



Distributed Teacher and Leader Education

Teacher Candidate Work Sample for Student Learning (TCWSSL) Instructions for Foreign Language Teacher Candidates

Introduction

Educators today place a high premium on knowledge of standards and assessment and the ability to design instruction, which links the two together to enhance student learning. The work sample is a powerful tool to help teacher candidates grow professionally by focusing on the complex relationship between standards, assessment and instruction. The work sample also provides teacher candidates with an important source of evidence that you have met our graduation standards and that you are capable of effectively applying the knowledge and skills learned at the University to promote student learning in an authentic classroom setting.

Core Elements

The basic principles underlying the work sample are that students learn best when:

- the teacher fully understands the teaching-learning context;
- the teacher sets challenging and diverse learning goals based upon national (ACTFL) and state standards;
- the teacher plans lessons and selects instructional strategies that take into account both these learning goals and the different abilities and needs of the students;
- the teacher uses multiple modes of assessment at key points in the instructional sequence to monitor student learning and modify that instruction according to student needs;
- the teacher can stand back and reflect upon his/her own teaching and use these insights to improve student learning and promote professional growth.

This Work Sample is one of the vehicles through which you will formally present these elements as the culmination your preparation to enter the profession of Foreign Language Education. This Work Sample should contain the following six sections (suggested lengths for each section are given in parentheses and how these sections are aligned to the edTPA are indicated):

1. Contextual Factors: The Setting for Learning (3 pages)
 - Aligned with edTPA World Languages Handbook “Context for Learning.” (See edTPA WLH, pp. 33-34)
2. Learning Goals (3-4 pages)
 - Aligned with edTPA Planning for Instruction and Assessment, Rubrics 1 & 3
3. Assessment Plan (2-4 pages)
 - Aligned with edTPA Planning for Instruction and Assessment, Rubric 4
4. Design for Instruction (the lesson plans for one full unit of instruction –3 to 5 consecutive lessons-- accompanied by relevant materials and narrative/reflection length will vary)
 - Aligned with edTPA Instructing and Engaging Students with Learning, Rubrics 2 & 6-8
5. Analysis of Student Learning (3-4 pages plus visuals)
 - Aligned with edTPA Instructing and Engaging Students with Learning, Rubrics 10-12
6. Reflection and Self-Evaluation (3-5 pages)
 - Aligned with edTPA Instructing and Engaging Students with Learning, Rubrics 9 & 13

1. Contextual Factors: The Setting for Learning

The setting for learning varies greatly from district to district, from school to school within a particular district, and from classroom to classroom within a particular school. The more you know about all of these elements, the better equipped you will be to successfully address the needs of the school and its students.

- **Community**

Describe how the characteristics of the community may impact teaching and learning. You should focus on:

- the location of the school and the district
- the resources of the district and its support of education
- the socio-economic and linguistic profile of the community
- the racial and/or ethnic make up of the community
- the performance of the school on state assessments
- the percentage of students classified as Special Education/504
- the percentage of ESL students and their level of English proficiency

Much of this information is available from the State Report Cards issued yearly for each school. Visit the New York State Education Department website for this information (www.nysed.gov), search “report cards.”

- **School, Classroom, and Individual Students**

- Describe the school (size, organization plan, ability grouping, scheduling patterns, disciplinary policies, etc.);
- Describe the physical layout of the classroom(s) in which you are teaching, whether you are required to share this classroom with other teachers, the technology and other resources available (photos of the classroom(s) might be appropriate to include here);
- Describe the classroom climate and any issues relating to student behavior.
- Identify the specific class you will be using for the work sample and discuss the composition of that class. Be sure to take into account students with specific modifications (IEPs), students with limited English proficiency, native speakers of the language you are teaching, and any other relevant student characteristics.

Your presentation should focus on explaining how the characteristics of the community, the school, and the individual students will affect your instructional design.

2. Learning Goals

The work sample focuses on the decision-making processes involved in the planning, delivery, assessment and evaluation of one unit of standards-based instruction. For the purposes of your work sample, your unit must consist of a minimum of five (5) days of lesson plans not including days used for assessment. The unit itself should consist of a sequence of interrelated lessons which are organized around some global theme and/or “essential question” relevant to the content you are teaching. In an 8th grade class, for example, “Your daily routine” might be an appropriate topic for a unit and an organizing question might be “How is a typical school day for a high school student in X country compare to my typical school day?”

A. Learning Goals. In this section on learning goals, you should:

- Identify which unit will be the basis for your work sample. Describe the context or the theme around which you are planning this unit, and briefly explain how the individual lessons relate to this theme.
- Identify the global learning goals for this unit. These goals will form the basis for your assessment of student learning. The learning goals should be stated in student-centered terms such as “By the end of this unit, students will be able to....” Examples of some appropriate unit goal statements for a unit on “Your daily routine” might be “By the end of this unit, students will be able to....” :
 - correctly identify the typical daily routine of a student in the country of X as viewed on a video (interpretive communication);
 - describe their daily routine orally to a classmate using reflexive verbs (interpersonal communication);
 - describe their daily routine in writing to a pen pal using appropriate verbs, vocabulary, and letter-writing form (interpersonal);
 - summarize the weekend routine of a student in the country of X as read in a short story (interpretive);
 - compare and contrast their typical routine with the typical weekend routine of a student in the country of via PowerPoint presentation to classmates (presentational) ;
- Use a chart or form of graphic organizer to show how your learning goals are aligned with the relevant national and state standards (the 5 “C”s and New York State’s 2 standards).
- Explain briefly why you think that these goals are appropriate for your students. (edTPA Rubric 1)

- B. Relevance of Prior Knowledge and Experience for Planning: Instructional decision-making should be based on knowledge of the students, their prior academic learning, and the experience, values, preconceptions, and misconceptions that they bring from their homes and community. For two of your lessons, write a paragraph—based on the information in Section I—describing how you incorporated such knowledge into your lesson planning. You might wish to consider such issues as: a) success in acquiring necessary knowledge from previous lessons, b) proficiency language learning, c) level and type of cultural literacy, d) past experiences of students, their families, and the community, and any other relevant factors. Wherever possible, substantiate your arguments with references to scholarly literature read in your methods courses and in the core education courses [Methods I & II (FLA 339/340/505/506); Foundations of Education (SSE 350/CEE 505); Language and Literacy Acquisition (LIN 344/544); Critical Pedagogy (FLA 570); Special Education (CEF 347/547); and Human Development (PSY 327/595)]. (edTPA Rubrics 1&3)

3. Assessment Plan

A. Multiple forms of Assessment: One you have defined your learning goals, the next task is to determine what students will have to be able to do in order to demonstrate that they have met these goals—and with what degree of proficiency. Well-designed assessments can improve instruction in several ways. They will guide instruction by keeping teaching focused on the goals and standards to be achieved. Formative assessments enable the teacher to see what students have and have not learned, to understand why, and on the basis of this knowledge, to modify instruction accordingly. Such assessments may be informal, like student answers to teacher questions, student questions, games and observation of students as they work on class activities, or formal, such as quizzes, tests, presentations, compositions, projects, and other performance-based assessments. Summative assessments provide the students with an opportunity to synthesize what they have learned during the course of the unit and enable the teacher to evaluate both student learning and the effectiveness of his/her own teaching. You should employ multiple forms of assessment, and these assessments should be embedded in instruction to insure the value of this information to both you and your students. (edTPA Rubric 4)

B. Pre-assessment. First, conduct a pre-assessment to determine what students know about the topic of the unit. A pre-assessment need not be elaborate and may as simple as a KWL chart (What I already Know; What I Want to know; What I have Learned) or a quick poll of your students. For example, if you are about to begin a unit on “Your daily routine” in a 10th grade language class, it is possible that the material you are about to present represents a new topic for some or all of the students. More probable, however, is that this topic will represent a review of some material that they may have been exposed to in previous language classes (certain reflexive verbs, some relevant vocabulary, etc.). The purpose of the pre-assessment is to determine the base-line of prior student knowledge as it relates to your learning goals. It also allows you to pinpoint individual student strengths or weaknesses prior to the unit. With this knowledge you may then plan an appropriate unit for all of your students. In Section V below, you will need information from this pre-assessment to measure how much students have learned as a result of your instruction. If you choose an informal pre-assessment, you must determine in advance how student responses can be summarized or quantified in order to subsequently measure student learning.

C. Assessment. In this section:

- Provide a brief description of your pre-assessment and how it helped you to design an appropriate unit for your students.
- Provide a brief description of your assessment plan which explains how your assessments, in fact, measure what you have taught. You may wish you use a chart in addition to a brief narrative for this. For example, using the unit goals described above, your chart might look similar to the following:

Unit goals:

“By the end of this unit, students will be able to...” :

1. correctly identify the typical daily routine of a student in the country of X (as viewed on a video);
2. describe their daily routine orally to a classmate using reflexive verbs;
3. describe their daily routine in writing to a pen pal using appropriate verbs and vocabulary;
4. summarize the weekend routine of a student in the country of X (as read in a short story);
5. compare and contrast their typical routine with the typical weekend routine of a student in the country of X;

| | Assessments: | | | | |
|------------|-----------------|--------------------------|------------------------------------|-----------------------------|-----------------------------|
| Unit Goals | Video worksheet | Observation of Pair-work | Pen pal letter with grading rubric | Authentic reading worksheet | Presentation grading rubric |
| 1 | X | | | | |
| 2 | | X | | | |
| 3 | | | X | | |
| 4 | | | | X | X |
| 5 | X | | X | X | X |

- Your assessment plan should also indicate how you adapted assessments to meet the needs of individual students, or how such assessments can be adapted for this purpose.
- Create a rubric for at least one of the major assessments in order to establish clear criteria for various performance levels. A rubric for grading a writing assignment, an oral presentation, or a special project would be appropriate, for example.

Copies of all assessments should be included in the work sample.

4. Design for Instruction

Using your knowledge of the teaching-learning context and the results of your pre-assessment, design and teach your unit, helping all of your students achieve the standards-based learning goals outlined above. Your lessons should form a coherent, connected instructional sequence from the first day until the last day of the unit.

Your planning for this unit should include a variety of learning activities linked to the unit learning goals. The design of the unit should indicate an in-depth understanding of content and the ability to make these ideas relevant and accessible to your students, including students with special needs (**edTPA Rubric 2**). You should carefully select instructional activities that will help your particular students achieve the identified learning goals. These activities should demonstrate that you are sensitive to the characteristics and needs of your students. Your lessons should employ a variety of instructional strategies (**edTPA Rubrics 6-8**). These might include TPR vocabulary presentations, inductive or deductive presentations of grammar, meaningful and communicative practice activities, etc. The unit should address all four of the skills central to the learning of the languages—the two interpretive skills, listening and reading, and the two interpersonal and presentational skills, speaking and writing. The unit should also demonstrate your ability to embed cultural comparisons within a variety of activities. Finally, your unit should demonstrate that you are able to incorporate cooperative learning activities (some possibilities include pair work, group work, info. gap activities, etc.) and appropriate technology (internet-based activities for example).

Please discuss your plans for your unit with your cooperating teacher and with your student teaching supervisor. Then implement your unit, modifying as necessary to address the comments of your mentors and the needs of your students. Prepare to videotape all or parts of this unit.

This section of the work sample should include all lessons taught as part of this unit together with all supplementary materials and assessments.

5. Analysis of Student Learning

The purpose of this section is to show that you are able to analyze both student learning and your own teaching. This section has three main components:

- A. Analysis of Student Learning: For at least one full class, make copies of those assessments—including your feedback—that show student performance in relation to the major learning goals established in Section II above. If all of the learning goals are not addressed in the summative assessment for the unit, then include copies of other assessments. The task is to analyze student work; determine where individual students, specific groups of students (language proficiency, ability level, learning style, etc.), and the class as a whole reached and did not reach desired levels of proficiency with regard to each of the individual learning goals; and then provide both a graphic and narrative summary of your findings using examples from student

work to support your claims. For multiple choice sections of assessments, include an item analysis. (Rubric 10)

The narrative should also address the following questions:

1. Using the data above, explain which instructional strategies were most and least effective for helping these selected students meet your learning goals, and why was this the case?
2. Did these students display any misconceptions or misunderstandings that were corrected as a result of your instruction?
3. How successful were they at achieving the communicative proficiency goals?

B. Feedback. Then select 3 “Focus Students”. These three students should work at different levels of proficiency and at least one of them must have one of the following characteristics: has an IEP, underperforms in comparison to peers, or is a gifted student in need of greater support). Explain which instructional strategies were most and least effective for these individual students, and give possible reasons for these learning outcomes. In your written report, do not use the actual names of your students. (EdTPA Rubrics 11-12).

6. Reflection and Self-Evaluation

The purpose of this final section is to show that you are capable of using the insights gained through the Analysis of Student Learning to enhance your own teaching and grow professionally. Reflect on the following topics:

- ❑ If you were to teach this unit again, how might you revise your learning goals, instructional design decisions, or assessment system? Explain your reasoning including, for example, a description of any gaps in student understanding that you might have identified, task modifications, additional scaffolding, and explicit references to Bloom's taxonomy. Wherever possible, support your decisions with reference to the relevant scholarly literature. **Rubrics 9 & 13**
- ❑ Drawing on both your analysis of student learning and your narrative self-evaluation of the lessons you taught, explain how teaching this unit has helped you grow professionally.
 - Identify specific areas (assessment, individualization of instruction, content knowledge, etc.) where you feel you need improvement in order to become an accomplished classroom teacher, and explain how your weakness affected your instruction.
 - Identify specific areas where you think your teaching was particularly strong. Provide evidence to support your claim.
 - What specific insights or experiences did you gain from this unit that wish that you had had before you began student teaching?

Teacher Candidate Work Sample Scoring Rubric

FLA 454/554

| I. Contextual Factors – The Setting for Learning | Inadequate 1 | Meets Standards 2 | Exemplary 3 |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes demographic, cultural & linguistic characteristics of the community & the school <input type="checkbox"/> Describes resources of community & support of learning <input type="checkbox"/> Describes aspects of school organization that impact instruction <input type="checkbox"/> Describes the students in target class & their skills, prior learning, & learning differences <input type="checkbox"/> Analyzes how the above factors will influence learning goals & instructional design | <ul style="list-style-type: none"> • Two or more of the setting description expectations are not met or represent poor quality work, displays an inadequate understanding of the school, its community, & the students being taught, &/or a lack of care & time. • Candidate analysis of instructional implications of the community, school & classroom description is superficial, incomplete &/or fails in other ways to provide an adequate foundation for instructional planning. | <ul style="list-style-type: none"> • All of the major setting description expectations are met, & those that are not met are considered minor or reasonable. Narrative displays adequate description & analysis of the school, its community, & the students being taught. • Candidate addresses instructional implications of the community, school & classroom description, but analysis may be general & intuitive rather than specific & theoretically informed. | <ul style="list-style-type: none"> • All of the setting description expectations are met to an exemplary degree, & narrative demonstrate a sophisticated understanding of the school, its community, & the students being taught. • Candidate applies pedagogical theory in a sophisticated way to analyze the impact of setting & student skills, prior learning & learning differences on learning goals & instructional design. |

| II. Learning Goals | Inadequate 1 | Meets Standards 2 | Exemplary 3 |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Describes the fundamental concepts & big ideas & explains the significance of the unit <input type="checkbox"/> Identifies 4-6 significant, varied & challenging learning goals | <ul style="list-style-type: none"> • Narrative displays weak content knowledge & little awareness of the major issues to be addressed in the unit & may not adequately explain either how the unit fits into the curriculum or the ways in which individual lessons & the instructional sequence support learning goals. | <ul style="list-style-type: none"> • Narrative displays adequate content knowledge & an awareness of the key disciplinary concepts, but may not fully articulate the contribution of the unit to the curriculum or the ways in which individual lessons & the instructional sequence support learning goals. | <ul style="list-style-type: none"> • Narrative displays sophisticated knowledge of the content to be taught & the fundamental concepts of the discipline & clearly articulates significance of the topic within the overall curriculum & the ways in which individual lessons & the instructional sequence support learning goals. |
| <ul style="list-style-type: none"> <input type="checkbox"/> Aligns learning goals with national, state & professional standards, SFLL, 5Cs | <ul style="list-style-type: none"> • A substantial proportion of learning goals do not address significant issues &/or their relation to relevant standards is unclear or absent. • Candidates attempt to apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so. | <ul style="list-style-type: none"> • Most learning goals address significant issues & are aligned with relevant standards. • Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards. | <ul style="list-style-type: none"> • All learning goals address significant issues or understandings & are clearly aligned with relevant standards. • Candidates use the goal areas and standards of the <i>Standards for Foreign Language Learning</i>, as well as their state standards, to design curriculum and unit/lesson plans. |
| <ul style="list-style-type: none"> <input type="checkbox"/> Develops lessons that support the unit learning goals in ways which are appropriate for students <input type="checkbox"/> Develops lessons that are clearly written, utilize higher order thinking skills, & allow students various means to demonstrate proficiency | <ul style="list-style-type: none"> • Learning goals do not consistently relate to the major issues & concepts, are not clearly formulated, &/or fail to ask meaningful questions in ways that are appropriate to the students. • Lesson aims generally do not promote development of higher-order thinking skills/their relation to learning goals is weak. | <ul style="list-style-type: none"> • Learning goals generally relate to the major issues & concepts, but may be overly general, address only factual knowledge, or not clearly convey the significance of the topic to the students. • Most lesson aims promote the development of higher-order thinking skills & support unit learning goals. | <ul style="list-style-type: none"> • Learning goals translate content knowledge into challenging & meaningful questions appropriate to the students. • All lessons are clearly written, promote higher-order thinking skills & support unit learning goals. |

| III. Assessment Plan | Inadequate 1-2 | Approaching Standards 3-4 | Meets Standards 5 | Exemplary 6 |
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| <ul style="list-style-type: none"> ❑ Develops clear & well-designed pre-& post-assessments that are aligned with learning goals, ❑ SFLL, 5Cs | <p>Pre-assessment is not included.</p> | <p>Some pre- & post assessments are poorly signed/not aligned with learning goals</p> <p>Some assessments do not inform decision</p> | <ul style="list-style-type: none"> • Pre- & post-assessments generally address the learning goals & are consistent with instructional decision-making, & results are sometimes used to inform instructional decision-making. | <ul style="list-style-type: none"> • Pre- & post-assessments are well designed & aligned with learning goals & results are used to inform instructional decision-making. |
| <ul style="list-style-type: none"> ❑ Unit employs multiple forms of authentic assessment, including Integrated Performance Assessments | <p>Pre & post assessments are all poorly designed/not aligned w/ learning goals & results do not inform instructional decision-making</p> | <p>Unit relies on some of the traditional assessment tools (multi. Choice, short ans. Essay) & not adequately asses learning or afford students the opportunity to extend their knowledge</p> | <ul style="list-style-type: none"> • Unit generally relies on traditional assessment tools (multiple choice, short answer, essay) that may not provide students with the opportunity to apply & extend their knowledge. | <ul style="list-style-type: none"> • Unit employs multiple forms of authentic assessment, including Integrated Performance Assessments, to assess & promote student learning & modify instruction. |
| <p>Formative and Summative assessment models</p> | <p>Candidates do not adequately use assessments to measure student progress.</p> | <p>Candidates recognize the purpose of formative & summative assessments in prepared materials</p> | <p>Candidates design formative assessments for use within a unit and a summative assessment at end.</p> | <p>Candidates design a system of formative and summative assessments that are well integrated into the design of the unit.</p> |
| <p>Interpretive communication</p> | <p>Candidates do not adequately use interpretive assessments to measure student progress</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 performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. The assessments they design and use encompass a variety of response types from forced choice to open-ended.</p> | <p>Candidates design assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation.</p> |

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| Interpersonal communication | Candidates do not adequately use interpersonal assessments to measure student progress | Candidates use interpersonal assessment measures found in instructional materials prepared by others. | Candidates design performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges. | Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (modified oral proficiency interview) or state-designed instruments. |
| Presentational communication | Candidates do not adequately use presentational assessments to measure student progress | Candidates use presentational assessment measures found in instructional materials prepared by others. | Candidates design and use assessments that capture how well student speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods. | Candidates create presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students. |
| Cultural perspectives | Candidates do not assess cultural understanding. | Candidates assess isolated cultural facts. | Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents. | Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher. |
| Integrated communication assessments | Candidates fail to integrate modes of communication in assessments | Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to a written letter to a | Candidates utilize existing standards-based performance assessments (e.g., integrated performance assessments), that allow students to | Candidates design standards-based performance assessments for their students based upon models available in the literature or from |

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| | | discussion), but they tend to score the subsets of skills. | work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They are able to evaluate performance in a global manner. | professional organizations. |
| <input type="checkbox"/> Establishes clear criteria or various performance levels | Does not employ rubrics | Rubrics exist but may be poorly constructed/incomplete. Rubrics may not be incorporated in a meaningful way into instruction. | <ul style="list-style-type: none"> Employ one or more rubrics to help the student understand the individual learning goals & how they will be assessed. | <ul style="list-style-type: none"> Designs & employs multiple rubrics to guide student learning, assess performance proficiency, & provide feedback & incorporates self-assessment into learning goals. |
| <input type="checkbox"/> Adapts instruction & assessment based on needs of individual students | <p>Generally does not adapt assessments to meet student needs or does so in inappropriate ways.</p> <p>Unit relies upon a small number of traditional assessments which may not either adequately promote or assess student learning.</p> | Some assessments may not address in appropriate ways, individual needs. | <ul style="list-style-type: none"> Provides some accommodations in assessment to meet the needs of individual students. | <ul style="list-style-type: none"> Consistently provides well-reasoned accommodations in assessment to meet the needs of individual students. |

| IV. Design for Instruction | Inadequate 1-2 | Approaching Standards 3-4 | Meets Standards 5 | Exemplary 6 |
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| <input type="checkbox"/> Integrates assessments that are aligned with relevant standards & learning goals, specifically the 5Cs | <p>Generally lessons are not aligned with standards & learning goals.</p> <p>Generally lessons are not aligned w/ student needs or are inappropriate to student needs.</p> | <p>Many lessons are aligned with standards & learning goals.</p> <p>Some lessons are appropriately aligned with student interest & level.</p> | <p>Generally all lessons are aligned with Standards & learning goals.</p> <p>All lessons generally demonstrate consideration of individual student needs/interests/level.</p> | <p>All lessons are clearly aligned with Standards & learning goals, 5Cs.</p> <p>Lesson design demonstrates a sophisticated knowledge of how to construct lessons that address student needs/interests/ level.</p> |
| <input type="checkbox"/> Demonstrates in-depth knowledge of content | <p>Content knowledge is weak or too general</p> | <p>Demonstrates an adequate understanding & knowledge of content.</p> | <p>Demonstrates sophisticated knowledge of content.</p> | <p>Demonstrates mastery of content.</p> <p>Is capable of clearly articulating the significance of the concepts in individual lessons.</p> |
| <input type="checkbox"/> Presents a coherent instructional sequence | <p>Does not develop a logical sequence & coherence of lessons w/in the unit.</p> | <p>Some lesson goals are adequately developed but the unit's lessons may be weak in sequence & coherence.</p> | <p>Lessons are related to the unit learning goals & lesson plans are adequately developed.</p> | <p>Unit represents a coherent, well developed instructional sequence & lesson plans are fully developed in content & pedagogy.</p> |
| Integration of three modes of communication | <p>Candidates fail to adequately integrate interpersonal, interpretive, and presentational modes of communication.</p> | <p>Candidates understand the connection among the interpersonal, interpretive, and presentational modes of communication. They focus on one mode at a time in instruction and classroom activities.</p> | <p>Candidates design opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.</p> | <p>Candidates use the interpersonal-interpretive-presentational framework as the basis for planning and implementing classroom communication.</p> |
| Integration of cultural products, practices, perspectives | <p>Candidates fail to adequately integrate products, practices and perspectives into their teaching.</p> | <p>Candidates understand the anthropological view of culture in terms of products, practices, and perspectives. They refer to one or more of these areas in their teaching of culture.</p> | <p>Candidates design opportunities for their students to explore the target language culture(s) by means of cultural products, practices, and perspectives.</p> | <p>Candidates use the products-practices-perspectives framework as the basis for planning and implementing cultural instruction.</p> |
| Connections to other subject areas | <p>Candidates fail to make connections to other subjects.</p> | <p>Candidates make connections to other subject areas as these</p> | <p>Candidates plan for and design opportunities for their students to learn</p> | <p>Candidates design a content-based curriculum and collaborate with</p> |

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| | | connections are made in their instructional materials. | about other subject areas in the foreign language. They obtain information about other subject areas from colleagues who teach those subjects. | colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the foreign language. |
| Connections to target-language communities | Candidates fail to connect students with target-language communities outside the classroom. | Candidates help their students to connect with target-language communities through the use of videos that accompany their instructional materials and/or native speaker presentations in the classroom. | Candidates provide opportunities for their students to connect to target-language communities through a variety of means such as technology and authentic materials. | Candidates use connections to target-language communities as a key component of their planning and instruction. |
| <input type="checkbox"/> Employs multiple instructional strategies including cooperative learning | Unit may not employ multiple strategies or implement them successfully. | Unit may not implement strategies successfully. | Unit employs & adequately implements multiple instructions strategies. | Unit demonstrates good execution of wide variety of instructional strategies. |
| <input type="checkbox"/> Includes adaptations & accommodations for exceptional students | No modifications designed or implemented. | Some lessons demonstrate consideration of individual student needs. One or 2 modifications designed & implemented. | Some modifications designed & implemented. | Lessons consistently demonstrate the ability to design & implement adaptations to the needs of exceptional learners in appropriate ways. |
| <input type="checkbox"/> Use of authentic materials | Candidates primarily use materials created for formal classroom use | Candidates occasionally identify authentic materials but fail to use them consistently. | Candidates identify and integrate authentic materials into classroom activities (e.g., tape recorded news broadcasts and talk shows, magazine and newspaper articles, literary selections, video taped talk shows, realia). They help students to acquire strategies for understanding and interpreting authentic texts. | Candidates use authentic materials to plan for and deliver instruction. They implement a variety of classroom activities based on authentic materials. They engage students in acquiring new information by exploring authentic texts. |

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| <input type="checkbox"/> Integrates technology to enhance instruction | Lessons may not employ web-based technology or fail to do so successfully | One lesson employs web-based technology but could be better designed. | Lessons successfully employ web-based technology to enhance instruction. | Lessons employ web-based technology in innovative ways to enhance instruction. |
| <input type="checkbox"/> Incorporates literacy into content area instruction | Lessons do not regularly incorporate literacy/do not do so in ways which enhance instruction. | More than one lesson incorporates literacy though integration into content area instruction may be artificial. | Lessons generally incorporate literacy though integration into content area instruction may be artificial. | Lessons consistently incorporate literacy in ways which reinforce content area learning. |

| V. Analysis of Student Learning | Inadequate 1 | Approaching Standards 2 | Meets Standards 3 | Exemplary 4 |
|---|---|--|--|--|
| <input type="checkbox"/> Charts student learning with respect to learning goals. Results are charted for the whole class & selected individual students | Student learning is not charted for the class nor for any individual students. Charting work is sloppy or incomplete. | Student learning is charted for the class as a whole but not for any individual students. Charts are too general, lacking detail. | Student learning is charted for whole class & individual students. | Student learning is charted in creative & illuminating ways for whole class & individual students. |
| <input type="checkbox"/> Interprets results of quantitative & qualitative analysis to assess impact of instruction on student learning | Narrative analysis of learning outcomes is incomplete, does not identify salient factors/explain how they influenced student learning using evidence drawn from unit. | Narrative analysis of learning outcomes is minimal, mentioning one or two salient factors that influenced student learning & alludes to evidence drawn from unit lessons. | Narrative displays knowledge of class & individual students, identifies salient factors influencing student learning, & provides plausible explanations of differences in student learning outcomes based on evidence drawn from unit. | Narrative displays detailed knowledge of class & individual students, identifies salient factors influencing student learning, & make explicit use of pedagogical theory & based on evidence drawn from unit to explain differences in student learning outcomes |
| <input type="checkbox"/> Brief reflections are provided for each lesson | Reflection on the unit as a whole is present but shows a lack of understanding of teaching. Reflections on individual lessons are missing/ demonstrate a lack of time or care. | Reflection on the unit as a whole demonstrates some understanding of teaching. Reflections on individual lessons are present but show a lack of time or care in analysis. | All lessons are analyzed with regard to planning, instruction, & class management, & they show a maturing understanding of teaching. | All lessons are analyzed in a detailed & thoughtful manner with regard to planning, instruction, & class management, & they show an exemplary understanding of teaching. |

| VI. Reflection & Self-Analysis | Inadequate 1 | Meets Standards 2 | Exemplary 3 |
|--|---|---|--|
| <p>Reflects on implications of the Analysis of Student Learning (section V) for future teaching & professional development & supports reflections with evidence drawn from the unit.</p> | <ul style="list-style-type: none"> • Narrative is incomplete or missing, displays a weak understanding of candidate’s strengths & weaknesses, & does not make concrete connections between student learning & goals for professional growth. • Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others’ questions to frame reflection. | <ul style="list-style-type: none"> • Narrative shows a developing understanding of strengths & weaknesses & the ability to translate these insights into concrete goals for professional growth. • Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning. | <ul style="list-style-type: none"> • Narrative shows a sophisticated understanding of strengths & weaknesses supported by evidence & the ability to translate these insights into concrete goals for professional growth. • Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform practice. |