

World Language Teacher Candidate Observations Rubric (Prepared by Dr. Julie Foss, Department of Modern Foreign Languages)

Student Name _____ Date _____ Grade _____ Observed by _____

Numbers refer to MDE *Standards for the Preparation of Teachers of World Languages*. Relevant language from the standards is provided below.

3. Language Acquisition Theories and Knowledge of Students and Their Needs

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

3.a. Pre-service teachers will demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

3.a.2. Target Language Input

Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.

Needs Improvement	Developing Competencies	Proficient in Field Setting
☐ Little to no use of the target language.	☐ Target language is sometimes used as the primary language of instruction.	☐ Target language is used as the primary language of instruction.
☐ Times are not designated for spontaneous student interaction.	☐ Times for spontaneous student interaction are sometimes designated.	☐ Times for spontaneous student interaction are regularly designated.
☐ Candidate's language use is not tailored to students' proficiency levels.	☐ Candidate sometimes tailors language use to students' proficiency levels.	☐ Candidate consistently tailors language use to students' proficiency levels.
☐ Comprehension is not supported or is supported primarily through translation.	☐ Strategies are used to support target language comprehension.	☐ Multiple, varied strategies used to support comprehension.
☐ Lesson content is about the language; content is not taught through language.	☐ Some content is taught through language.	☐ Language lessons are consistently content-based.

3.a.3. Negotiation of Meaning

Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.

Needs Improvement	Developing Competencies	Proficient in Field Setting
☐ Little to no spontaneous interaction with students or negotiation of meaning.	☐ Candidate negotiates meaning with students in spontaneous interactions.	☐ Candidate negotiates meaning with students consistently and effectively in spontaneous interactions.
☐ Few to no opportunities for students to negotiate meaning with others in classroom activities.	☐ Some opportunities for students to negotiate meaning with others in classroom activities are provided.	☐ Multiple, varied opportunities for students to negotiate meaning with others in classroom activities are provided.
☐ No evidence of student instruction on negotiating meaning.	☐ Some evidence of student instruction on negotiating meaning.	☐ Clear evidence of student instruction on negotiating meaning.

3.a.4. Meaningful Classroom Interaction

Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and has meaningful contexts that reflect curricular themes and students' interests.

Needs Improvement	Developing Competencies	Proficient in Field Setting
☐ Activities require little to no spontaneous, meaningful student-to-student interaction.	☐ Activities provide some opportunities for spontaneous, meaningful student-to-student interaction.	☐ Activities provide consistent opportunities for spontaneous, meaningful student-to-student interaction.
☐ Activities and tasks are rarely or not situated in meaningful contexts.	☐ Activities and tasks reflect meaningful contexts and curricular themes or student interests.	☐ Activities and tasks reflect meaningful contexts, curricular themes, and student interests.

4. Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources

Candidates in world language teacher preparation programs understand and use the national World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

4.b. Pre-service teachers will integrate the goal areas of the World-Readiness Standards for Learning Languages and Michigan standards into their classroom practice.

4.b.1. Integration of Standards into Instruction

Candidates adapt activities as necessary to address World-Readiness Standards for Learning Languages and Michigan standards.

Needs Improvement	Developing Competencies	Proficient in Field Setting
☐ Little to no evidence of adaptation of activities to address standards.	☐ Some evidence of adaptation of activities to address standards.	☐ Clear evidence of adaptation of activities to address standards.

4.b.2. Integration of Three Modes of Communication Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.		
Needs Improvement	Developing Competencies	Proficient in Field Setting
○ Students do not communicate in one or more modes of communication (interpretive, interpersonal, presentational).	○ Students communicate in all three modes.	○ Students communicate in all three modes; tasks and activities integrate multiple modes.
4.b.3. Integration of Cultural Products, Practices and Perspectives Candidates design opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.		
Needs Improvement	Developing Competencies	Proficient in Field Setting
○ Few or no opportunities for cultural comparisons between target culture(s) and students' home culture(s) are provided.	○ Some opportunities for cultural comparisons are provided.	○ Regular opportunities for cultural comparisons are provided.
○ Cultural products, practices, and/or perspectives are not explored.	○ Some cultural products, practices, and perspectives are explored, with emphasis on products and practices.	○ Multiple cultural products, practices, and perspectives are explored, with consistent opportunities for students to explore the perspectives underlying products and practices.
4.b.4. Connections to Other Subject Areas Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.		
Needs Improvement	Developing Competencies	Proficient in Field Setting
○ Connections to other subject areas are not present.	○ Some connections to other subject areas are present, though infrequently.	○ Connections to other subject areas are regularly present.
4.b.5. Connections to Target Language Communities Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.		
Needs Improvement	Developing Competencies	Proficient in Field Setting
○ Opportunities to connect to target language communities are not provided.	○ Some opportunities to connect to target language communities are present, though infrequently.	○ Opportunities to connect to target language communities are regularly present.
4.c. Pre-service teachers will use the World-Readiness Standards for Learning Languages and Michigan standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.		
4.c.1. Selection and Integration of Authentic Materials and Technology Candidates identify and integrate authentic materials and technology to support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.		
Needs Improvement	Developing Competencies	Proficient in Field Setting
○ Authentic materials are not used.	○ Authentic materials are used to supplement instruction.	○ Authentic materials are integrated into the curriculum and instruction.
○ Appropriate technology is not used.	○ Appropriate technology is used to support instruction.	○ Appropriate technology is used to effectively support instruction.
4.c.2. Adaptation and Creation of Materials Candidates adapt and/or create materials as necessary to reflect standards-based goals and instruction when materials fall short.		
Needs Improvement	Developing Competencies	Proficient in Field Setting
○ Materials do not reflect standards-based instruction and are not adapted or supplemented.	○ Materials that do not reflect standards-based instruction are sometimes adapted or supplemented.	○ Materials that do not reflect standards-based instruction are consistently adapted or supplemented.

COMMENTS: