

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

STRAND 8: SERVING AS AN ADVOCATE FOR STUDENTS AND PROGRAMS

The teacher is an active advocate for dual language and immersion education in general and as a potential educational option for any and all learners.

8A. Serving as an advocate for exceptional learners

Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher’s behaviors suggest a belief that students with disabilities, language delays, and other exceptionalities cannot succeed in DLI programs.</p> <p><input type="checkbox"/> The teacher may argue for exiting these students from the DLI program solely on the basis of their exceptionalities.</p>	<p><input type="checkbox"/> The teacher is beginning to develop some knowledge about students with disabilities, language delays, and other exceptionalities in DLI programs, but may hesitate to advocate them due to lack of knowledge and/or confidence.</p> <p><input type="checkbox"/> The teacher can articulate the importance of making exit decisions about exceptional learners on a case by case basis but lacks knowledge of research evidence to support arguments.</p>	<p><input type="checkbox"/> <u>When appropriate</u>, the teacher sometimes and with some knowledge advocates that students with disabilities, language delays, and other exceptionalities be supported within the DLI program rather than exited.</p> <p><input type="checkbox"/> The teacher sometimes attempts to support arguments on a case by case basis with appropriate research evidence, but lacks some confidence and/or knowledge.</p>	<p><input type="checkbox"/> <u>When appropriate</u>, the teacher actively and knowledgeably advocates that students with disabilities, language delays, and other exceptionalities be supported within the DLI program rather than exited.</p> <p><input type="checkbox"/> The teacher confidently and skillfully uses research evidence to support arguments on a case by case basis.</p>

Evidence and Notes:

INSERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

8B. Serving as an advocate for programs			
Lacking	Emerging	Demonstrating	Excelling
<p><input type="checkbox"/> The teacher demonstrates little understanding of the goals or outcomes of the school’s program model.</p> <p><input type="checkbox"/> The teacher cannot identify practices and policies that demonstrate a commitment to the program model.</p> <p><input type="checkbox"/> The teacher cannot correctly answer common questions about the program model or other issues from other teachers, district personnel, parents, or the community at large.</p>	<p><input type="checkbox"/> The teacher has some understanding of the goals and outcomes of the school’s program model but struggles to clearly communicate them to parents and other stakeholders.</p> <p><input type="checkbox"/> The teacher can identify some practices and policies that demonstrate a commitment to the program model but does not how to go about advocating them.</p> <p><input type="checkbox"/> The teacher may attempt to respond to common questions about the program model or other issues from other teachers, district personnel, parents, and the community at large, but clearly lacks knowledge and confidence.</p>	<p><input type="checkbox"/> The teacher has a good understanding of the goals and outcomes of the school’s program model and can communicate them to parents and other stakeholders with some confidence when asked.</p> <p><input type="checkbox"/> The teacher understands somewhat and tries to advocate some practices and policies that demonstrate a commitment to the program model.</p> <p><input type="checkbox"/> The teacher is somewhat knowledgeable and comfortable in giving answers to common questions about the program model or other issues from other teachers, district personnel, parents, and the community at large.</p>	<p><input type="checkbox"/> The teacher has an excellent, thorough understanding of the goals and outcomes of the school’s program model and actively and confidently communicates them to parents and other stakeholders.</p> <p><input type="checkbox"/> The teacher fully understands and effectively advocates practices and policies that demonstrate a commitment to the program model.</p> <p><input type="checkbox"/> The teacher is very knowledgeable and comfortable in giving accurate, convincing answers to common questions about the program model or other issues from other teachers, district personnel, parents, and the community at large.</p>
<p>Evidence and Notes:</p>			