

12.19.23

**Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University**  
**MODERN LANGUAGES EDUCATION INTERNSHIP II EVALUATION REPORT**

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

<b>OBSERVATIONS</b>	<b>Lesson Content/Topic</b>	<b>Date</b>
University Supervisor		
Mentor Teacher		
Site-Based Observer		

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<b>EVALUATION OUTCOMES</b> – <i>place a check in the appropriate box for each domain</i>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Short Range Planning			
Instruction			
Environment			
Professionalism			
Modern Languages Education			

A teacher candidate must score a “Meets Expectations” rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is  **Unsatisfactory**  **Satisfactory**

*With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.*

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

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**Directions:** The **Modern Languages Education Internship II Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” **NO** = “No Opportunity” (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under “Supporting Documentation and Evidence”.

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	<p>TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.</p> <p>ACTFL 4a) TC demonstrates an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)</p>	<p>Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	<p>Lesson plans are <b>consistently</b> aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to <b>maximize</b> student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.</p>		
1.2a	<p>TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.</p>	<p>Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives <b>and cognitive task</b>, and occur at various points during the lesson. <b>Assessments include verbal and/or written directions, models, prompts, etc. that</b></p>		

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			meet individual learner needs.	<b>clearly define learner expectations.</b> Plans appropriate assessment accommodations to meet individual learner needs.		
1.2b	ACTFL 5a) TC designs and uses ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	TC recognize the purposes of formative and summative assessments as set forth in prepared testing materials.	TC 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. TC designs assessments that allow some students to maximize their performance.	TC designs a system of formative and summative assessments that measures <b>overall development of proficiency</b> in an <b>ongoing manner</b> and at culminating points in the total program. TC designs assessments that allow <b>all</b> students to maximize their performance.		
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.  ACTFL 5b) TC reflects on and analyzes the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.  InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses a <b>variety</b> of learner performance data from multiple assessments to modify or determine lesson objectives <b>and</b> to modify instructional plans.		
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.	TC plans lessons without including appropriate resources for learner use of digital tools to support	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving,	TC plans for safe and appropriate learner use of current and emerging digital tools providing <b>multiple</b> opportunities for		

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	InTASC 5; CAEP 1.5 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)	problem solving or creative thought.	conducting research, and/or creative expression.	problem solving, conducting research, <b>and</b> creative expression.		
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs.  InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans are developmentally appropriate, and include differentiation of <b>learning objectives</b> , teaching procedures/pacing, and/or <b>assessment methods</b> to address individual learning needs. Differentiation is based on <b>formal and informal assessment information</b> , IEPs, and/or 504 plans, as applicable.		

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>short-range planning</b>			

Describe at least one <b>short-range planning</b> strength:	
List at least one <b>short- range planning</b> goal:	

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	<p>TC effectively communicates appropriately challenging expectations to learners.</p> <p>CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p>	<p>TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.</p>	<p>TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.</p>	<p>TC <b>makes connections to prior knowledge</b> and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.</p>		
2.2	<p>TC helps learners assume responsibility for their own learning.</p> <p>ACTFL 5C – Assessment SCTS 4.0 – Instruction (Activities and Materials)</p>	<p>TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.</p>	<p>TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).</p>	<p>TC facilitates learners' ability to <b>problem-solve when difficulties arise</b>, set goals, persist in independent task completion, and reflect on their learning.</p>		
2.3	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p>	<p>TC uses a “one size fits all” approach to delivering instruction and assessing student performance.</p>	<p>To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.</p>	<p>To meet the needs of diverse learners, the TC <b>differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).</b></p>		
2.4	<p>TC demonstrates thorough command of the content taught and appropriately</p>	<p>TC’s presentation of content has misinformation and</p>	<p>TC’s presentation of content is clear, precise, and accurate.</p>	<p>TC’s presentation of content is clear, precise, accurate, and relevant to</p>		

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	addresses learner questions and misunderstandings related to the content.  InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)	lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	The TC uses content knowledge to field questions, make connections, and address misconceptions.	learners. TC uses content knowledge to field questions, address misconceptions, <b>and provide relevant examples to clarify answers.</b>		
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.  SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.	TC uses prior learning to build on learner’s content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, <b>and challenges learners to apply prior learning or experiences to new instruction.</b>		
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria.  ACTFL 5A – Assessment InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for formative assessment or does not assess during instruction.	TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	TC uses a <b>variety</b> of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. <b>In addition, candidate provides opportunities for individual learners to self-check during the lesson.</b>		

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<p>2.7</p>	<p>TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.</p> <p>ACTFL 5C – Assessment InTASC 6; CAEP 1.2 SCTS 4.0 – Instruction (Standards and Objectives)</p>	<p>TC relies on formative assessments alone to monitor and report student progress.</p> <p>TC uses presentational/interpretive assessment measures found in instructional materials prepared by others.</p>	<p>TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.</p> <p>TC designs and uses authentic performance assessments that measure students’ abilities to comprehend and interpret authentic oral and written texts from the target cultures.</p> <p>TC designs and uses assessments with holistic and/or analytical scoring methods that capture how well students speak and write in planned contexts.</p>	<p>TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students <b>including future steps for support or enrichment.</b></p> <p>TC designs and uses assessment procedures that encourage students to interpret oral and printed texts of their choice. TC incorporates technology-based delivery and analysis systems where available and appropriate.</p> <p>TC creates and uses presentational tasks that develop students’ abilities to self-correct and revise in terms of audience, style, and cultural context.</p>		
<p>2.8</p>	<p>TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.</p> <p>InTASC 6, 8</p>	<p>TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.</p>	<p>TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response</p>	<p>TC uses a <b>balanced mix</b> of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for <b>all</b> learners.</p>		



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	SCTS 4.0 – Instruction (Questioning; Thinking)		opportunity for most learners.			
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes.  InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on <b>either</b> class-wide or individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on <b>both</b> class wide <b>and</b> individual responses.		
2.10	TC facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression.  ACTFL 4C – Lesson planning CAEP 1.5 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, <b>or</b> creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, <b>and</b> creative expression.		
2.11	TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.  SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and <b>strategic</b> teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. <b>In addition, TC moves throughout the space to maintain eye contact with students.</b>		

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		with students, and/or (e) limited movement (rooted in one place).				
2.12	<p>TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.</p> <p>ACTFL 3A – Environment CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p>	TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in <b>creative and varied ways</b> . If English learners are in the classroom, a variety of individual accommodations and modifications are made in <b>content, instruction, and assessment</b> .		

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>instruction</b>			

Describe at least one <b>instruction</b> strength:	
List at least one <b>instruction</b> goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	<p>TC creates and maintains a safe educational environment that is conducive to learning.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>	<p>TC <b>develops and implements</b> safety procedures to promote learning, avoid distractions, and ensure safe use of materials.</p>		
3.2a	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p> <p>ACTFL 3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p> <p>InTASC 2 SCTS 4.0 – Environment (Respectful Culture)</p>	<p>Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students’ background and culture and are free from unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. The TC <b>implements proactive measures</b> which acknowledge and celebrate <b>ALL</b> students’ background and culture. <b>TC holds students accountable for respecting</b> peer diversity and <b>maintaining</b> a bully-free environment; ensuring all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		
3.2b	<p>ACTFL 3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p>	<p>TC recognizes that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. TC</p>	<p>TC describes the physical, cognitive, emotional, and social developmental characteristics of K-12 students. TC implements a variety</p>	<p>TC <b>plans</b> for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. TC implements a <b>broad</b> variety of instructional models and</p>		

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		recognizes the need to tailor instruction to accommodate their students' developmental needs. TC seldom uses the different instructional models and techniques that exist.	of instructional models and techniques to accommodate these differences.	techniques to accommodate these differences <b>and tailor instruction</b> to meet the developmental needs of students.		
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment.  InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.	TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.	TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. <b>TC deliberately structures group composition, assigns specific roles, and promotes group autonomy.</b>		
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement.  InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.	In addition to meeting acceptable expectations, the TC <b>is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.</b>		

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>environment</b>			

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Describe at least one <b>environment</b> strength:	
List at least one <b>environment</b> goal:	

Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	<p>TC collaborates with caregivers and school professionals to enhance student learning.</p> <p>InTASC 10, 3 SCTS 4.0 – Professionalism (School Responsibilities)</p>	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately w with professionals <b>within and outside of the school community</b> to enhance student learning and development. TC is an effective co-teacher in both the <b>lead and/or supporting role</b> .		
4.2	<p>TC maintains professional relationships with school personnel and students.</p> <p>InTASC 10</p>	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner in and away from the school environment, <b>but takes initiative to establish relationships with school personnel</b> (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.		
4.3	<p>TC is a participant in school initiatives and supports school-related organizations and activities.</p> <p>SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)</p>	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as	TC <b>actively contributes</b> to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities		

		organizations, such as PTA and school improvement council.	PTA and school improvement council.	that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).		
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC's verbal communication <b>integrates professional vocabulary</b> which is appropriate for students, caregivers, and professionals and reflects standard English conventions.		
4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure).	TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	TC's external written communication is <b>clear and ongoing</b> , appropriate for varied audiences, <b>occurs through various platforms</b> (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) with <b>expert use of professional language</b> .		
4.6	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children.*  InTASC 9	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm	TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i> . The TC observes confidentiality of student information (FERPA). The TC acts appropriately when	TC meets all requirements at the acceptable level and <b>demonstrates an advocacy position</b> when discussing or acting upon legal issues related to students.		

		to the children served.	faced with legal issues facing the children he/she serves.			
4.7	<p>TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).</p> <p>SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)</p>	<p>TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.</p>	<p>TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.</p>	<p>TC is <b>consistently prepared</b> to teach each day and <b>displays a high degree of organization, creativity, and initiative.</b> Plans are discussed with the mentor teacher in advance.</p>		
4.8	<p>TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals.</p> <p>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC <b>seeks professional learning opportunities and constructive feedback.</b> TC receives feedback in a mature manner and appropriately incorporates suggestions for change.</p>		



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4.9a	<p>TC uses self-reflection to evaluate and improve professional practice.</p> <p>InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)</p>	<p>TC’s reflections include general statements not supported by specific examples and plans for change are not included.</p>	<p>TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.</p>	<p>TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include <b>detailed explanations of strategies</b> that will be used to improve instruction and student learning.</p>	
4.9b	<p>ACTFL 6a) TC engages in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</p>	<p>TC is aware of professional learning communities and the benefits that they offer along their career pathway.</p>	<p>TC shadows officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.</p>	<p>TC accepts invitations to professional learning communities (e.g., members of the language department, online learning communities, language specific associations and special interest groups [SIGs]) and volunteer to assume different supporting roles in these organizations.</p>	

\*\* A *Below Expectations* rating on this item may result in failure for the internship.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Overall rating for <b>professionalism</b>			

Describe at least one <b>professionalism</b> strength:	
List at least one <b>professionalism</b> goal:	

Domain 5: MODERN LANGUAGES Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	ACTFL4b) TC integrates the goal areas of the Standards for Foreign Language Learning in the 21 <sup>st</sup> Century and their state standards in their classroom practice.	TC adapts activities to address some of the Standards in the SC framework.	TC implements activities that address all Standards in the SC framework.	TC implements activities that address all Standards in the SC framework <b>in an integrated manner.</b>		
5.2	ACTFL4c) TC uses Standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	TC identifies authentic materials and technology that could be used during standards-based classroom practice.	TC selects and integrates authentic materials using technology into standards-based classroom practice. TC creates instructional material with instructions for communication.	TC selects and integrates authentic materials using technology into standards-based classroom practice. TC creates instructional material that <b>helps students acquire strategies</b> for understanding, interpreting, and communicating about authentic texts available through various media.		
5.3	TC uses the target language during instruction. (ACTFL 3A)	TC uses the target language for specific parts of classroom lessons at all levels of instruction, but avoids spontaneous interaction with students in the target language. TC uses some strategies to help students understand oral and written input.	TC uses the target language to the maximum extent in classes at all levels of instruction. <b>Certain times</b> are designated for spontaneous interaction with students in the target language. The <b>target language is tailored</b> to students' developing proficiency levels. TC uses a variety of strategies to help students understand oral and written input.	TC structures classes to maximize use of the target language at all levels of instruction. A key component of class is <b>spontaneous interaction</b> with students in the target language. TC assists students in developing a repertoire of <b>strategies for understanding</b> oral and written input.		

5.4	<p>TC negotiates meaning in the target language with students. (ACTFL 3)</p> <p>ACTFL 5 - Assessment</p>	<p>Since most classroom interaction is planned, TC does not regularly negotiate meaning with students. TC teaches expressions in the target language for negotiating meaning, such as “Could you repeat that, please?”</p> <p>TC uses interpersonal assessment measures found in instructional materials prepared by others.</p>	<p>TC negotiates meaning with students in spontaneous interaction. TC <b>teaches negotiation</b> in a variety of ways meaning with others and provide opportunities for them to do so in classroom activities.</p> <p>TC <b>designs and uses</b> performance assessments that measure students’ abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments are at students’ levels of comfort but pose some challenges.</p>	<p>TC negotiates meaning <b>regularly</b> with students. TC teaches students to <b>integrate negotiation</b> of meaning strategies into their communication with others.</p> <p>TC <b>has had training</b> or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the Modified Oral Proficiency Interview or state-designed instruments.</p>		
5.5	<p>TC engages students in meaningful interaction in the target language. (ACTFL 3)</p>	<p>TC uses communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.</p>	<p>TC <b>designs activities</b> in which students will have opportunities to interact meaningfully with one another. <b>The majority</b> of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students’ interests.</p>	<p>TC engages students in communicative activities and tasks <b>frequently</b>. <b>All</b> classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.</p>		

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5.6	<p>TC encourages students to think critically in order to problem solve in the target languages. (ACTFL 3)</p> <p>ACTFL 5 – Assessment</p>	<p>TC teaches primarily with large group instruction. Pair- and small group activities generally consist of students grouped together but working individually.</p> <p>TC assesses isolated cultural facts.</p>	<p>TC <b>implements activities</b> that promote critical thinking and problem solving skills.</p> <p>TC devises assessments that allow students to apply the cultural framework to authentic documents. Student <b>identify products, practices, and perspectives</b> in documents.</p>	<p>TC <b>rewards students</b> for engaging in critical thinking and problem solving.</p> <p>TC designs assessments that include <b>problem solving tasks</b> in content areas of interest to students and possibly on topics not familiar to the teacher.</p>		
5.7	<p>TC engages students in all three modes of communication. (ACTFL 4)</p>	<p>TC understands the connection among the three modes of communication and focuses on one mode at a time during communicative activities.</p>	<p>TC designs opportunities for students to communicate using the three modes of communication in an integrated manner.</p>	<p>TC uses the interpersonal-interpretive-presentational framework <b>to plan task based activities</b> that engage learners actively in communication.</p>		
5.8	<p>TC assists students in acquiring new information from other disciplines in the target language. (ACTFL 4)</p>	<p>TC makes connections to other subject areas whenever these connections occur in existing instructional materials.</p>	<p>TC <b>designs opportunities</b> for students to learn about other subject areas in the target language. TC obtains information about other subject areas from colleagues who teach those subjects.</p>	<p>TC <b>designs a content-based curriculum</b> and collaborates with colleagues from other subject areas. TC assists students in acquiring new information from other disciplines in the target language.</p>		
5.9	<p>TC engages students in cultural exploration and comparisons. (ACTFL 4)</p>	<p>TC understands the anthropological view of cultures in terms of the 3Ps framework and refers to one or more of these areas</p>	<p>TC designs opportunities for students to explore the target language culture(s) by make cultural comparisons by</p>	<p>TC uses the products practices-perspectives framework <b>to seamlessly integrate culture into</b> regular cultural exploration and comparisons.</p>		

		in classroom practice and comparisons of cultures.	means of the 3Ps framework.			
5.10	TC engages students in interactions with members of target language communities. (ACTFL 4)	TC introduces target language communities to the extent that they are presented in existing instructional materials.	<b>TC provides opportunities</b> for students to connect to target language communities through the Internet, email, social networking and other technologies.	TC engages learners in interaction with members of target language communities through a variety of means, <b>as a key component of their classroom practice.</b>		
5.11	TC uses authentic material in the classroom. (ACTFL 4)	TC primarily uses 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.	TC identifies and integrates authentic materials and technology <b>to support standards-based classroom practice.</b> TC helps students to acquire strategies for understanding and interpreting authentic texts available through various media.	TC uses and adapts authentic materials and technology <b>to drive standards based classroom practice.</b> TC integrates a variety of authentic materials and media to engage students actively in their learning and enable them to acquire new information.		
5.12	ACTFL 5C) TC interprets and reports the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.	TC identifies the stakeholders and their roles and interests in assessment of student progress. TC finds short-cut ways to report assessment results.  TC reports student progress in terms of	TC report student progress to students and parents using appropriate terminology and share examples that illustrate student learning. TC reports assessment results accurately and clearly.	TC communicates to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. TC reports assessment results tailored to particular groups of stakeholders.  TC identifies ways of involving students in		

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		grades, scores, and information on discrete aspects of language or cultural facts.	TC interprets and reports accurately students' progress in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance.	understanding testing procures and scoring allowing students to gain confidence in self-assessment.		
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	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Overall rating for modern language education</b>			

Describe at least one <b>modern languages education</b> strength:	
List at least one <b>modern languages education</b> goal:	