

University Supervisor

Mentor Teacher

Intern Self-Evaluation

Please fill in the entire form

Midterm

Final

Date: _____

Intern: _____

University Supervisor: _____

Mentor Teacher: _____

Semester: _____

Grade/Subject: _____

Certification Area: **Spanish Education** _____

Directions for Midterm: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance level descriptions that best describes the Intern's performance, based on all available evidence. Highlight or underline all available evidence. Review the evaluation with the Intern and set goals for improvement.

Directions for Final: Read the descriptions of performance levels for each criterion carefully. Highlight or underline the overall performance level description that most closely matches the Intern's performance, based on all available evidence.

For example, an Intern must meet all of the components of the description under "Target" with substantial evidence in order to warrant that rating for each indicator.

SECTION I: PEDAGOGY

1. Plans curriculum and instruction based on knowledge of students, subject matter, and curriculum goals. (ED 610.02 a1, a2; INTASC 2,3, KNOWLEDGE)

Does not meet Target:

In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.

Approaching Target:

In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.

Target:

In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
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Conference with intern
Student work and assessment and documentation of Intern
E-folio
Other: Please explain

2. Individualizes instruction based on the needs of diverse learners. (ED 610.02 a2; INTASC 3, KNOWLEDGE)

Does not meet Target:

Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences, but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.

Approaching Target:

Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners, but is inconsistent in doing so.

Target:

Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.

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Other: Please explain

3. Uses a repertoire of effective teaching strategies appropriate to the learner(s), content, and learning goals. (ED 610.02 c1,2,3; INTASC 8,7,4, KNOWLEDGE)

Does not meet Target:

Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.

Approaching Target:

Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.

Target:

Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.

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Other: Please explain

4. Promotes students' active engagement in learning. (ED 610.02 a3, c1; INTASC 5,8, HOLISM)

Does not meet Target:

Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.

Approaching Target:

Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests, but may miss opportunities to do this more regularly.

Target:

Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.

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Other: Please explain

5. Uses a variety of assessment strategies to inform instruction. (ED 610.02 c1; INTASC 8, KNOWLEDGE)

Does not meet Target:

Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.

Approaching Target:

Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed, but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.

Target:

Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.

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Other: Please explain

6. Uses technology effectively to support teaching and learning. (ED 610.02 a2c; INTASC 3, KNOWLEDGE)

Does not meet Target:

Does not use any form of technology to support teaching and learning, or uses it in ways that are meaningless or ineffective.

Approaching Target:

Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.

Target:

Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.

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Other: Please explain

7. Uses instructional time effectively. (ED 610.02 3a; INTASC 5, KNOWLEDGE)

Does not meet Target:

Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive “down time” or social time. Ends class or lesson early or does not complete lesson.

Approaching Target:

Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.

Target:

Structures and paces instructional time effectively and in response to student needs.. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning

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8. Positively Affects Students’ Learning. (ED 610.02 c1; INTASC 8, KNOWLEDGE)

Does not meet Target:

Intern’s ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.

Approaching Target:

Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.

Target:

Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.

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Other: Please explain

Comments and suggestions for intern regarding PEDAGOGY:

SECTION II: CLASSROOM ATMOSPHERE

1. Creates a classroom community that fosters students' intellectual, social, and personal development. (ED 610.02 a1; INTASC 2, HOLISM)

Does not meet Target:

Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.

Approaching Target:

Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.

Target:

Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.

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Other: Please explain

2. Sets high expectations and facilitates all students' achievement of expectations. (ED 610.02 a1; INTASC 2, KNOWLEDGE, HOLISM)

Does not meet Target:

Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.

Approaching Target:

Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.

Target:

Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.

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Student work and assessment and documentation of Intern
E-folio
Other: Please explain

3. Uses classroom management and discipline strategies to create an environment conducive to learning. (ED 610.02 a3; INTASC 5, HOLISM)

Does not meet Target:

Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.

Approaching Target:

Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.

Target:

Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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E-folio
Other: Please explain

Comments and suggestions for intern regarding CLASSROOM ATMOSPHERE:

SECTION III: REFLECTIVE PRACTICE

1. Reflects on and evaluates the effects of his/her pedagogical choices and actions on students' learning. (ED 610.02 d1,2; INTASC 9, 10, KNOWLEDGE)

Does not meet Target:

Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.

Approaching Target:

Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.

Target:

Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.

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E-folio
Other: Please explain

2. Reflects on and evaluates the results of student assessment and uses information to inform instruction. (ED 610.02 d1; INTASC 9, KNOWLEDGE)

Does not meet Target:

Demonstrates limited or no use of reflective practice during student assessment.

Approaching Target:

Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.

Target:

Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).

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E-folio
Other:

Comments and suggestions for intern regarding REFLECTIVE PRACTICE:

SECTION IV: PROFESSIONALISM

1. Communication (ED 610.02 c3; INTASC 6, KNOWLEDGE)

Does not meet Target:

Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.

Approaching Target:

Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience, but may sometimes require additional explanations or revisions.

Target:

Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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E-folio
Other: Please explain

2. Partnerships (ED 610.02 d2; INTASC 10, COLLABORATION)

Does not meet Target:

Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.

Approaching Target:

Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.

Target:

Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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E-folio
Other: Please explain

3. Professional Development (ED 610.02 d2; INTASC 10, COMMITMENT)

Does not meet Target:

Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities, or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals

Approaching Target:

Accepts feedback, but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources, but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.

Target:

Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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E-folio
Other: Please explain

4. Professional Presentation (ED 610.02 d1 ; INTASC 9, COMMITMENT)

Does not meet Target:

Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.

Approaching Target:

Is usually well-prepared and organized. Is punctual and dependable, but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.

Target:

Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Other: Please explain

5. Adheres to school and district policies and procedures. (ED 610.02 d1;INTASC 9, COMMITMENT)

Does not meet Target:

Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.

Approaching Target:

Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting, but may need reminding. Complies with school policies and encourages students to comply with school policies.

Target:

Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Other: Please explain

6. Demonstrates ethical behavior. (ED 610 .02 d; INTASC 9, COMMITMENT, HOLISM)

Does not meet Target:

Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.

Approaching Target:

Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues, but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.

Target:

Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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- E-folio
- Other: Please explain

Comments and suggestions for intern regarding PROFESSIONALISM:

SECTION V: CONTENT KNOWLEDGE SPANISH

1. Integrates foreign language standards into planning, instruction, and assessment. (Ed. 612.14 g; ACTFL 4.a.b.,5.a; Knowledge)

Does not meet Target:

Knowledge of the goal areas (Communication, Cultures, Comparison, Connections, and Communities) and of the standards of Foreign Language Learning is limited. Does not integrate the goal areas and standards into daily planning, instruction, and assessment. Selection and design of materials are based on short-term objectives and not on standards and/or curricular goals.

Approaching Target:

Understands and integrates to some extent the goal areas (Communication, Cultures, Comparisons, Connections, and Communities) and the standards of Foreign Language Learning into daily planning, instruction, and assessment. Materials are adapted as necessary to reflect standards-based goals and instruction when materials fall short.

Target:

Understands and consistently integrates the goal areas (Communication, Cultures, Comparisons, Connections, and Communities) and the standards of Foreign Language Learning into daily planning, instruction, and assessment. Consistently addresses standards through appropriate materials, and locates additional resources that enhance topics/themes in the curriculum.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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- Other: Please explain

2. Demonstrates a satisfactory level of proficiency in the target language. (ED. 612.14 c, d; ACTFL 1; Knowledge)

Does not meet Target:

Does not use the target language when speaking, and seldom writes directions, narratives, exercises, and test items in the target language. Does not recognize students' patterns of errors in speaking and/or writing. Does not know the target language system (grammatical, phonological, morphological, syntactic, and semantic).

Approaching Target:

Uses the target language in formal and informal conversations, and is able to narrate and describe in the past, present and future time frames with little difficulty and few errors. Frequently recognizes students' patterns of errors in speaking and/or writing and generally provides corrections. Demonstrates some knowledge of the target language system (grammatical, phonological, morphological, syntactic, and semantic).

Target:

Consistently and effectively uses the target language when speaking and writing. Demonstrates a high level of proficiency in the target language in three modes of communication – interpersonal, interpretive, and presentational. Identifies the pragmatic and sociolinguistic features of the target language discourse (e.g. politeness conventions, formal/informal forms of address).

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Other: Please explain

3. Introduces and practices vocabulary in context. (ED. 612.14 c, d; ACTFL 1; Knowledge)

Does not meet Target:

Does not know how vocabulary is acquired and does not understand how to select vocabulary that relates to the context/ unit being explored and students' interests. Is unable to present new vocabulary in a context using familiar grammar and re-entered vocabulary. Does not provide opportunities for students to internalize new words. Does not guide questioning nor does not design contextualized exercises and activities for practicing new vocabulary.

Approaching Target:

Knows how vocabulary is acquired and understands how to select vocabulary that relates to the context/ unit being explored and students' interests. Often presents new vocabulary in a context using familiar grammar and re-entered vocabulary. At times provides opportunities for students to internalize new words by using active participation (e.g. TPR, manipulation of objects) and personalized discussion.

Target:

Always presents new vocabulary in a context using familiar grammar and re-entered vocabulary. Provides opportunities for students to internalize new words by using active participation (e.g. TPR, manipulation of objects) and personalized discussion. Consistently uses guided questioning and designs contextualized exercises and activities for practicing new vocabulary.

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Other: Please explain

4. Teaches grammar as the vehicle for using the target language to communicate in real-world contexts. (ED. 612.14 b, g 2; ACTFL 1; Holism)

Does not meet Target:

Does not know the grammatical system of the target language. Does not know how to present grammar in real-world functions and contexts. Is incapable of providing clear, accurate explanations of grammar.

Approaching Target:

Knows the grammatical system of the target language and often presents and practices grammar in real-world functions and contexts. Often responds to students' questions without needless elaboration, complication, or extraneous detail.

Target:

Always demonstrates knowledge of the grammatical system of the target language by presenting and practicing grammar in real-world functions and contexts. Provides target language input which exemplifies a specific grammatical structure so that students can understand its use in context. Consistently answers students' questions without needless elaboration, complication, or extraneous detail. Uses a variety of techniques to correct students' errors.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Other: Please explain

5. Provides opportunities for students to practice oral interpersonal communication in pairs and small groups. (ED. 612.14 c; ACTFL 3; Collaboration, Knowledge)

Does not meet Target:

Does not integrate interpretive and interpersonal communication. Does not demonstrate the understanding of the necessity of student pair/group activities to promote cooperation and interaction in the target language.

Approaching Target:

Recognizes the necessity of pair/group activities to develop and enhance interpretive and interpersonal communication, yet is hesitant to pair or group students. Occasionally monitors group activities and provides follow-up tasks.

Target:

Demonstrates knowledge of how to integrate interpretive and interpersonal communication by designing and implementing cooperative learning activities. Consistently designs and implements activities that promote cooperation and interaction, such as jigsaw and information-gap activities, paired interviews, role plays, group problem-solving, and debates. Always conducts appropriate follow-up tasks.

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6. Provides opportunities for students to interpret authentic oral and printed texts. (ED. 612.14 c; ACTFL 2; Knowledge)

Does not meet Target:

Is unfamiliar with and is incapable of interpreting texts in the variety of discourses that represent the target culture's traditions and contemporary variations. Does not read at the level of analysis, interpretation and synthesis, and does not select and adapt literary texts in ways that engage the students in activities that heighten awareness of the target culture and advances students' proficiencies.

Approaching Target:

Occasionally selects literary and cultural texts appropriate to age, interests, and proficiency level of the students. Often integrates these texts into lessons, designs some activities that develop language competencies based on these texts, and tries to engage students in interpreting their meaning and the cultural perspectives that they represent.

Target:

Consistently selects literary and cultural texts appropriate to age, interests, and proficiency level of the students. Always integrates these texts into lessons, designs activities that develop language competencies based on these texts, and engages students in interpreting their meaning and the cultural perspectives that they represent.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

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Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of internship
Other: Please explain

7. Engages students in written interpersonal and presentational communication. (ED. 612.14 d; ACTFL 1.a; Knowledge)

Does not meet Target:

Does not know how to treat writing as a process. Cannot design activities in which students use writing to help them to communicate using new grammar and vocabulary. Is incapable of providing feedback on linguistic accuracy and the content/ideas of the written product. Does not hold students responsible for their written errors by helping them to correct their own errors and make revisions.

Approaching Target:

At times uses a process-oriented approach to writing. Shows some capability of designing activities in which students use writing to help them to communicate using new grammar and vocabulary. On occasion provides opportunities for students to prepare and present written messages to an audience of readers. Shows some knowledge of correction strategies as appropriate to the writing task.

Target:

Always is willing to devote class time to using a process-oriented approach to writing. Frequently designs activities in which students use writing to help them to communicate using new grammar and vocabulary. Consistently provides opportunities for students to prepare and present written messages to an audience of readers. Is aware of correction strategies, and holds students responsible for their written errors by helping them to correct their own errors and make revisions.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of internship
Other: Please explain

8. Integrates culture into instruction by engaging students in exploring the relationships between and among cultural products, practices and perspectives. (ED. 612.14 e, f; ACTFL 2; Holism, Experience, Knowledge)

Does not meet Target:

Is not familiar with the products, practices and perspectives of countries where the target language is spoken. Does not use authentic material in teaching culture

Approaching Target:

Demonstrates a familiarity with one or more countries where the target language is spoken. Recognizes some cultural stereotypes and their effect on student perspectives of culture. Tries to embed culture into planning, instruction, and assessment. At times uses different techniques for teaching culture, such as role-play, discussions, and brainstorming.

Target:

Teaches products, practices, and perspectives of at least one country where the target language is spoken. Presents culture without promoting cultural stereotypes and biases. Always embeds culture into planning, instruction, and assessment. Frequently uses a variety of techniques for teaching culture such as role play, discussions, and brainstorming.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of internship
Other: Please explain

9. Makes connections between other school subjects and foreign language instruction. (ED. 612.14 e, f; ACTFL 2.c.; CHECK)

Does not meet Target:

Does not know how to integrate and teach content from other subject areas into the foreign language curriculum. Is not willing to collaborate with students to learn new subject-area content.

Approaching Target:

Exhibits some knowledge of how to integrate and teach content from other subject areas into the foreign language curriculum. Attempts to collaborate with students to learn new subject-area content. At times, guides students through comprehending and interpreting texts from other subject areas in the target language.

Target:

Exhibits knowledge of how to integrate and teach content from other subject areas into the foreign language curriculum. Consistently works collaboratively with students to learn new subject-area content. Guides students through comprehending and interpreting texts from other subject areas in the target language.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:

Feedback from mentor teacher
Intern's self-evaluation
University supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with Intern
Student work and assessment and documentation of internship
Other: Please explain

Comments and suggestions for candidate

Please email form to psu-oep@plymouth.edu

This form has been discussed with the Intern and electronically signed by:

University Supervisor or Mentor Teacher's Signature

Date

