OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach to final evaluation and return with end of semester paperwork.**

Summary of Teacher Candidate Performance:

Developing Professional Educators

Content Assessment of Teacher Candidate Interns

***Foreign Language K-12***

Darden College of Education and Professional Studies Telephone: 757-683-3348

Office of Clinical Experiences Fax: 757-683-4872

4301 Hampton Blvd.

Norfolk, VA 23529

**Foreign Language K-12**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national and state performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the time below based on the criteria provided.

|  |  |
| --- | --- |
| 1. **Professionalism – Standard 6A** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate identifies and engages in at least one professional development opportunity that strengthen their own linguistic and cultural competence by participating in conferences, webinars, workshops, reading journals, and using reflective practices related to their teaching |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate identifies but does not engage in professional development opportunities that strengthen their own linguistic and cultural competence by participating in conferences, webinars, workshops, reading journals, and using reflective practices related to their teaching |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate cannot identify and does not engage in professional development opportunities that strengthen their own linguistic and cultural competence by participating in conferences, webinars, workshops, reading journals, and using reflective practices related to their teaching |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **2. Professionalism – Standard 6B** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate develops and articulates a rationale for foreign language learning that includes key benefits (cognitive, academic, and affective) to students and society and believes that all students should have the opportunity to learn a foreign language. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate develops a r(but does not articulate) a rationale for foreign language learning that includes key benefits (cognitive, academic, and affective) to students and society and believes that some students should have the opportunity to learn a foreign language.. |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not develop nor articulates a rationale for foreign language learning that includes key benefits (cognitive, academic, and affective) to students and society. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Language, Linguistics, Comparisons – Standard 1A** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate consistently demonstrates a high level proficiency in the target language in the three modes of communication – interpersonal, interpretive, presentational. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate minimally demonstrates a high level proficiency in the target language in the three modes of communication – interpersonal, interpretive, presentational. |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not demonstrates a high level proficiency in the target language in the three modes of communication – interpersonal, interpretive, presentational. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **4. Language, Linguistics, Comparisons – Standard 1B / 1C** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate consistently demonstrates a high level of knowledge in the linguistic features (phonology, morphology, syntax, semantics, rules for word and sentence formation, pragmatics) of the target language system, recognize the changing nature of language, and accommodate for the gaps in their own knowledge of the target language system by learning on their own which allows the candidate to compare and contrast the target language with the native language. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate minimally demonstrates a high level of knowledge in the linguistic features (phonology, morphology, syntax, semantics, rules for word and sentence formation, pragmatics) of the target language system, recognize the changing nature of language, and accommodate for the gaps in their own knowledge of the target language system by learning on their own which allows the candidate to compare and contrast the target language with the native language. |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not demonstrate a high level of knowledge in the linguistic features (phonology, morphology, syntax, semantics, rules for word and sentence formation, pragmatics) of the target language system, recognize the changing nature of language, and accommodate for the gaps in their own knowledge of the target language system by learning on their own which allows the candidate to compare and contrast the target language with the native language. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **5. Cultures, Literatures, Cross-Disciplinary Concepts – Standard 2A / 2B / 2C** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate consistently integrates other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target language and integrates cultural literature/materials from the target language and uses the materials to reflect and connect on the perspectives of the target culture. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate minimally integrates other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target language and integrates cultural literature/materials from the target language and uses the materials to reflect and connect on the perspectives of the target culture. |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not integrates other disciplines into foreign language instruction and identifies distinctive viewpoints accessible only through the target language and integrates cultural literature/materials from the target language and uses the materials to reflect and connect on the perspectives of the target culture. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Language Acquisition Theories and Instructional Practices – Standard 3A** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate consistently demonstrates an understanding of language acquisition at various developmental levels and utilizes a variety of instructional practices to address the needs of diverse language learners and create a supportive classroom learning environment that includes the target language learner input. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate minimally demonstrates an understanding of language acquisition at various developmental levels and utilizes a variety of instructional practices to address the needs of diverse language learners and create a supportive classroom learning environment that includes the target language learner input. |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not demonstrates an understanding of language acquisition at various developmental levels and utilizes a variety of instructional practices to address the needs of diverse language learners and create a supportive classroom learning environment that includes the target language learner input. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **7. Planning and Assessment – Standard 5A** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate consistently demonstrates an understanding of multiple methods of assessment and believe that effective assessment is on-going. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate minimally demonstrates an understanding of multiple methods of assessment and believe that effective assessment is on-going. |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not demonstrates an understanding of multiple methods of assessment and believe that effective assessment is on-going. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **8. Planning and Assessment – Standard 5B** | |
|  | MEETS STANDARD (2pts)- Foreign language teacher candidate consistently demonstrates analyzes results of assessments and uses results plan for and adjust instruction. |
|  | NEEDS IMPROVEMENT (1pts)- Foreign language teacher candidate minimally demonstrates analyzes results of assessments and uses results plan for and adjust instruction |
|  | UNACCEPTABLE (0pts)- Foreign language teacher candidate does not demonstrates analyzes results of assessments and uses results plan for and adjust instruction |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| Comments: | |

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