IPTS Standard	0	1 - Unsatisfactory	2- Basic	3 – Proficient	4 - Exceptional
	•		Expected		
3a: Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments. 3a.	Not Observed	Fails to demonstrate an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.	Occasionally, demonstrates an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.	Consistently demonstrates an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments.	Consistently Demonstrate an understanding of key principles of language acquisition and creates linguistically and culturally rich learning environments. Demonstrates accurate understanding of student diversity, (second language acquisition, exceptional needs and learners' background knowledge). Systematically seeks knowledge about learners from multiple sources.
3b: Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student. 3b	Not Observed	Lacks knowledge of theories and philosophies of learning and human development. Minimal knowledge about how students learn.	Occasionally demonstrates knowledge of theories and philosophies of learning and human development. Occasionally applies theories to the whole class rather than to individual students.	Regularly demonstrates appropriate knowledge of theories and philosophies of learning and human development. Applies theories to individual and groups of students.	Demonstrates extensive knowledge of theories and philosophies of learning and human development. Observes learners and seeks resources to adjust teaching. Systematically seeks out information about the learner from several sources. Uses information about learner interest to engage learners in a variety of learning experiences to capitalize on strengths and build on weaknesses.

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2a: Demonstrate target	Not	Material presented is	Occasionally demonstrates	Material presented is	Material presented is
cultural understandings and	Observed	factually inaccurate, student	knowledge in the discipline	factually accurate, student	factually accurate, student
compare cultures through		errors and misconceptions	but is unable to determine	misconceptions are	misconceptions and errors
perspectives, products, and		are not corrected.	key concepts and	regularly addressed.	are discussed and accurate
practices of those cultures.		Organization, explanation	relationships. Organization,	Organization, explanation	conceptual understandings
		and presentation of the	explanation and	and presentation of the	are developed.
		content frequently	presentation of the content	content is adequate.	Organization, explanation
		contributes to confusion.	contributes to confusion,	Frequent attempts at	and presentation of the
		Meaningful applications to	attempts at application to	application to real life are	content contribute to
		real life are not attempted.	real life are made. Attempts	made, and some are	student understanding
		Fails to demonstrate target	at appropriate	successful. Frequent	Demonstrate target cultural
		cultural understandings and	interdisciplinary	attempts at appropriate	understandings and
		compare cultures through	connections are apparent.	interdisciplinary	compare cultures through
		perspectives, products, and	Occasionally demonstrate	connections are apparent,	perspectives, products, and
		practices of those cultures.	target cultural	and some are successful.	practices of those cultures.
			understandings and	Demonstrate target	
			compare cultures through	cultural understandings	
			perspectives, products, and	and compare cultures	
			practices of those cultures.	through perspectives,	
				products, and practices of	
				those cultures.	

4c: Use 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 to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

Not Observed

Does not know how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.

Demonstrates an inability to use technology to support instruction and enhance student learning. Little to no understanding of appropriate pedagogy. Fails to use 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 to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

Minimal attempts at accessing the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.

disciplines. Struggles with fluency in technology systems, does not use technology to support instruction and enhance student learning or uses technology inappropriately. Limited use of appropriate pedagogy. Minimal ability to use 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 to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in

Knows how to accesses the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, evaluates and modifies instructional resources for comprehensiveness and accuracy.

Demonstrates fluency with

technology, attempts are

made at using technology

to support instruction and

enhance student learning.

Uses 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 to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

Regularly accesses the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, accurately evaluates and modifies instructional resources for comprehensiveness and accuracy Demonstrates fluency in technology systems, uses technology appropriately to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. Regularly uses 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 to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

communication.

2b: Demonstrate understanding of linguistics and the changing nature of language, and compare language systems. 2b	Not Observed	Fails to understand the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Fails to demonstrate understanding of linguistics and the changing nature of language, and compare language systems.	Occasionally demonstrates understanding of the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Occasionally demonstrates understanding of linguistics and the changing nature of language, and compare language systems.	Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Demonstrates understanding of linguistics and the changing nature of language, and compare language systems.	Understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. Creates opportunities for students to learn, practice and master academic language in their content. Demonstrates deep understanding of linguistics and the changing nature of language, and compare language systems.
4a: Demonstrate 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	Not Observed	Lesson plans are unorganized and not aligned to instructional outcomes. Objectives are not relevant, student centered or measurable. The outcomes represent low expectations and lack rigor. Fails to demonstrate 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 uses them as the basis for instructional planning.	Lesson plans are organized. Occasionally elements of the lesson plan are aligned to instructional outcomes. Often, objectives are not meaningful, student centered or measurable. Outcomes represent moderate expectations and rigor. Occasionally 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 uses them as the basis for instructional planning.	Lesson plans are organized. All elements of the lesson plan are aligned to instructional outcomes. Sequences and learning experiences are generally linked to student centered measurable objectives. Most outcomes represent high expectations and rigor. 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 uses them as the basis for instructional planning.	Lesson plans are organized. Lesson plans demonstrate an ability to use the curriculum and content standards to identify measurable objectives. Sequence and learning experiences are linked to student centered measurable objectives. The content is relevant and meaningful to all learners with high expectations and rigor for all learners. 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 consistently uses them as the basis for instructional planning.

4b: Integrate the goal areas	Not	Learning tasks are poorly	Learning tasks are	. Learning tasks are often	Learning tasks are fully
of the Standards for Foreign	Observed	aligned with outcomes.	occasionally aligned with	aligned with outcomes.	aligned with outcomes.
Language Learning in the 21st		Lesson structure is	outcomes. Lesson structure	Lesson structure is	Lesson structure is
Century or their recently		confusing. Instructional	is acceptable. Instructional	appropriate. Students are	appropriate. Instructional
refreshed version World-		time is rarely maximized for	time is often not maximized	engaged for the majority	time is maximized time for
Readiness Standards for		student engagement.	and lost during transitions.	of the instructional time.	student engagement.
Learning Languages (2015)		Significant instructional time	Pace of lesson could be	Limited instructional time	Minimal instructional time
and their state standards in		is lost during transitions.	improved. Occasionally	is lost during transitions.	is lost during transitions.
their classroom practice.		Pace of lesson(s) is not	integrates the goal areas of	Pace of lesson is	Pace of lesson maximizes
·		appropriate. Fails to	the Standards for Foreign	appropriate. Integrates the	learning. Consistently
		integrates the goal areas of	Language Learning in the	goal areas of the	integrates the goal areas of
		the Standards for Foreign	21st Century	Standards for Foreign	the Standards for Foreign
		Language Learning in the	or their recently refreshed	Language Learning in the	Language Learning in the
		21st Century or their	version World-Readiness	21st Century or their	21st Century or their
		recently refreshed version	Standards for Learning	recently refreshed version	recently refreshed version
		World-Readiness Standards	Languages (2015)	World-Readiness	World-Readiness Standards
		for Learning Languages	and their state standards in	Standards for Learning	for Learning Languages
		(2015) and their state	their classroom practice	Languages (2015) and their	(2015) and their state
		standards in their classroom		state standards in their	standards in their classroom
		practice.		classroom practice.	practice.
1c: Present oral and written	Not	Regularly struggles with	Occasionally struggles with	Regularly models standard	Consistently models and
information to audiences of	Observed	standard conventions in	standard conventions in	conventions in written and	encourages leaners to use
listeners or readers, using		written and oral	written and oral	oral communication.	standard conventions in
language at a minimum level		communication. Fails to	communication.	Presents oral and written	written and oral
of "Advanced Low" or		present oral and written	Occasionally, presents oral	information to audiences of	communication.
"Intermediate High"		information to audiences of	and written information to	listeners or readers, using	Consistently presents oral
according to the target		listeners or readers, using	audiences of listeners or	language at a minimum level of "Advanced Low" or	and written information to audiences of listeners or
language being taught.		language at a minimum level	readers, using language at a	"Intermediate High"	readers, using language at a
		of "Advanced Low" or	minimum level of	according to the target	minimum level of "Advanced
		"Intermediate High"	"Advanced Low" or	language being taught.	Low" or "Intermediate High"
		according to the target	"Intermediate High"	language being taught.	according to the target
		language being taught.	according to the target		language being taught.
			language being taught.		anguge seng angun
2c: Demonstrate	Not	Fails to demonstrate	Occasionally demonstrates	Demonstrate	Demonstrates deep
understanding of texts on	Observed	understanding of texts on	understanding of texts on	understanding of texts on	understanding of texts on
literary and cultural themes		literary and cultural themes	literary and cultural themes	literary and cultural	literary and cultural themes
as well as interdisciplinary		as well as interdisciplinary	as well as interdisciplinary	themes as well as	as well as interdisciplinary
Topics 2c,		topics.	topics.	interdisciplinary topics.	topics.

5a: Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	Not Observed	Assessments are not aligned to outcomes. Students are not aware of assessment criteria. Little monitoring of student learning. Feedback is absent or poor quality. No self-assessment or peer assessment. Fails to design and use ongoing authentic performance assessments.	Occasionally assessments are partially aligned to outcomes. Students are not always aware of assessment criteria or criteria is not clear. Monitoring of student learning and feedback is inconsistent. Formative assessment used but needs improvement. Occasionally Design and use ongoing authentic performance assessments.	Assessments are often aligned to outcomes. Students are often aware of assessment criteria. Monitoring of student learning is regular and feedback is consistent. Formative assessments are planned, and regular. Designs and uses ongoing authentic performance assessments	Assessments are aligned to outcomes Students are aware of assessment criteria. Monitoring of student learning is regular, feedback is consistent and high quality. Formative assessment is regularly planned and used for meaningful purposes. Teacher designs or adapts a variety of formative assessments, matches learning goals with assessment tools, gives learners multiple practice assessments to promote growth, and differentiates assessments.
5b: Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	Not Observed	Assessment data is not used to make decisions for adjusting instruction to meet the needs of each student.	Assessment data is occasionally used to make decisions for adjusting instruction to meet the needs of each student.	Assessment data is accurately and regularly used to draw conclusions about learner progress toward learning objectives. Monitors each student's progress and provides feedback.	Accurately uses data from multiple assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction. Monitors each student's progress and keeps records to support the analysis and reporting of learner progress. Provides criteria for learner assignments. Points out student strengths and area for improvement against criteria Engages students in reflection on the quality of their work.

T		T			
5c: Interpret and report the	Not	Resists collaboration with	Occasionally collaborates	Regularly collaborates with	Collaborates with all school
results of student	Observed	school personnel in teams,	with all school personnel in	all school personnel in	personnel in teams, co-
performances to all		co-planning and co-teaching.	teams, co-planning and co-	teams, co-planning and co-	planning and co-teaching,
stakeholders in the		Relationships with	teaching, including IEP	teaching, including IEP	including IEP meetings, and
community, with particular		colleagues are negative.	meetings, and participation	meetings, and	participation on
emphasis on building student		Fails to contribute to a	on instructional teams.	participation on	instructional teams.
responsibility for their own		positive climate and a	Occasionally contributes to	instructional teams.	Contributes to a positive
learning.		shared sense of values and	a positive climate and a	Contributes to a positive	climate and a shared sense
		purpose for the school Fails	shared sense of values and	climate and a shared sense	of values and purpose for
		to engage in appropriate	purpose for the school.	of values and purpose for	the school. Reflects upon
		collaboration and	Occasionally makes	the school. Volunteers to	feedback from colleagues to
		relationship development	attempts to collaborate with	participate in school	evaluate the effects of
		with the family of each	families of each student.	events and makes	his/her actions on learners,
		student. Communication	Occasionally communicates	significant contributions.	colleagues and community.
		about student progress is	information to families	Regularly engages in	Seeks assistance in
		minimal with no response to	about student progress.	collaboration and	identifying general patterns
		parents concerns, or	Limited responses to	relationship development	of need to support language
		inappropriate response.	parents' concerns. (with the family of each	learners. Engages in
			,	student. Information is	collaboration and
				frequently communicated	relationship development
				about student progress	with the family of each
				and teacher responds to	student. Information is
				parent concerns.	regularly communicated
				1	about student progress.
					Parent concerns receive
					responses. The teacher
					elicits information about
					learners from families and
					communities. Ongoing
					communication supports
					learner development and
					growth.
					giowiii.

6c: Use inquiry and reflection	Not	Fails to model professional	Inconsistently models	Consistently models	Consistently models and
to understand and explain	Observed	behavior and dispositions	professional behavior and	appropriate dispositions	excels in appropriate
the opportunities and		(honesty, integrity, personal	dispositions (honesty,	(honesty, integrity,	dispositions (honesty,
responsibilities inherent in		responsibility,	integrity, personal	personal responsibility,	integrity, personal
being a professional language		confidentiality, altruism and	responsibility,	confidentiality, altruism	responsibility,
educator and demonstrate a		respect). Fails to use inquiry	confidentiality, altruism and	and respect).	confidentiality, altruism and
commitment to equitable and		and reflection to understand	respect). Inconsistently	Uses inquiry and reflection	respect). Regularly uses
ethical interactions with all		and explain the	uses inquiry and reflection	to understand and explain	inquiry and reflection to
students, colleagues and		opportunities and	to understand and explain	the opportunities and	understand and explain the
other stakeholders.		responsibilities inherent in	the opportunities and	responsibilities inherent in	opportunities and
		being a professional	responsibilities inherent in	being a professional	responsibilities inherent in
		language educator and	being a professional	language educator and	being a professional
		demonstrate a commitment	language educator and	demonstrate a	language educator and
		to equitable and ethical	demonstrate a commitment	commitment to equitable	demonstrate a commitment
		interactions with all	to equitable and ethical	and ethical interactions	to equitable and ethical
		students, colleagues and	interactions with all	with all students,	interactions with all
		other stakeholders.	students, colleagues and	colleagues and other	students, colleagues and
			other stakeholders.	stakeholders.	other stakeholders.
6b: Articulate the role and	Not	Does not engage in	Occasionally engages in	Engages in legal and	Engages in legal and ethical
value of languages and	Observed	advocacy for students and	advocacy for students and	ethical advocacy for the	advocacy for the learning
cultures in preparing all		families even when it is	families, some opportunities	learning and well-being of	and well-being of each
students to interact in the		appropriate to do so. Fails to	for engagement are missed.	each student and family.	student and family. Acts in
global community of the 21st		articulate the role and value	Occasionally articulates the	Articulates the role and	accordance with ethical
century through collaboration		of languages and cultures in	role and value of languages	value of languages and	codes and standards,
and advocacy with all		preparing all students to	and cultures in preparing all	cultures in preparing all	complies with laws and
stakeholders.		interact in the global	students to interact in the	students to interact in the	policies related to learner
		community of the 21st	global community of the	global community of the	rights Is a strong advocate
		century through	21st century through	21st century through	by regularly articulating the
		collaboration and advocacy	collaboration and advocacy	collaboration and	role and value of languages
		with all stakeholder.	with all stakeholders.	advocacy with all	and cultures in preparing all
				stakeholders.	students to interact in the
					global community of the
					21st century through
					collaboration and advocacy
					with all stakeholders.
					with all stakeholders.

6a: Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	Not Observed	Does not engage in professional development activities and resists feedback. Fails to demonstrate leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.	Resists professional development activities and resists feedback. Rarely demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.	Participates in professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice. Regularly demonstrates leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.	Engages in professional development activities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice and accepts feedback. Makes practice transparent by sharing plans and inviting observation and feedback. Demonstrates outstanding leadership skills that contribute to individual growth, collegial growth, school improvement or the teaching profession.
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Student Teacher Name:	Date:
University Supervisor Name:	University Supervisor Signature