

PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

STRAND 3: MAINTAINING A LINGUISTICALLY-RICH LEARNING ENVIRONMENT

The teacher candidate maintains a linguistically-rich learning environment and uses that environment to enhance students' language development and content learning.

3A. Visual language scaffolds

Counter evidence	Recognizing	Developing	Excelling
<p><input type="checkbox"/> The teacher does not display useful and curriculum-related words, phrases, and written scaffolds throughout the classroom.</p> <p>OR</p> <p><input type="checkbox"/> The teacher displays scaffolds that are confusing and/or lacking in clear purpose.</p> <p><input type="checkbox"/> If any scaffolds are displayed, the teacher does not model how students can use them appropriately.</p>	<p><input type="checkbox"/> The teacher can describe the purpose of and strategies for displaying useful and curriculum-related words, phrases, and written scaffolds throughout the classroom that are specific to the instructional language.</p> <p><input type="checkbox"/> The teacher can explain the importance of referring to displayed language to enhance content learning and facilitate language production.</p> <p><input type="checkbox"/> The teacher can describe the importance of modeling how students can use classroom scaffolds to support their learning.</p>	<p><input type="checkbox"/> The teacher displays some basic curriculum-related words, phrases, and written scaffolds throughout the classroom, but at times in ways that are disorganized or unclear, and/or not specific to the instructional language.</p> <p><input type="checkbox"/> The teacher sometimes refers to displayed language to enhance content learning and facilitate language production.</p> <p><input type="checkbox"/> The teacher at times attempts to model how students can use classroom scaffolds to support their learning, but struggles to do so in ways that lead students to use the scaffolds independently.</p>	<p><input type="checkbox"/> The teacher clearly displays a variety of social and curriculum-related words, phrases, and written scaffolds throughout the classroom that evolve over time and reflect characteristics of the instructional language.</p> <p><input type="checkbox"/> The teacher consistently and skillfully refers to displayed language to enhance content learning and facilitate language production.</p> <p><input type="checkbox"/> The teacher regularly and capably models how to use these classroom scaffolds, leading students to independently use the resources as tools for learning.</p>

Evidence and Notes:

PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

3B. Target language use			
Counter evidence	Recognizing	Developing	Excelling
<p><input type="checkbox"/> The teacher cannot explain the importance of exposing learners to accurate, proficient, and appropriately complex oral and written language input and cannot identify specific examples of such input.</p> <p><input type="checkbox"/> The teacher often unnecessarily uses the non-target language while teaching and does not think that using the target language exclusively (or primarily) is important.</p> <p><input type="checkbox"/> The teacher cannot articulate why having clear and consistent target language use expectations for students is critical.</p>	<p><input type="checkbox"/> The teacher can explain the importance of exposing learners to accurate, proficient, and appropriately complex oral and written language input and can identify specific examples of such input.</p> <p><input type="checkbox"/> The teacher can articulate the importance of remaining exclusively (or primarily) in the target language while teaching.</p> <p><input type="checkbox"/> The teacher can give reasons why having clear and consistent target language use expectations for students is critical and can name some strategies for supporting student use of the target language.</p> <p><input type="checkbox"/> The teacher may communicate mixed messages (e.g., telling students to use the target language while inconsistently accepting use of the non-target language).</p>	<p><input type="checkbox"/> The teacher exposes learners to mostly accurate, sufficiently proficient, and somewhat complex oral and written language input.</p> <p><input type="checkbox"/> The teacher attempts to use the target language exclusively (or primarily) while teaching, but may at times resort to use of the non-target language unnecessarily.</p> <p><input type="checkbox"/> The teacher mostly communicates clear expectations for students to remain in the target language exclusively (or primarily), but is not always consistent.</p> <p><input type="checkbox"/> The teacher often struggles to employ a wide range of strategies and routines to support all learners' abilities to use the target language.</p>	<p><input type="checkbox"/> The teacher regularly exposes learners to accurate, highly proficient, and appropriately complex oral and written language input.</p> <p><input type="checkbox"/> The teacher nearly exclusively uses the target language while teaching. If the non-target language is used, it is done so always in a systematic way to support cross-lingual connections.</p> <p><input type="checkbox"/> The teacher consistently communicates clear expectations for students to remain in the target language exclusively (or primarily).</p> <p><input type="checkbox"/> The teacher effectively employs numerous strategies and routines to support all students' consistent use of the target language.</p>
<p>Evidence and Notes:</p>			