

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

### STRAND 8: SERVING AS AN ADVOCATE FOR STUDENTS AND PROGRAMS

The teacher candidate 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

Counter evidence	Recognizing	Developing	Excelling
<input type="checkbox"/> The teacher’s behaviors suggest a belief that students with disabilities, language delays, and other exceptionalities cannot succeed in DLI programs.  <input type="checkbox"/> The teacher may argue for exiting these students from the DLI program solely on the basis of their exceptionalities.	<input type="checkbox"/> The teacher can describe the basic principles underlying why students with disabilities, language delays, and other exceptionalities can succeed in DLI programs.  <input type="checkbox"/> The teacher can articulate the importance of making exit decisions about exceptional learners on a case by case basis.	<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.  <input type="checkbox"/> The teacher may struggle to support the arguments with appropriate research evidence.	<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.  <input type="checkbox"/> The teacher confidently and skillfully uses research evidence to support arguments on a case by case basis.

**Evidence and Notes:**

## PRESERVICE DLI-SPECIFIC FORMATIVE ASSESSMENT OF TEACHING

8B. Serving as an advocate for programs			
Counter evidence	Recognizing	Developing	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 from other teachers, district personnel, parents, or the community at large.</p>	<p><input type="checkbox"/> The teacher has a general understanding of the goals and outcomes of the school’s program model but cannot 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.</p> <p><input type="checkbox"/> The teacher can articulate the importance of answering common questions knowledgeably and accurately but lacks knowledge and/or confidence and is hesitant to answer such questions from other teachers, district personnel, parents, and the community at large.</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 increasingly understands and at times advocates practices and policies that demonstrate a commitment to the program model.</p> <p><input type="checkbox"/> The teacher is somewhat comfortable in giving accurate answers to common questions from other teachers, district personnel, parents, and the community at large, but may lack some knowledge.</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 from other teachers, district personnel, parents, and the community at large.</p>
<p><b>Evidence and Notes:</b></p>			