectives (<i>Standard 4</i>)					
Component 24: Connections to other subject areas (<i>Standard 4</i>)					
Component 25: Connections to target language communities (<i>Standard 4</i>)					
Component 26: Selection and integration of authentic materials and technology (<i>Standard 4</i>)					
Components pertaining to Standard 5	L1	L2	L3	L4	Max. points 24
Component 27: Plan for assessment (<i>Standard 5</i>)					
Component 28: Formative and summative assessment models (<i>Standard 5</i>)					
Component 29: Interpretive communication (<i>Standard 5</i>)					
Component 30: Interpersonal communication (<i>Standard 5</i>)					
Component 31: Presentational communication (<i>Standard 5</i>)					
Component 32: Assessments reflect a variety of models designed to meet needs of diverse learners (<i>Standard 5</i>)					
Components pertaining	L1	L2	L3	L4	Max. points 12

to Standard 6					
Component 33: Candidate reflects upon and seeks to improve classroom performance (<i>Standard 6</i>)					
Component 34: Candidate builds collaborative and respectful professional relationships (<i>Standard 6</i>)					
Component 35: Candidate promotes the study of a foreign language for all students (<i>Standard 6</i>)					

CAEP Principles and ACTFL's Six Content Standards at-a- Glance

ACTFL STANDARD	CAEP Principle
<p>Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational</p> <p>Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</p>	<p>CAEP Principle B: Content</p>
<p>Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs</p> <p>Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources</p>	<p>CAEP Principle A: The Learner and Learning CAEP Principle C: Instructional Practice</p>
<p>Standard 5: Assessment of Languages and Cultures– Impact on Student Learning</p>	<p>CAEP Principle A: The Learner and Learning CAEP Principle C: Instructional Practice</p>
<p>Standard 6: Professional Development, Advocacy, and Ethics</p>	<p>CAEP Principle D: Professional Responsibility</p>

Scoring Guide for the Student Teaching:

Points have been assigned for each component to better convey to the candidate to what extent they are showing evidence that they are meeting the standard during the various observations. However, candidates must attain a minimum of least L3 ratings for all proficiencies and standards to successfully complete the Spanish Secondary Education program. Receiving a rating of less than L3 during student teaching on any component of the OI or a score below 152 should prompt a plan developed by the program area for remediating the performance.

I. ACTFL STANDARD 1: Language Proficiency:
Interpersonal, Interpretive, and
Presentational. (8 points possible)

II. ACTFL STANDARD 2: Cultures, Linguistics,
Literatures, and Concepts from Other Disciplines
(12 points possible)

III. ACTFL STANDARD 3: Language
Acquisition Theories and Knowledge of
Students and Their Needs (56 points
possible)

IV. STANDARD 4: Integration of
Standards in Planning and Instruction. (28
points possible)

V. ACTFL STANDARD 5: Assessment
of Languages and Cultures – Impact on
Student

Learning. (24 points
possible)

VI. ACTFL STANDARD 6:
Professional Development, Advocacy, and
Ethics. (12 points
possible)

Total Earned Points
points

_____/ 140

**157-140 pts L4 (exceeding
expectations) 105-139 pts L3
(meeting expectations)
70-104 pts L2 (approaching
expectations) 0-69 pts L1 (not
meeting expectations)**

