



Northern Illinois University

Department of Foreign Languages & Literatures

**Teacher Certification Materials
Handbook**

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¹ Assessment #6 (OPI) is included in Assessment #1

TEACHER CERTIFICATION REQUIREMENTS IN FOREIGN LANGUAGES – FRENCH, GERMAN, SPANISH

Advisors: Robert Walsh, WH 118, 815-753-6449, rwalsh3@niu.edu

Declaring Teacher Certification: You may apply for the teacher certification at any time by filling out a form online (<http://www.llc.ilstu.edu/current/forms.shtml>). However, you will not be admitted to Teacher Education/Professional Studies until you have completed Step I & II below.

Step I: Admission to Professional Studies

- Meet with the departmental teacher certification advisor:
- Fill out an application form (use **FORM: 1. Teacher Certification Program: Preliminary Review Form**)
- Turn in your Initial Reflective Essay and transcript with your foreign language classes highlighted (see **FORM: 1. Teacher Certification Program: Preliminary Review Form**)
- Schedule an initial interview
- Begin collecting artifacts for your final portfolio (**FORM: 11. Final Portfolio**) you will not be able to graduate without successful completion of a portfolio). Maintain a GPA of 2.75 or above overall and 3.0 or above in the Foreign Language classes (you need to have a 'B' in FLFR 301, in FLGE 301, or FLSP 301). The program does not accept any grades below a C.
- OPTIONAL but strongly suggested: join a professional organization, for example (see Assessment #7)
 - ICTFL (Illinois Council on the Teaching of Foreign Languages, <http://www.ictfl.org/>)
 - AATG (American Association of Teachers of German, <http://northernillinois.aatg.org/>)
 - AATF (American Association of Teachers of French, <http://www.frenchteachers.org/>)
 - AATSP (American Association of Teachers of Spanish, <http://www.aatsp.org/>)

Step II: Admission to Student Teaching

- Cumulative GPA at or above 2.75 and major GPA at or above 3.0; and a grade of 'C' or above in ALL education and content classes.
- Be enrolled or have successfully passed ILAS 301, which includes passing the **Basic Skills Test**, check <http://www.icts.nesinc.com/> for information and test fees; a *Basic Skills Diagnostic Practice Test* can be found at http://www.icts.nesinc.com/IL_practest_PDF_opener.asp. You need to pass every sub- part of the test. **YOU NEED TO DOCUMENT THAT YOU HAVE TAKEN THE BASICSKILLS PRACTICE TEST OR A BASIC SKILLS WORKSHOP BEFORE YOU TAKE THE TEST.**
- Oral Proficiency Interview (OPI)** with a score at Advanced-Low (AL) or above. Take this test after you return from an optional **Study Abroad** experience. For Spanish, we strongly recommend taking FLSP 412 before the OPI. It is recommended to take the OPI (we also accept the cheaper OPIc) by the end of the semester before you sign up for student teaching. The Teacher Cert Coordinator will inform you of the times when NIU offers the test. Check on the ACTFL Language Testing Office website (www.languagetesting.com) for information and test fees.
- Content Area Test** (French, German or Spanish) – It is strongly suggested that students take this test before FLMT 401, i.e., the semester prior to student teaching to allow for opportunities to retake the test. ***Plan to complete the required civilization and culture course(s) BEFORE you take the Content Test.*** For information and test fees check http://www.niu.edu/teachercertification/training/ct_int.shtml.

- On-Line Safety Tutorial for Pre-service teachers**
www.teachercertification.niu.edu/teachercertification/ complete and add to your portfolio. The Teacher Certification Coordinator may want to see proof that you took this tutorial.
- Criminal Background Check** (http://www.niu.edu/teachercertification/teachercert/tcp_cbc.shtml)
- Provide Evidence of Freedom from Tuberculosis**
(http://www.teachercertification.niu.edu/teachercertification/teachercert/tcp_st.shtml)
- CLINICAL HOURS** (130 hours); i.e., take ILAS 201 and 301; applications for Clinicals are due November 15 for the spring; April 15 for the fall; these deadlines are **strictly** enforced
- FLMT 490 (spring) and FLMT 401 and FLMT 491 (fall)**
- Apply for graduation the semester before student teaching** which will give you time to address any unexpected problems that might arise (<http://www.reg.niu.edu/regrec/graduation/application.shtml>).
- Fill out **FORM: 5. Student Teacher Information Sheet** and hand to the Advisor

Step III: Student Teaching

- Post your weekly reflections onto Blackboard or e-mail to your University Supervisor (to be included in your **Final Portfolio**)
- Lesson Plans
- Co-operating Teacher Evaluation Materials
- University Supervisor Evaluations
- Successfully pass the **Assessment of Professional Teaching (APT)**. Check <http://www.isbe.net/certification/html/testing.htm> for information and test fees.

Step IV: Exit from Student Teaching

- Final Reflective Essay (FORM: Assessment #8: Final Reflective Paper)**
- Complete the FLAL Portfolio**, a section of which will be your **Teaching Portfolio (FORM 11: Final Portfolio)**
- Certification.** You will receive a letter from NIU with detailed information about how to apply for a teaching certificate after student teaching grades have been posted. Students who are not U.S. citizens may receive a certificate but must attain American citizenship within six years in order to remain certified. Order a transcript in advance to be mailed to you after student teaching grades are posted.

IMPORTANT WEBSITES TO CONSULT

- ⇒ **Foreign Languages Teacher Certification Program** (<http://www.forlangs.net>)
- ⇒ **College of Liberal Arts and Sciences Teacher Certification Programs**
(<http://www.clas.niu.edu/tcert/>)
- ⇒ **NIU Teacher Certification Site** (<http://www.teachercertification.niu.edu/teachercertification/>)

FORMS

All the forms are available on-line at

<http://www.forlangs.net>

for download

1. Teacher Certification Program: Preliminary Review Form

After admission to the university, candidates for the teacher certification program must complete this form and submit it to the Teacher Certification Advisor, Watson Hall 118. Candidates should be advised that the Advisor will not evaluate any materials, either by email, mail, or phone prior to receipt and review of this completed form.

Name _____

Z-# _____

Address _____

City, State, Zip _____

Email (NIU) _____

Email (other) _____

Home phone _____

Work phone _____

Undergraduate degree earned (if applicable), where and when earned

Undergraduate coursework in foreign languages

Place	Course	Title	Credit Hours	Grade

Foreign language GPA _____

Graduate coursework in foreign languages (if applicable)

Place	Course	Title	Credit Hours	Grade

Foreign language GPA _____

List any relevant professional experience (i.e., as a teacher) in the space below.

On a separate sheet write your **Initial Reflective Essay**, including an account of your background, reasons for seeking certification, and your interest in the teacher certification program in foreign languages at NIU. Also attach a copy of all transcripts of coursework completed, highlighting courses in foreign languages.

Return all materials to:

Teacher Certification Advisor
Department of Foreign Languages and Literatures
Northern Illinois University
118 Watson Hall
DeKalb, IL 60115
FL-TeacherCert@niu.edu

2. Teacher Certification – FRENCH – Course of Studies

Name: _____ Z ID: _____ Catalog Year / Program Year: _____/_____

Phone: _____ Email: _____ Date first seen: _____

Please note: It is the student's responsibility to update the above information with our office each time it changes. If you do not already hold the equivalent of a BA, you are also responsible for the university's regular general education requirements.

Grade	Required Class
	ENGL 207 - Fundamentals of English Grammar (or test out) – <i>take this class early in your career</i>
	KNPE 262 - First Aid and CPR (or relevant documentation)
	PSYC 102 - Introduction to Psychology
Professional Education Courses:	
	EPFE 400 - Foundations of Education OR EPFE 410 - Philosophy of Education
	EPS 406 - Issues in Human Development and Learning in the Middle School and High School Years
	ETR 440 – Secondary Classroom Assessment
	FLAL 400 - Design and Creation of Electronic Portfolios for Foreign Language Majors (1)
	FLMT 490 - Teaching Methods for the Elementary School Foreign Language Classroom (spring only)
	FLMT 491 - Methods of Foreign Language Teaching in the Middle and High Schools (fall only)
	TLSE 457 - Systems for Integrating the Exceptional Student in the Regular Classroom
Clinical Experience – 130 Clock hours:	
	ILAS 201 - Introductory Clinical Experience (1)
	ILAS 301 - Second Clinical Experience (2)
	FLMT 401 – Clinical Middle or Secondary School Experience in Foreign Languages (2)
Practice Teaching – 1 semester:	
	FLPT 485 - Practice Teaching (12)
Required Major Classes	
	FLFR 101 - Elementary French I
	FLFR 102 - Elementary French II,
	FLFR 201 - Intermediate French I

	FLFR 202 - Intermediate French II
B or above	FLFR 301 - Advanced French Grammar and Composition [PRQ: FLFR 202]
	FLFR 302 - Advanced French Grammar and Translation [PRQ: 202]
	FLFR 311 - Advanced French Conversation I [PRQ: 202]
	FLFR 312 - Advanced French Conversation II [PRQ: 311 or equivalent]
	FLFR 320 - <i>Analyse de Texte</i> [PRQ: 202 or consent of dept.]
	Choose one: FLFR 321 - Masterpieces in French Literature I [PRQ: 320 or consent] FLFR 322 - Masterpieces in French Literature II [PRQ: 320 or consent] FLFR 323 - Special Topics in French Language, Literature, or Culture [PRQ: 320 or consent]
	FLFR 322 - Masterpieces in French Literature II [PRQ: 320 or consent of dept.]
Two Electives from other 400 level French literature courses	
	FLFR 4__ - _____
	FLFR 4__ - _____
	FLFR 411 - Advanced Composition in French [PRQ: 301 and 302, or consent of dept]
	Choose one: FLFR 463 - <i>La France Contemporaine</i> [PRQ: 302 and 312, or consent] OR FLFR 464 - <i>Paris: City of Lights</i> [PRQ: 302 and 312, or consent]
	FLFR 481 - French Phonetics and Phonemics [PRQ: 302 and 312, or consent of dept]
	FLAL 483 – Applied Linguistics and the Romance Languages
	Choose one: ARTH 292 - Art History Survey II: from ca. 1400 OR 293 - Art History Survey III: From 1700
	HIST 312 - France Since 1815 (or approved equivalent)

3. Teacher Certification – GERMAN – Course of Studies

Name: _____ Z ID: _____ Catalog Year / Program Year _____ / _____

Phone: _____ Email: _____ Date first seen: _____

Please note: It is the student’s responsibility to update the above information with our office each time it changes. If you do not already hold the equivalent of a BA, you are also responsible for the university’s regular general education requirements.

Grade	Required Class
	ENGL 207 - Fundamentals of English Grammar (or test out) – <i>take this class early in your career</i>
	KNPE 262 - First Aid and CPR (or relevant documentation)
	PSYC 102 - Introduction to Psychology
Professional Education Courses:	
	EPFE 400 - Foundations of Education OR EPFE 410 - Philosophy of Education
	EPS 406 - Issues in Human Development and Learning in the Middle School and High School Years
	ETR 440 – Secondary Classroom Assessment
	FLAL 400 - Design and Creation of Electronic Portfolios for Foreign Language Majors (1)
	FLMT 490 - Teaching Methods for the Elementary School Foreign Language Classroom (spring only)
	FLMT 491 - Methods of Foreign Language Teaching in the Middle and High Schools (fall only)
	TLSE 457 - Systems for Integrating the Exceptional Student in the Regular Classroom
Clinical Experience – 130 Clock hours:	
	ILAS 201 - Introductory Clinical Experience (1)
	ILAS 301 - Second Clinical Experience (2)
	FLMT 401 – Clinical Middle or Secondary School Experience in Foreign Languages (2)
Practice Teaching – 1 semester:	
	FLPT 485 - Practice Teaching (12)
Required Major Classes	
	FLGE 101 - Beginning German I
	FLGE 102 - Beginning German II
	FLGE 201 - Intermediate German I
	FLGE 202 - Intermediate German II

B or above	FLGE 301 - Advanced German Grammar and Composition I [PRQ: FLGE 202]
	FLGE 302 - Advanced German Grammar and Composition II [PRQ: FLGE 301 or consent of department]
	FLGE 311 - Advanced German Conversation [PRQ: FLGE 202 or consent]
	FLGE 321 - Masterpieces of German Literature [PRQ: FLGE 202]
	FLGE 322 - Masterpieces of German Literature [PRQ: FLGE 202]
	FLGE 411 - Modern German [PRQ: FLGE 311 or consent]
	FLGE 481 - The Structure of Modern German [PRQ: FLGE 302 or consent]
	Choose one: FLGE 461 - German Culture and Civilization 800-1832 [PRQ: FLGE 321 and 322 or consent] OR FLGE 462 - German Culture and Civilization 1832-1945 [PRQ: FLGE 321 and 322 or consent] OR FLGE 463 - Deutschland Heute [PRQ: FLGE 321 and 322 or consent]
Two Electives from other 400 level German literature courses	
	FLGE 4__ - _____
	FLGE 4__ - _____
Two Electives from other 400 level German courses	
	FLGE 4__ - _____
	FLGE 4__ - _____
	ARTH 292 - Art History Survey II: from ca. 1400 OR ARTH 293 - Art History Survey III: From 1700
	HIST 313 – Germany since 1815 (or equivalent)

4. Teacher Certification – SPANISH – Course of Studies

Name: _____ Z ID: _____ Catalog Year / Program Year _____ / _____

Phone: _____ Email: _____ Date first seen: _____

Please note: It is the student’s responsibility to update the above information with our office each time it changes. If you do not already hold the equivalent of a BA, you are also responsible for the university’s regular general education requirements.

Grade	Required Class
	ENGL 207 - Fundamentals of English Grammar (or test out) – <i>take this class early in your career</i>
	KNPE 262 - First Aid and CPR (or relevant documentation)
	PSYC 102 - Introduction to Psychology
Professional Education Courses:	
	EPFE 400 - Foundations of Education OR EPFE 410 - Philosophy of Education
	EPS 406 - Issues in Human Development and Learning in the Middle School and High School Years
	ETR 440 – Secondary Classroom Assessment
	FLAL 400 - Design and Creation of Electronic Portfolios for FL Majors (1)
	FLMT 490 - Teaching Methods for the Elementary School FL Classroom (spring only)
	FLMT 491 - Methods of FL Teaching in the Middle and High Schools (fall only)
	TLSE 457 - Systems for Integrating the Exceptional Student in the Regular Classroom
Clinical Experience – 130 Clock hours:	
	ILAS 201 - Introductory Clinical Experience (1)
	ILAS 301 - Second Clinical Experience (2)
	FLMT 401 – Clinical Middle or Secondary School Experience in Foreign Languages (2)
Practice Teaching – 1 semester:	
	FLPT 485 - Practice Teaching (12)

*If possible, take FLSP 412 before taking the OPI.

Major Classes	
	FLSP 101 - Elementary Spanish I, FLSP 102 - Elementary Spanish II
	FLSP 201 - Intermediate Spanish I, FLSP 202 - Intermediate Spanish II
	FLSP 211 - Intermediate Spanish Conversation OR FLSP 215 - Spanish Grammar for Spanish Speakers
B or above	FLSP 301 - Advanced Spanish Grammar [PRQ: FLSP 202 or 215]
	FLSP 311 - Advanced Spanish Conversation [PRQ: 211 or 202]
	FLSP 320 - Intensive Reading and Introduction to Literary Analysis [PRQ: 202 or 215]
	FLSP 321 – Masterpieces of Spanish Literature [PRQ: 320]
	FLSP 322 – Masterpieces of Spanish-American Literature [PRQ: 320]
	FLSP 411 - Advanced Composition in Spanish [PRQ: 301 or equivalent]
	FLSP 461 – Spanish Civilization [PRQ: 321 or 322] OR FLSP 462 – Spanish-American Civilization [PRQ: 321 or 322]
	FLSP 481 - Spanish Phonology
	Choose one: FLSP 412* – Applied SP conversation [PRQ: FLSP 311 or consent] FLSP 480 – Introduction to Hispanic Linguistics [PRQ: 301 or consent] FLSP 482 - Foundations in Spanish Sociolinguistics [PRQ: 480] FLSP 485 - Spanish Syntax [PRQ: 411 or consent] FLSP 486 - Contrastive Grammatical Structures in SP and ENGL [PRQ: 301] FLAL 483 – Applied Linguistics and the Romance Languages [PRQ: consent]
Three 400 level literature courses	
	FLSP 4__ - _____
	FLSP 4__ - _____
	FLSP 4__ - _____
	Choose one: ARTH 292 – Art History Survey from ca. 1400 ARTH 293 – Art History Survey III: From 1700 ARTH 376 – Latin American Art
	Choose one: HIST 315 – Spain since 1475 HIST 381 – Colonial Latin America HIST 382 – Modern Latin America

5. STUDENT TEACHER INFORMATION SHEET

(Step III: Student Teaching)

This form is to be returned to your *university supervisor*. It is very important that this information be accurate and complete.

Name/Address of Student Teacher:

Student Name _____

Student Z# **Z**_____

Student e-mail _____

Student phone #(s) home: _____ cell: _____

Student teaching from _____ to _____

Address while student teaching:

Home Address:

Name/Address of Cooperating Teacher and School:

Cooperating Teacher Mr./Mrs./Ms./Dr. _____

School _____

School Address _____

School Telephone _____

E-Mail _____

Contact Time:

Best time for NIU supervisor to call your cooperating teacher during the day:

Time _____ Telephone Number _____

Map:

On a separate sheet of paper attach the directions from NIU to your school from a map service such as mapquest.com.

Class Schedule:

- Complete the following schedule including the planning periods, study hall duty lunch hour etc.
- Include the time the class begins and ends
- In the days of the week rows include the **course number** and the **room number** where it is taught

CLASS SCHEDULE

Period (Times)	Room	Mon.	Tues.	Wed.	Thurs.	Fri.
1 (_____)						
2 (_____)						
3 (_____)						
4 (_____)						
5 (_____)						
6 (_____)						
7 (_____)						
8 (_____)						

School Holidays: please indicate the school holidays during your student teaching assignment:

_____, _____, _____, _____, _____, _____

6. Student Teaching Classroom Observation Form # _____

[FLPT 485]

Student Name _____

Student Z# Z _____

Student e-mail _____

Student phone # _____

School _____

Cooperating Teacher _____

Grade Level _____

Lessons Title _____

Observation Date _____

Observer: Please use the following key to rate the student teacher:

Target – Student demonstrates exemplary achievement of objective.

Acceptable – Student demonstrates consistent achievements.

Unacceptable – Student demonstrates minimal progress toward objective.

N/A - No opportunity or not applicable

	N/A	U	A	T
1. Knowledge of subject matter				
1.1 Demonstrates proficiency in the language				
1.2 Knows and understands the major principles and concepts of the material to be taught.				
1.3 Possesses accurate and up-to-date knowledge of the material taught.				
1.4 Understands the purpose and value of the material taught.				
1.5 Is able to formulate meaningful questions about the subject matter.				
1.6 Knows appropriate sources of additional information about the material to be taught.				
2. Knowledge of human development and learning				

2.1 Uses student strengths as a basis of growth & plans instruction accordingly.				
2.2 Understands how learning occurs, as well as how students construct knowledge, acquire skills & develop habits of mind.				
2.3 Uses basic principles of learning & human development to enhance learning of students from diverse backgrounds.				
3. Instruction is adapted to meet diverse learners				
3.1 Plans instructional activities which provide for individual differences.				
3.2 Matches teaching styles and methods with the learning situation and the learning styles of students.				
3.3 Effectively implements instructional plans and uses appropriate instructional techniques.				
3.4 Demonstrates sensitivity to community & cultural norms & adapts instruction accordingly.				
4. Use of multiple instructional strategies and resources				
4.1 Uses a variety of instructional methods and media to address the needs of all students.				
4.2 Uses a balance of individual, small & large group instructional arrangements.				
4.3 Provides instructional activities that foster student involvement.				
4.4 Engages students in selecting their own learning objectives and activities.				
4.5 Poses probing questions that stimulate students to recall, analyze, synthesize and evaluate.				
4.6 Presents opportunities that foster critical thinking and problem-solving skills.				
4.7 Presents material at level appropriate to the needs, interests, abilities and backgrounds of students.				
4.8 Recognizes the conditions and needs of special education students.				
4.9 Meets the needs of exceptional students.				
4.10 Values the development of students' critical thinking, independent problem solving, and performance capabilities.				
5. Creation of an effective learning environment				
5.1 Maintains classroom routines and procedures.				
5.2 Uses instructional time effectively, paces instructional activities appropriately, and maximizes student's time or task.				
5.3 Provides and maintains an attractive and orderly learning environment.				
5.4 Maintains appropriate behavior standards for students in the learning environment.				
5.5 Develops an atmosphere which fosters self-discipline.				

5.6 Works cooperatively with colleagues and administrators.				
5.7 Follows the policies, procedures, and curricula of the school district.				
5.8 Demonstrates ethical behavior.				
5.9 Conducts effective parent /teacher conference.				
5.10 Promotes positive interpersonal relations based upon mutual respect.				
5.11 Creates positive learning environment that fosters curiosity & intrinsic motivation.				
6. Effective communication to foster inquiry & collaboration.				
6.1 Provides directions and explanation in a clear, coherent and logical manner.				
6.2 Provides for two-way communication with students.				
6.3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication.				
6.4 Assists and encourages students to research issues and questions of concern to them.				
6.5 Promotes student's ability to communicate ideas and questions of concern to them.				
6.6 Understands how cultural and gender differences can affect communication in the classroom.				
7. Lesson Planning				
7.1 Plans instruction to achieve selected objectives.				
7.2 Identifies and sequences goals of instruction.				
7.3 Identifies and sequences objectives within lessons.				
7.4 Identifies teaching procedures and sequences learning activities.				
7.5 Revises instruction on the basis of student comments, questions, and performance.				
7.6. Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom.				
7.7 Demonstrates sensitivity to and for the needs and feelings of all students.				
7.8 Outlines expectations for all students in a clear manner.				
7.9 Conducts learning activities in a logical sequence which are flexible and developmentally appropriate.				
7.10 Provides illustration, examples, and applications of the material.				
7.11 Designs lessons that integrate technology into teaching.				
8. Assessment of student learning to improve teaching				
8.1 Recognizes and encourages the special interests and abilities of individual students.				
8.2 Selects appropriate materials and procedures for				

assessing students' progress on objectives.				
8.3 Uses evaluation instruments or procedures in order to monitor students' progress and effectiveness of instruction.				
8.4 Evaluates students on the basis of criteria that are aligned with instructional objectives.				
9. Reflection and professional development				
9.1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action.				
9.2 Obtains and uses information from colleagues to assist students with special needs.				
9.3 Identifies students who require the assistance of a specialist.				
9.4 Handles discipline fairly and consistently.				
9.5 Demonstrates ability to think about teaching and learning as both a reflective practitioner & an educational leader.				

COMMENTS (Please also address the student teacher's disposition, adaptability, dependability and professionalism):

 NIU Supervisor's Signature

 Date

7. Final Student Teaching Classroom Observation Form

[FLPT 485]

Student Name _____

Student Z# **Z**_____

Student e-mail _____

Student phone # _____

Student teaching from _____ to _____

Student attendance Days absent: _____

~~~~~

Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

| Date | Grade Level | Lesson Topic |
|------|-------------|--------------|
|      |             |              |
|      |             |              |
|      |             |              |
|      |             |              |

*Observer: Please use the following key to rate the student teacher:*

**U**nacceptable – Student demonstrates minimal progress toward objective.

**A**cceptable – Student demonstrates consistent achievements.

**T**arget – Student demonstrates exemplary achievement of objective.

**N/A** - No opportunity or not applicable

### 1. Knowledge of subject matter

|                                                                                           | N/A | U | A | T |
|-------------------------------------------------------------------------------------------|-----|---|---|---|
| 1.1 Demonstrates proficiency in the language                                              |     |   |   |   |
| 1.2 Knows and understands the major principles and concepts of the material to be taught. |     |   |   |   |
| 1.3 Possesses accurate and up –to- date knowledge of the material taught.                 |     |   |   |   |
| 1.4 Understands the purpose and value of the material taught.                             |     |   |   |   |
| 1.5 Is able to formulate meaningful questions about the subject matter.                   |     |   |   |   |
| 1.6 Knows appropriate sources of additional information about the material to be taught.  |     |   |   |   |

**COMMENTS:**

### 2. Knowledge of human development and learning

|                                                                                                                            | N/A | U | A | T |
|----------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 2.1 Uses student strengths as a basis of growth & plans instruction accordingly.                                           |     |   |   |   |
| 2.2 Understands how learning occurs, as well as how students construct knowledge, acquire skills & develop habits of mind. |     |   |   |   |
| 2.3 Uses basic principles of learning & human development to enhance learning of students from diverse backgrounds.        |     |   |   |   |

**COMMENTS:**

### 3. Instruction is adapted to meet diverse learners

|                                                                                                          | N/A | U | A | T |
|----------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 3.1 Plans instructional activities which provide for individual differences.                             |     |   |   |   |
| 3.2 Matches teaching styles and methods with the learning situation and the learning styles of students. |     |   |   |   |
| 3.3 Effectively implements instructional plans and uses appropriate instructional techniques.            |     |   |   |   |
| 3.4 Demonstrates sensitivity to community & cultural norms & adapts instruction accordingly.             |     |   |   |   |

**COMMENTS:**

#### 4. Use of multiple instructional strategies and resources

|                                                                                                                        | N/A | U | A | T |
|------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 4.1 Uses a variety of instructional methods and media to address the needs of all students.                            |     |   |   |   |
| 4.2 Uses a balance of individual, small & large group instructional arrangements.                                      |     |   |   |   |
| 4.3 Provides instructional activities that foster student involvement.                                                 |     |   |   |   |
| 4.4. Engages students in selecting their own learning objectives and activities.                                       |     |   |   |   |
| 4.5 Poses probing questions that stimulate students to recall, analyze, synthesize and evaluate.                       |     |   |   |   |
| 4.6 Presents opportunities that foster critical thinking and problem-solving skills.                                   |     |   |   |   |
| 4.7 Presents material at level appropriate to the needs, interests, abilities and backgrounds of students.             |     |   |   |   |
| 4.8 Recognizes the conditions and needs of special education students.                                                 |     |   |   |   |
| 4.9 Meets the needs of exceptional students.                                                                           |     |   |   |   |
| 4.10 Values the development of students' critical thinking, independent problem solving, and performance capabilities. |     |   |   |   |

#### COMMENTS:

#### 5. Creation of an effective learning environment

|                                                                                                                              | N/A | U | A | T |
|------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 5.1 Maintains classroom routines and procedures.                                                                             |     |   |   |   |
| 5.2 Uses instructional time effectively, paces instructional activities appropriately, and maximizes student's time or task. |     |   |   |   |
| 5.3 Provides and maintains an attractive and orderly learning environment.                                                   |     |   |   |   |
| 5.4 Maintains appropriate behavior standards for students in the learning environment.                                       |     |   |   |   |
| 5.5 Develops an atmosphere which fosters self-discipline.                                                                    |     |   |   |   |
| 5.6 Works cooperatively with colleagues and administrators.                                                                  |     |   |   |   |
| 5.7 Follows the policies, procedures, and curricula of the school district.                                                  |     |   |   |   |
| 5.8 Demonstrates ethical behavior.                                                                                           |     |   |   |   |
| 5.9 Conducts effective parent /teacher conference.                                                                           |     |   |   |   |
| 5.10 Promotes positive interpersonal relations based upon mutual respect.                                                    |     |   |   |   |
| 5.11 Creates positive learning environment that fosters curiosity & intrinsic motivation.                                    |     |   |   |   |

**COMMENTS:****6. Effective communication to foster inquiry & collaboration.**

|                                                                                                         | N/A | U | A | T |
|---------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 6.1 Provides directions and explanation in a clear, coherent and logical manner.                        |     |   |   |   |
| 6.2 Provides for two-way communication with students.                                                   |     |   |   |   |
| 6.3 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication. |     |   |   |   |
| 6.4 Assists and encourages students to research issues and questions of concern to them.                |     |   |   |   |
| 6.5 Promotes student's ability to communicate ideas and questions of concern to them.                   |     |   |   |   |
| 6.6 Understands how cultural and gender differences can affect communication in the classroom.          |     |   |   |   |

**COMMENTS:****7. Lesson Planning**

|                                                                                                                                                                  | N/A | U | A | T |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 7.1 Plans instructions to achieve selected objectives.                                                                                                           |     |   |   |   |
| 7.2 Identifies and sequences goals of instruction.                                                                                                               |     |   |   |   |
| 7.3 Identifies and sequences objectives within lessons.                                                                                                          |     |   |   |   |
| 7.4 Identifies teaching procedures and sequences learning activities.                                                                                            |     |   |   |   |
| 7.5 Revises instruction on the basis of student comments, questions, and performance.                                                                            |     |   |   |   |
| 7.6. Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual, and religious diversity present in the classroom. |     |   |   |   |
| 7.7 Demonstrates sensitivity to and for the needs and feelings of all students.                                                                                  |     |   |   |   |
| 7.8 Outlines expectations for all students in a clear manner.                                                                                                    |     |   |   |   |
| 7.9 Conducts learning activities in a logical sequence which are flexible and developmentally appropriate.                                                       |     |   |   |   |
| 7.10 Provides illustration, examples, and applications of the material.                                                                                          |     |   |   |   |
| 7.11 Designs lessons that integrate technology into teaching.                                                                                                    |     |   |   |   |

**COMMENTS:**

### 8. Assessment of student learning to improve teaching.

|                                                                                                                        | N/A | U | A | T |
|------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 8.1 Recognizes and encourages the special interests and abilities of individual students.                              |     |   |   |   |
| 8.2 Selects appropriate materials and procedures for assessing students' progress on objectives.                       |     |   |   |   |
| 8.3 Uses evaluation instruments or procedures in order to monitor students' progress and effectiveness of instruction. |     |   |   |   |
| 8.4 Evaluates students on the basis of criteria that are aligned with instructional objectives.                        |     |   |   |   |

**COMMENTS:**

### 9. Reflection and professional development

|                                                                                                                          | N/A | U | A | T |
|--------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|
| 9.1 Recognizes when students are deficient in the basic skills and provides or recommends corrective action.             |     |   |   |   |
| 9.2 Obtains and uses information from colleagues to assist students with special needs.                                  |     |   |   |   |
| 9.3 Identifies students who require the assistance of a specialist.                                                      |     |   |   |   |
| 9.4 Handles discipline fairly and consistently.                                                                          |     |   |   |   |
| 9.5 Demonstrates ability to think about teaching and learning as both a reflective practitioner & an educational leader. |     |   |   |   |

**COMMENTS:**

#### SUMMARY STATEMENT:

(Please also address the student teacher's disposition, adaptability, dependability and professionalism)

|                                                 | U | A | T |
|-------------------------------------------------|---|---|---|
| <b>Overall score on teaching</b>                |   |   |   |
| <b>Overall score/impact on student learning</b> |   |   |   |

\_\_\_\_\_  
NIU Supervisor's Signature

\_\_\_\_\_  
Date

The evaluation must be returned to the Teacher Certification Office, NIU, Department of Foreign Languages & Literatures immediately after the end of the student teaching period.

## 8. Cooperating Teacher - Midterm Report

[FLPT 485]

Student Teacher \_\_\_\_\_

Z# \_\_\_\_\_ Date: \_\_\_\_\_

|                                                                      | U <sup>2</sup> | A | T |
|----------------------------------------------------------------------|----------------|---|---|
| <b>Communication Skills</b>                                          |                |   |   |
| Establishes a good rapport with students/staff                       |                |   |   |
| Displays enthusiasm and appropriate teacher language                 |                |   |   |
| Asks questions to clarify and verify responsibilities                |                |   |   |
| <b>Professional Behavior</b>                                         |                |   |   |
| Arrives on time                                                      |                |   |   |
| Observes teacher or assists students when not teaching               |                |   |   |
| Submits and reviews plans with cooperating teacher in advance        |                |   |   |
| Responds positively to suggestions by cooperating teacher/supervisor |                |   |   |
| Prepares neat and correct materials/assignments                      |                |   |   |
| <b>Lesson Planning</b>                                               |                |   |   |
| Writes clear and measurable objectives                               |                |   |   |
| Plans appropriate activities for age and functioning level           |                |   |   |
| Develops own materials and lessons; organizes materials in advance   |                |   |   |
| <b>Teaching Skills</b>                                               |                |   |   |
| Uses demonstrations and/or modeling                                  |                |   |   |
| Uses different teaching formats                                      |                |   |   |
| Provides independent practice                                        |                |   |   |
| Uses appropriate pacing                                              |                |   |   |
| Demonstrates command of lesson content                               |                |   |   |
| Keeps students on task; implements behavior management techniques    |                |   |   |
| Records data for evaluation purposes                                 |                |   |   |
| Evaluates lessons                                                    |                |   |   |

On the back of the page, please

- (1) address Student Teacher Responsibilities,
- (2) include other comments (Please include both positive feedback and specific concerns. Please elaborate especially on any item marked **Unacceptable**.)

\_\_\_\_\_  
Cooperating Teacher Name

\_\_\_\_\_  
Cooperating Teacher Signature

<sup>2</sup> Unacceptable – Acceptable - Target

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**9. Cooperating Teacher –  
Final Evaluation of Student Teacher**  
[FLPT 485]

NAME: \_\_\_\_\_ Z# \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE(S) TAUGHT: \_\_\_\_\_

SUBJECT(S) TAUGHT: \_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_

COOPERATING TEACHER :: \_\_\_\_\_

**Summarizing Statement** (please mention specific strengths and weaknesses as well as potential success as a teacher):

\_\_\_\_\_  
Signature of Cooperating Teacher

\_\_\_\_\_  
Date



**10.**  
**ACTFL-REQUIRED**  
**ASSESSMENTS**

## List of ACTFL-required Assessments

| # | Assessment Name                       | Type or Form of Assessment                         | Document Title                              | When assessment is administered                           | Comments                                                  |
|---|---------------------------------------|----------------------------------------------------|---------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|
| 1 | Licensure, State tests                | Basic Skills Test<br>Content Area Tests            | #1 - Teacher Certification Scores Reporting | ISBE-administered                                         | need to be passed before student teaching                 |
| 2 | Content Knowledge                     | Content Assessment on Linguistics                  | #2 - Linguistics Project                    | French: FLFR 481<br>German: FLGE 481<br>Spanish: FLSP 481 |                                                           |
| 3 | Candidate ability to plan instruction | Standards-based written lesson plan                | #3 - Lesson Plan Template                   | FLMT 491<br>FLMT 490                                      |                                                           |
| 4 | Student Teaching                      | Standards-based lessons taught and reflected upon  | #4 -Lesson Plan Template                    | FLPT 485                                                  | includes student lesson plans and all ancillary materials |
| 5 | Candidate Effect on Student Learning  | Impact on Student Learning                         | #5 – Teacher Work Sample                    | FLPT 485                                                  |                                                           |
| 6 | Oral Proficiency                      | Official ACTFL OPI or OPIc                         | #1 – Teacher Certification Scores Reporting | prior to student teaching                                 | NIU will proctor test during FLMT 491 as well as FLMT 490 |
| 7 | Professionalism                       | Professional Development                           | #7 – Professional Development               | during time as a student teacher                          | should show continuous involvement with the profession    |
| 8 | Focus on ACTFL/NCATE Standards        | Content assessment on analysis of textual material | #8 – Final Reflective Paper                 | after FLPT 485                                            |                                                           |

**Please note:** All these assessments have to be collected in the Professional Portfolio (see below).

## Assessment #1: Teacher Certification Scores Reporting

Candidate Name \_\_\_\_\_

Z# \_\_\_\_\_

Please enter your scores in the table:

| Test                               | Scores | Passed / Failed |
|------------------------------------|--------|-----------------|
| APT                                |        |                 |
|                                    |        |                 |
| Basic Skills Test                  |        |                 |
| Reading Comprehension              |        |                 |
| Language Arts                      |        |                 |
| Mathematics                        |        |                 |
| Writing                            |        |                 |
| Content Area Test                  |        |                 |
| Listening Comprehension            |        |                 |
| Reading and Vocabulary             |        |                 |
| Language Structure and Acquisition |        |                 |
| Cultural Knowledge                 |        |                 |
| Written Expression                 |        |                 |
| Oral Expression                    |        |                 |
|                                    |        |                 |
| OPI(c) <sup>3</sup>                |        |                 |
|                                    |        |                 |

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<sup>3</sup> at Advanced Low or above

## Assessment #2: Linguistics Project<sup>4</sup>

### “Linguistic Analysis of a Speech Sample”

[FLFR 481 / FLGE 481 / FLSP 481]

Obtain a speech sample of 5-10 minutes in length. You can ask for permission to digitally record a native speaker of the target language or obtain a sound file from an online database in the target language. If you conduct an interview, talk as little as possible and structure questions to elicit most of the sample from the interviewee so that you have a rich sample of speech to analyze. Asking the interviewee to discuss specific topics will result in a richer sample than if you were to ask a series of questions. You might ask your informant to talk about the following topics: his/her life as a child in his/her native country; the details of moving to the U.S.; what he/she recalls about coming to the U.S.; a description of his/her job/profession and interests; how often and where he/she speaks the native language; what he/she knows about varieties of his/her native language (i.e., dialectal differences); his/her experiences learning English.

After the interview or after selecting a speech sample, you will analyze the data and write a paper that presents your analysis of the recorded speech sample.

Include the following:

1. Transcription
  - a. Transcribe the speech sample in phonetic and graphemic form.
  - b. Submit the transcriptions as an appendix to the paper.
  
2. Analysis
  - a. Analysis of the speech sample
    - i. Describe at least two dialectal features of the speech sample, such as specific phonemes and/or allophones that are characteristic of a particular geographical region. Perhaps there are morphological or syntactic features that are distinctive as well.
    - ii. Describe and explain two pragmatic/sociolinguistic features of the speech sample, such as a politeness convention or a formal/informal form of address.
  - b. Compare the language of the speech sample with English. Select 2 of the following options:
    - i. Identify two phonemes from the speech sample that have similar phonemic and allophonic distributions with English. For each, explain the rules for the allophonic distribution and illustrate how they are similar to English.
    - ii. Identify two phonemes from the speech sample that have similar phonemic and allophonic distributions with English. For each, explain the rules for the allophonic distribution and illustrate how they are different from English.
    - iii. Identify two syntactic patterns that are characteristic of the speech sample (e.g. questions formation). Contrast with typical syntactic patterns in English.
    - iv. Tape yourself saying 3-5 sentences that the native speaker used, and contrastively analyze your speech and the native speaker's.

Your paper should be written in English, using an approved linguistics format (e.g. APA) and be 4-6 pages in length (12 point, double-spaced, 1 inch margins), excluding title page, transcriptions, and bibliography. Your paper will be evaluated using the rubric that appears on the next page.

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<sup>4</sup> adapted from <http://www.cas.sc.edu/dllc/Geninfo/MAT/USC-UGTC-Handbook.pdf>

## Assessment #2: Evaluation Rubric

|                                                     | <b>Unacceptable</b>                                                                                                            | <b>Acceptable</b>                                                                                    | <b>Target</b>                                                                                                                                           |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonetic transcription                              | There are many errors in the phonetic transcription, or it is incomplete.                                                      | Phonetic transcription is mostly thorough and accurate.                                              | Phonetic transcription is thorough and accurate.                                                                                                        |
| Graphemic transcription                             | Transcription is incomplete.                                                                                                   | Transcription is complete.                                                                           | Transcription is complete and detailed (e.g. pauses, overlap)                                                                                           |
| Dialect features (phonetic, morphologic, syntactic) | Analysis lacks sufficient detail, is at least partly inaccurate, or does not describe two features.                            | Analysis accurately describes the two features selected.                                             | Analysis accurately describes the two features selected, provides a detailed analysis, and refers to other examples or references.                      |
| Dialect features (sociolinguistic, pragmatic)       | Analysis lacks sufficient detail, is at least partly inaccurate, or does not describe two features.                            | Analysis accurately describes the two features selected.                                             | Analysis accurately describes the two features selected, provides a detailed analysis, and refers to other examples or references.                      |
| Comparison with English                             | Analysis lacks sufficient detail, is at least partly inaccurate, or does not address two of the possible options for analysis. | Analysis accurately describes and compares two of the possible options.                              | Analysis accurately describes and compares two of the possible options, provides a detailed analysis, and refers to other examples or references.       |
| Form and writing                                    | Parts of the assignment are missing. Writing indicates many issues regarding grammaticality, coherence, or professionalism.    | All parts of the assignment are included. Writing is mostly grammatical, coherent, and professional. | All parts of the assignment are included (i.e. Title page, Analysis, Transcriptions, Bibliography). Writing is grammatical, coherent, and professional. |

## Assessment #2: Linguistics Evaluation Form

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

Evaluator \_\_\_\_\_

Class (please circle)    FLFR 481    FLGE 481    FLSP 481

| Components                                          | N/A | Unacceptable | Acceptable | Target |
|-----------------------------------------------------|-----|--------------|------------|--------|
| Phonetic transcription                              |     |              |            |        |
| Graphemic transcription                             |     |              |            |        |
| Dialect features (phonetic, morphologic, syntactic) |     |              |            |        |
| Dialect features (sociolinguistic, pragmatic)       |     |              |            |        |
| Comparison with English                             |     |              |            |        |
| Form and writing                                    |     |              |            |        |

Overall Evaluation: \_\_\_\_\_

**Assessment # 3: Lesson Plan Template # \_\_\_\_\_**

[FLMT 490 &amp; 491]

**I. Preliminary Information**

Date:

Name:

Lesson Title and Topic:

Supervising Teacher:

Subject Area:

Length of Lesson:

~~~~~

1. Student Population (grade level, background):
2. Materials and Resources Needed:
3. National / State Standards (ACTFL / ISBE) addressed:
4. Goals and Objectives

~~~~~

**II. Lesson Activities and Procedures**

5. **Preparation / Warm-up Activity**
6. **Presentation / Practice** (Lesson Activities, normally 2-6 activities)

For each activity explain how you will do the following:

- Modeling (teacher models or demonstrates the skills to be learned)
- Practice (individual/pairs/groups)

7. **Closure activity** (exit interview/game/song etc.)
8. **Evaluation / Assessment** (Have objectives been met?)
9. **Handouts** (Attach all handouts)

## Assessment #3: Lesson Plan Evaluation Rubric

This rubric is used to evaluate lesson plans only, NOT the actual delivery of instruction. All references to “teacher” pertain to the candidate.

| Components                                 | Unacceptable                                                                                                                                                                                                                                       | Acceptable                                                                                                                                                                                                                                                                | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Student Population</b>               | Identification of student population incomplete and the achievement levels are not indicated.                                                                                                                                                      | Grade level identified and achievement levels identified.                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Achievement and grade levels clearly identified.</li> <li>- Demonstrated awareness of special needs of learners when appropriate.</li> </ul>                                                                                                                                                                                                                                                                                                      |
| <b>2. Materials / Resources</b>            | Essential materials and resources not listed                                                                                                                                                                                                       | Most materials and resources listed                                                                                                                                                                                                                                       | Complete listing of materials and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>3. ACTFL / ISBE standards addressed</b> | Standards not identified, incomplete, do not match objective                                                                                                                                                                                       | Plan clearly integrates standards and may match objective                                                                                                                                                                                                                 | Plan thoroughly integrates the standard, complete with number and fully stated and matches objective                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4. Goals and Objectives</b>             | Not developmentally appropriate and not stated in specific, measurable terms                                                                                                                                                                       | Developmentally appropriate and stated in observable terms.                                                                                                                                                                                                               | Objectives are stated in specific, measurable terms, they are developmentally appropriate.                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>5. Preparation / warm-up activity</b>   | Not identified or related to objective                                                                                                                                                                                                             | Focuses attention of students on upcoming lesson                                                                                                                                                                                                                          | Focuses attention on the lesson and piques the students' interest.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>6. Presentation / Practice</b>          | <ul style="list-style-type: none"> <li>- Incomplete or inaccurate information given</li> <li>- No demonstration of what students will do</li> <li>- No appropriate use of resources and no check for understanding of skill or concept.</li> </ul> | <ul style="list-style-type: none"> <li>- Explanations are clearly stated</li> <li>- Information given is complete and accurate demonstration of activities; lesson format is student-centered</li> <li>- Adequate check for understanding of skill or concept.</li> </ul> | <ul style="list-style-type: none"> <li>- Explanations clearly stated and appropriately sequenced</li> <li>- Age-appropriate explanation</li> <li>- Modifications for special population – if appropriate</li> <li>- Clear and unambiguous demonstration of activities</li> <li>- Learning activities are student-centered</li> <li>- Exercises are clearly introduced</li> <li>- Check for understanding to ensure students are progressing towards mastery of skill or concept</li> </ul> |
| <b>7. Closure Activity</b>                 | Not identified or related to objective                                                                                                                                                                                                             | Focuses attention of students on upcoming lesson                                                                                                                                                                                                                          | Focuses attention on the lesson and piques the students' interest                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>8. Evaluation / Assessment</b>          | Not identified; no connection to objective(s).                                                                                                                                                                                                     | Somewhat identified and address stated objective(s)                                                                                                                                                                                                                       | Clearly identified and clearly address objective(s)                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>9. Handouts</b>                         | not appropriate                                                                                                                                                                                                                                    | appropriate for purpose                                                                                                                                                                                                                                                   | clearly appropriate for purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>10. Grammar and Spelling</b>            | mistakes obstruct understanding                                                                                                                                                                                                                    | a few mistakes which do not obstruct understanding                                                                                                                                                                                                                        | no mistakes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Assessment # 3: Lesson Plan Evaluation Form # \_\_\_\_\_

[to be filled out by FLMT 490/491 – instructor]

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

Lesson Title \_\_\_\_\_

Evaluator \_\_\_\_\_

| Components                         | NA | Unacceptable | Acceptable | Target |
|------------------------------------|----|--------------|------------|--------|
| 1. Student Population              |    |              |            |        |
| 2. Materials/Resources             |    |              |            |        |
| 3. ACTFL/ ISBE standards addressed |    |              |            |        |
| 4. Learning Objective(s)           |    |              |            |        |
| 5. Preparation                     |    |              |            |        |
| 6. Presentation / Practice         |    |              |            |        |
| 7. Closure Activity                |    |              |            |        |
| 8. Evaluation / Assessment         |    |              |            |        |
| 9. Handouts                        |    |              |            |        |
| 10. Grammar and Spelling           |    |              |            |        |

overall evaluation: \_\_\_\_\_

**Assessment # 4: Lesson Plan Template # \_\_\_\_\_**  
[FLPT 485]

**I. Preliminary Information**

Date:

Name:

Lesson Title and Topic:

Supervising Teacher:

Subject Area:

Length of Lesson:

~~~~~

1. Student Population (grade level, background):

2. Materials and Resources Needed:

3. National / state standards (ACTFL / ISBE) addressed:

4. Goals and Objectives - *Students will be able to ...*

~~~~~

**II. Lesson Activities and Procedures**

**5. Preparation/Warm-up Activity**

**6. Presentation /Practice** (Lesson Activities, normally 2-6 activities)

1.

2.

...

for each activity above explain how you will do the following)

- Modeling (teacher models or demonstrates the skills to be learned)
- Practice (individual / pairs / groups)

**7. Closure activity** (exit interview / game / song etc.)

**8. Evaluation / Assessment** (Have objectives been met?)

**9. Handouts** (Attach all handouts)

---

**10. Reflection** (to be handed in to the supervisor after teaching the lesson)

You may also refer to: *“Other issues to be addressed while preparing and evaluating the lesson plan”* in “Guide to writing a successful lesson plan” below.

- What worked? (How do you know it worked?)
- What did not work? (How do you know it did not work?)
- What can you do to improve the lesson?
- If you need to re-teach a concept how will you do it?
- What accommodations did you make for students with learning disabilities?

## Lesson Plan Evaluation Rubric

This rubric is used to evaluate lesson plans only, NOT the actual delivery of instruction. All references to “teacher” pertain to the candidate.

| Components                                 | Unacceptable                                                                                                                                                                                                                                       | Acceptable                                                                                                                                                                                                                                                                | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Student Population</b>               | Identification of student population incomplete and the achievement levels are not indicated.                                                                                                                                                      | Grade level identified and achievement levels identified.                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Achievement and grade levels clearly identified.</li> <li>- Demonstrated awareness of special needs of learners when appropriate.</li> </ul>                                                                                                                                                                                                                                                                                                      |
| <b>2. Materials / Resources</b>            | Essential materials and resources not listed                                                                                                                                                                                                       | Most materials and resources listed                                                                                                                                                                                                                                       | Complete listing of materials and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>3. ACTFL / ISBE standards addressed</b> | Standards not identified, incomplete, do not match objective                                                                                                                                                                                       | Plan clearly integrates standards and may match objective                                                                                                                                                                                                                 | Plan thoroughly integrates the standard, complete with number and fully stated and matches objective                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4. Goals and Objectives</b>             | Not developmentally appropriate and not stated in specific, measurable terms                                                                                                                                                                       | Developmentally appropriate and stated in observable terms.                                                                                                                                                                                                               | Objectives are stated in specific, measurable terms, they are developmentally appropriate.                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>5. Preparation / warm-up activity</b>   | Not identified or related to objective                                                                                                                                                                                                             | Focuses attention of students on upcoming lesson                                                                                                                                                                                                                          | Focuses attention on the lesson and piques the students' interest.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>6. Presentation / Practice</b>          | <ul style="list-style-type: none"> <li>- Incomplete or inaccurate information given</li> <li>- No demonstration of what students will do</li> <li>- No appropriate use of resources and no check for understanding of skill or concept.</li> </ul> | <ul style="list-style-type: none"> <li>- Explanations are clearly stated</li> <li>- Information given is complete and accurate demonstration of activities; lesson format is student-centered</li> <li>- Adequate check for understanding of skill or concept.</li> </ul> | <ul style="list-style-type: none"> <li>- Explanations clearly stated and appropriately sequenced</li> <li>- Age-appropriate explanation</li> <li>- Modifications for special population – if appropriate</li> <li>- Clear and unambiguous demonstration of activities</li> <li>- Learning activities are student-centered</li> <li>- Exercises are clearly introduced</li> <li>- Check for understanding to ensure students are progressing towards mastery of skill or concept</li> </ul> |
| <b>7. Closure Activity</b>                 | Not identified or related to objective                                                                                                                                                                                                             | Focuses attention of students on upcoming lesson                                                                                                                                                                                                                          | Focuses attention on the lesson and piques the students' interest                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>8. Evaluation / Assessment</b>          | Not identified; no connection to objective(s).                                                                                                                                                                                                     | Somewhat identified and address stated objective(s)                                                                                                                                                                                                                       | Clearly identified and clearly address objective(s)                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>9. Handouts</b>                         | not appropriate                                                                                                                                                                                                                                    | appropriate for purpose                                                                                                                                                                                                                                                   | clearly appropriate for purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>10. Reflection</b>                      | Lacks sufficient detail and/or is at least partly inaccurate.                                                                                                                                                                                      | Identifies and analyzes accurately several features.                                                                                                                                                                                                                      | Provides a detailed analysis of the lesson taught with examples, and comparisons to previously taught classes. Makes recommendation for self-improvement.                                                                                                                                                                                                                                                                                                                                  |
| <b>11. Grammar and Spelling</b>            | mistakes obstruct understanding                                                                                                                                                                                                                    | a few mistakes which do not obstruct understanding                                                                                                                                                                                                                        | no mistakes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Assessment #4: Lesson Plan Evaluation Form # \_\_\_\_\_

[to be filled out by University Supervisor]

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

Lesson Title \_\_\_\_\_

Evaluator \_\_\_\_\_

| Components                         | NA | Unacceptable | Acceptable | Target |
|------------------------------------|----|--------------|------------|--------|
| 1. Student Population              |    |              |            |        |
| 2. Materials/Resources             |    |              |            |        |
| 3. ACTFL/ ISBE standards addressed |    |              |            |        |
| 4. Learning Objective(s)           |    |              |            |        |
| 5. Preparation                     |    |              |            |        |
| 6. Presentation / Practice         |    |              |            |        |
| 7. Closure Activity                |    |              |            |        |
| 8. Evaluation / Assessment         |    |              |            |        |
| 9. Handouts                        |    |              |            |        |
| 10. Reflection                     |    |              |            |        |
| 11. Grammar and Spelling           |    |              |            |        |

overall evaluation: \_\_\_\_\_

## Guide to writing a successful Lesson Plan<sup>5</sup>

### To begin, ask yourself three basic questions:

- i. Where are your students going?
- ii. How are they going to get there?
- iii. How will you know when they've arrived?

Then begin to think about each of the following categories which form the organization of the plan. While planning, use the questions below to guide you during each stage.

### Goals and Objectives

Goals determine purpose, aim, and rationale for what you and your students will engage in during class time. Use this section to express the intermediate lesson goals that draw upon previous plans and activities and set the stage by preparing students for future activities and further knowledge acquisition. The goals are typically written as broad educational or unit goals adhering to State or National curriculum standards.

- What are the broader objectives, aims, or goals of the unit plan/curriculum?
- What are your goals for this unit?
- What do you expect students to be able to do by the end of this unit?
- What will students be able to do during each individual lesson?
- How will students demonstrate that they have learned and understood the objectives of the lesson?

### Prerequisites

Prerequisites can be useful when considering the readiness state of your students. Prerequisites allow you, and other teachers replicating your lesson plan, to factor in necessary prep activities to make sure that students can meet the lesson objectives.

- What must students already be able to do before this lesson?
- What concepts have to be mastered in advance to accomplish the lesson objectives?

### Materials

This section has two functions: it helps other teachers quickly determine a) how much preparation time, resources, and management will be involved in carrying out this plan and b) what materials, books, equipment, and resources they will need to have ready. A complete list of materials, including full citations of textbooks or story books used, worksheets, and any other special considerations are most useful.

- What materials will be needed?
- What textbooks or story books are needed? (please include full bibliographic citations)
- What needs to be prepared in advance?

### Lesson Procedures

A language lesson should include a variety of activities that combine different types of language input and output. Learners at all proficiency levels benefit from such variety; research has shown that it is more motivating and is more likely to result in effective language learning. An effective lesson has at least four parts:

1. Preparation
2. Presentation
3. Practice
4. Evaluation

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<sup>5</sup> from <http://www.nclrc.org/essentials/index.htm>

These parts of a lesson may all take place in one class session or may extend over multiple sessions, depending on the nature of the topic and the activities.

The lesson plan should outline who will do what in each part of the lesson. The time allotted for preparation, presentation, and evaluation activities should be no more than 8-10 minutes each.

Communication practice activities may run a little longer.

### **1. Preparation / Warm-Up**

- As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.
- Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered
- Use comparison with the native language to elicit strategies that students may already be using
- Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities

### **2. Presentation/Modeling/Procedures for presenting activities**

Move from preparation into presentation of the linguistic and topical content of the lesson and relevant learning strategies. Present the strategy first if it will help students absorb the lesson content.

Presentation provides the language input that gives students the foundation for their knowledge of the language. Input comes from the instructor and from course textbooks. Language textbooks designed for students in U.S. universities usually provide input only in the form of examples; explanations and instructions are written in English. To increase the amount of input that students receive in the target language, instructors should use it as much as possible for all classroom communication purposes.

An important part of the presentation is "structured output", in which students practice the form that the instructor has presented. In structured output, accuracy of performance is important. Structured output is designed to make learners comfortable producing specific language items recently introduced.

Structured output is a type of communication that is found only in language classrooms. Because production is limited to preselected items, structured output is not truly communicative.

### **3. Practice**

In this part of the lesson, the focus shifts from the instructor as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic-based task with a specific outcome. These tasks have to be well prepared and the instructor should model the task with a few selected students. In addition, it is advised that instructors provide the students with a time-frame for task completion.

Completion of the task may require the bridging of an information gap. The instructor observes the groups and acts as a resource when students have questions that they cannot resolve themselves.

Language becomes a tool, rather than an end in itself. Learners have to use any or all of the language that they know along with varied communication strategies. The criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

Activities for the practice segment of the lesson may come from a textbook or be designed by the instructor.

Possible lesson formats: lecture, discussion, question-answer, group work (3-5 students, guided or independent), pair work (guided or independent), individual work (guided or independent) etc.

### **4. Evaluation**

When all students have completed the communication practice task, reconvene the class as a group to recap the lesson. Ask students to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task. Evaluation is useful for four reasons:

- It reinforces the material that was presented earlier in the lesson
- It provides an opportunity for students to raise questions of usage and style
- It enables the instructor to monitor individual student comprehension and learning
- It provides closure to the lesson

**Helpful websites:**

NCLRC – The Essentials of Language Teaching (<http://www.nclrc.org/essentials/index.htm>)

Tips for writing objectives (<http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/>)

**Other issues to be addressed while planning and evaluating the lesson plan**

- 1) How long is the lesson expected to last?
  - a. Under what conditions or possible reasons would the timing of instruction need to be modified?
- 2) Are classroom rules, procedures and consequences already established in this class?
  - a. If so, list them here. If not, identify general rules, procedures and consequences that will be implemented. And, describe how the students will be taught/trained/informed of the rules, procedures and consequences.
- 3) How will instruction be modified during the lesson for special needs students?
- 4) How will technology be integrated in the lesson?
  - a. How will integration of technology be managed in this lesson (specifically, will there be different management needs for use of technology by the teacher or students?)
- 5) How will student comprehension of the learning objectives be verified?
- 6) What if students do not comprehend the learning objective(s)? What alternative instructional strategy can be implemented?
- 7) How will instructional effectiveness and/or if instruction is meeting the needs of ALL learners be verified?
- 8) How will students be called on to ensure optimum participation of ALL students?
- 9) How will student attention be gained to begin a different aspect of the lesson and/or if they get off-task?
  - a. What will be done if distractions occur?
  - b. What attention getting strategies can be implemented if needed?
- 10) How will students be praised or provided incentives (not just extrinsic rewards, must include how student motivation will intrinsically be addressed)?
  - a. What actions will students be praised for?
- 11) How will student misbehavior be corrected?
  - a. Minor violations? Moderate violations? Major violations?
- 12) Are there social skills that must be taught or modeled for ensuring effective group work (do not assume that they know these)?
  - a. If so, what are they and how will they be addressed?
- 13) How will students' comprehension of directions and their ability to follow those directions be ensured (do not say, "I will ask them if they understand"...you must come up with a proactive way to ensure student comprehension)?
- 14) How will students be moved from one aspect of the lesson to another, especially if at different points they operate in groups and individually?
- 15) How will materials be distributed?
  - a. When will they be distributed?
- 16) Where and how will students turn in their work?
- 17) What transitional activities will be implemented for this lesson?
- 18) What is planned for students who finish early?
- 19) What will be said if students ask why this content/concept is important to learn

## **Assessment # 5: Teacher Work Sample (Pre-test/Post-test)**

[FLPT 485]

Candidates are required to do a pre-test or survey to find out what students already know **prior to** teaching a given lesson/unit. The results of the pre-test/survey will be compiled but not graded. **After** teaching the lesson/unit, a post-test will be given, the results of which will be compiled/graded.

Candidates will reflect on the results of the pre/post test and submit their findings to their electronic portfolio. Samples of student work may be included to show if learning objectives have been met. (To protect student privacy, names should be removed.)

**The Teacher Work Sample Report Should include the following information:**

### **❖ Community, school, classroom & student characteristics**

(This information is available on the school report card)

- Community
  - ◆ Description of community
  - ◆ Community population (socioeconomic profile, race/ethnicity)
  - ◆ Role of school in community
  - ◆ Community/parent support for education
- School
  - ◆ Location of school
  - ◆ Physical features of the school
  - ◆ Availability of technology, equipment, and other resources
  - ◆ School mobility rate
  - ◆ NCLB status of the school
- Classroom
  - ◆ Average class size (school)
  - ◆ Average class size in FR/GE/SP classes
  - ◆ Scheduling
  - ◆ Physical features of the classroom
  - ◆ Classroom rules
  - ◆ Routines relevant to the content being taught
- Student characteristics
  - ◆ School population (socioeconomic profile, race/ethnicity)
  - ◆ Students (age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, skill levels, etc.)

### **II. Unit Overview & Learning Objectives (from Lesson Plan)**

- ◆ Level of class:
- ◆ Unit theme:
- ◆ Objective:
- ◆ How learning activities tie into theme and objective:

|                                           |                                                               |                                   |
|-------------------------------------------|---------------------------------------------------------------|-----------------------------------|
| Objective<br>Students will be able to.... | Type of Objective<br>(Communicative, linguistic, or cultural) | Alignment with National Standards |
|-------------------------------------------|---------------------------------------------------------------|-----------------------------------|

### III. Pre/Post Test Data

Include a copy of each of the following: pre-test, post-test, answer keys, rubrics (if used) and (optional) student work samples. Here is a sample chart that you could use to report your findings:

| Learning Objective: | Pre- Test Average | Post-Test Average | RTI<br>(What will candidate do to improve post-test scores, or to insure that learning objectives are met.) |
|---------------------|-------------------|-------------------|-------------------------------------------------------------------------------------------------------------|
|                     |                   |                   |                                                                                                             |

### IV. Reflection & Self-Evaluation

Interpretation of student learning (based on assessment results, student characteristics, objectives, instruction, assessment etc.)

- ◆ Possible reasons for student success
- ◆ Possible reasons for students' lack of success

Insights on effective instruction and assessment

- ◆ Most successful learning activity
- ◆ Least successful learning activity
- ◆ Rationale for selections

Implications for future teaching

- ◆ What you did well
- ◆ What you could do differently/better in the future to improve student performance

Implications for personal professional improvement

- ◆ Area you will improve

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**V. Additional Information for candidate's work sample report****Formatting**

1-inch margins

12 point font

Double spaced

No student names in any part, you may use fictitious name

**Cover Page**

Name:

Z#:

Grade Level Taught:

Subject Taught:

Your Major:

Date:

**Table of Contents**

Sections (with page numbers)

Attachments (with page numbers)

**Attachments**

A sample of a student's work that provides clear evidence of your performance

A sample of a student's work that provides clear evidence of student learning

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## Assessment #5: Teacher Work Sample Evaluation Form

[to be filled out by University Supervisor]

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

Title \_\_\_\_\_

Evaluator \_\_\_\_\_

| Components                                             | NA | Unacceptable | Acceptable | Target |
|--------------------------------------------------------|----|--------------|------------|--------|
| Community, school, classroom & student characteristics |    |              |            |        |
| Unit Overview & Learning Objectives                    |    |              |            |        |
| Pre/Post Test                                          |    |              |            |        |
| Reflection & Self-Evaluation                           |    |              |            |        |
| Formatting                                             |    |              |            |        |
| Cover Page                                             |    |              |            |        |
| Table of Contents                                      |    |              |            |        |
| Attachments                                            |    |              |            |        |

overall evaluation: \_\_\_\_\_

## Tips for Writing Objectives from: [www.ulm.edu](http://www.ulm.edu)

### What are instructional objectives?

Instructional objectives are S.M.A.R.T.: **Specific, Measurable, Attainable, Realistic and Timely.**

- An objective is a description of a performance you want learners to be able to exhibit before you consider them competent. (Note from: <http://www.uams.edu/oed/teaching/objectives.htm>)
- An objective describes an intended result of instruction, rather than the process of instruction itself. (see <http://www.uams.edu/oed/teaching/objectives.htm>)

### Why have objectives? ([http://www.hsc.wvu.edu/aap/aap-car/faculty-development/teaching-skills/writing\\_objectives.htm](http://www.hsc.wvu.edu/aap/aap-car/faculty-development/teaching-skills/writing_objectives.htm))

- To provide direction to instruction.
- To provide guidelines for assessment.
- To convey instructional intent to others.

### How do I write objectives?

- Don't make writing objectives tedious, trivial, time-consuming, or mechanical. Keep them simple, unambiguous, and clearly focused as a guide to learning.
- The purpose of objectives is not to restrict spontaneity or constrain the vision of education in the discipline; but to ensure that learning is focused clearly enough that both students and teacher know what is going on.
- Express them in terms of student performance, behavior, and achievement, not teacher activity.
- Three components of an instructional objective:
  1. Identify the type of activity in which competence is required
  2. Specify the criteria or standards by which competence in the activity will be assessed
  3. List any conditions or circumstances required for students to meet the objective
  4. Answer the question: "*What should the students be able to do?*" ([http://www.usuhs.mil/che/write\\_objective.htm](http://www.usuhs.mil/che/write_objective.htm))

### What are their characteristics?

- Objectives must be clear and attainable.
- Focus on knowledge/skill acquisition or reinforcement.
- A recommended wording format is: "Students will be able to..." This phrase is followed by a specific performance verb and the desired learning outcome.

### What words or phrases should I avoid?

*know, think, appreciate, learn, comprehend, remember, perceive, understand, be aware of, be familiar with, have knowledge of, grasp the significance,* (these are NOT measurable). Thus the following are **NOT** observable or measurable objectives ([www.assessment.gatech.edu/eWorkshops/writing%20instructional%20objectives%20version%20](http://www.assessment.gatech.edu/eWorkshops/writing%20instructional%20objectives%20version%20)):

- *Appreciate* the beauty of a circuit
- Really *understand* relativity theory
- Be *familiar* with the law
- *Understand* the process of osmosis
- *Enjoy* speaking French
- *Change* the spark plugs on an engine
- *Learn* about erosion

**Writing Objectives for Lesson Plans Using Bloom's Taxonomy  
and Associated Action or Performance Verbs**

| Learning level | Associated action verbs                                                                                                  |
|----------------|--------------------------------------------------------------------------------------------------------------------------|
| Knowledge      | define, describe, state, list, name, write, recall, recognize, label, underline, select, reproduce, outline, match       |
| Comprehension  | identify, justify, select, indicate, illustrate, represent, name, formulate, explain, judge, contrast, classify          |
| Application    | predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, use, perform                      |
| Analysis       | analyze, identify, conclude, differentiate, select, separate, compare, contrast, justify, resolve, break down, criticize |
| Synthesis      | combine, restate, summarize, precise, argue, discuss, organize, derive, select, relate, generalize, conclude             |
| Evaluation     | judge, evaluate, determine, recognize, support, defend, attack, criticize, identify, avoid, select, choose               |

**Objectives could include more criteria or parts:**

**ABCDs of Writing Objectives** (available at: <http://www.uams.edu/oed/teaching/objectives.htm>)

- **A-Audience:** The who. *"The student will be able to..."*
- **B-Behavior:** What a learner is expected to be able to do or the product or result of the doing. The behavior or product should be observable.
- **C-Condition:** The important conditions under which the performance is to occur.
- **D-Degree:** The criterion of acceptable performance. How well the learner must perform in order for the performance to be considered acceptable.

## Assessment #7: Professional Development<sup>6</sup>

[start during Step 1: Admission to Professional Studies]

The purpose of this assessment is to verify that you are taking responsibility for your learning outside of class and are becoming involved in the larger foreign language profession. Starting during your first semester in the program, please fill out the template below (in both hard copy and electronic form), which is used to document your involvement in at least two of the following four areas:

- ✓ Efforts to improve language outside of class (e.g., club activities, conversational partners, study abroad, language house, tutoring, etc.)
- ✓ Attendance at professional development events such as conferences and workshops
- ✓ Advancement of knowledge of profession through readings from Professional Journals;
- ✓ Membership and involvement in professional organizations. In addition to documenting the name and date of each activity on the log, please describe your experiences in each activity and reflect on what you have learned as a result.

Make sure you answer Question 2 about your future professional development.

**1. Use the following chart to keep track of your professional involvement throughout your time in the program:**

|                                                                                                                               | Dates | Nature / Name of Activity | Experiences or Responsibilities during Activity | Learning that Resulted from Activity |
|-------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------|-------------------------------------------------|--------------------------------------|
| Efforts to Improve Language Outside of Class (e.g., club activities, conversational partners, language house, tutoring, etc.) |       |                           |                                                 |                                      |
| Attendance at Professional Development Events (e.g., conferences, workshops; speakers, etc.)                                  |       |                           |                                                 |                                      |
| Advancement of knowledge of profession through readings from professional journals                                            |       |                           |                                                 |                                      |
| Membership and involvement in professional organizations                                                                      |       |                           |                                                 |                                      |

**2. On a separate sheet of paper** (typed, double-spaced, 12 point), please answer: **What do you plan to do in the future to become an active participant in the foreign language profession?**

<sup>6</sup> adapted from <http://www.cas.sc.edu/dllc/Geninfo/MAT/USC-UGTC-Handbook.pdf>

## Assessment #7: Evaluation Rubric

|                                                                                           | <b>Unacceptable</b>                                                               | <b>Acceptable</b>                                                                                                         | <b>Target</b>                                                                                                           |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Efforts to Improve Language Outside of Class</b>                                       | Has done little to nothing to improve language proficiency outside of coursework. | Has taken some steps to improve language proficiency outside of coursework.                                               | Has developed a systematic approach to improving language proficiency outside of coursework.                            |
| <b>Attendance at Professional Development Events</b>                                      | Has not attended any professional development events.                             | Has attended 1-2 professional development events.                                                                         | Has attended over 3 professional development events.                                                                    |
| <b>Advancement of knowledge of profession through readings from professional journals</b> | Has read one or no professional journal articles.                                 | Has read at least 2-3 professional journal articles and gave 2 class presentations that have engaged peers in discussion. | Has read at least 5 professional journal articles and gave 2 class presentations that have engaged peers in discussion. |
| <b>Membership and involvement in professional organizations</b>                           | Has not joined or become involved in any professional organization.               | Has joined at least one professional organization.                                                                        | Has joined at least one professional organization and attended a regional meeting                                       |
| <b>Future Plans for Professional Involvement</b>                                          | Has no immediate plans for becoming involved in the profession.                   | Has several ideas for ways to become involved in the profession.                                                          | Has a clear vision of his/her role as an active participant in the profession.                                          |

## Assessment #7: Evaluation Form

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

Evaluator \_\_\_\_\_

|                                                                                    | N/A | Unacceptable | Acceptable | Target |
|------------------------------------------------------------------------------------|-----|--------------|------------|--------|
| Efforts to Improve Language Outside of Class                                       |     |              |            |        |
| Attendance at Professional Development Events                                      |     |              |            |        |
| Advancement of knowledge of profession through readings from professional journals |     |              |            |        |
| Membership and involvement in professional organizations                           |     |              |            |        |
| Future Plans for Professional Involvement                                          |     |              |            |        |

overall evaluation: \_\_\_\_\_

**Assessment # 8: Final Reflective Paper**

[FLPT 485]

**TOPIC:**

“Is literature relevant in the preparation of teachers for the teaching profession?”

Due: last semester of your study, after student teaching, to be included in the Portfolio

Length: 3- 5 pages, 12 point, double-spaced, 1 inch margins

Think of your intellectual journey during your time at NIU as a student engaged with literature. See literature as a very broad concept, you can include film as a viable form of literature here. Write about your experiences reading, watching, and thinking over the last few semesters in your literature classes. As a guideline, you may ask yourself the following questions:

- Have the readings and/or discussions influenced me in any way?
- Did the readings have an effect on me outside of my life as a student?
- Did I grow intellectually through my interaction with another culture’s literature?
- Is what I have learned in my literature classes applicable to my life outside of the university and, most of all, applicable to my life as a future teacher?
- Can I use what I read to interpret and reflect upon the target culture?

This reflective paper is to give you a chance to write from your point of view in connection with something you have read, watched, or discussed. It is most important to reflect on you and your experiences.

| <b>Rubric for Evaluation</b>                    |                                                                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                                                                                        |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria and Qualities</b>                   | <b>Unacceptable</b>                                                                                                                                       | <b>Acceptable</b>                                                                                                                                                                                                   | <b>Target</b>                                                                                                                                                                                          |
| <b>Introducing the idea: Problem statement</b>  | Neither implicit nor explicit reference is made to the topic or purpose of the paper.                                                                     | Readers are aware of the overall problem, challenge, or topic of the article                                                                                                                                        | The topic is introduced, and groundwork is laid as to the direction of the article.                                                                                                                    |
| <b>Flow of the paper</b>                        | The paper appears to have no direction, with subtopics appearing disjointed                                                                               | There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.                                                                                        | The paper goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.                                                                          |
| <b>Content</b>                                  | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the student’s experience.                 | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to the student’s experience is evident.                                       | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance to the student’s experience is unquestionable. |
| <b>Clarity of writing and writing technique</b> | It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident | Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. Few (3) spelling, grammar, or punctuation errors are made. | Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made.               |
| <b>Conclusion</b>                               | There is no indication the author tried to synthesize the information or make a conclusion based on the literature classes taken                          | The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report.                                       | The author was able to make succinct and precise conclusions based on the student’s experience. Insights into the problem are appropriate.                                                             |

## Assessment #8: Final Reflective Paper Evaluation Form

Date \_\_\_\_\_

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

Evaluator \_\_\_\_\_

|                                                 | NA | Unacceptable | Acceptable | Target |
|-------------------------------------------------|----|--------------|------------|--------|
| <b>Criteria and Qualities</b>                   |    |              |            |        |
| <b>Introducing the idea: Problem statement</b>  |    |              |            |        |
| <b>Flow of the paper</b>                        |    |              |            |        |
| <b>Content</b>                                  |    |              |            |        |
| <b>Clarity of writing and writing technique</b> |    |              |            |        |
| <b>Conclusion</b>                               |    |              |            |        |

**overall evaluation:** \_\_\_\_\_



# Northern Illinois University

## Authorization for the Release of Non-Directory Student Information

I, \_\_\_\_\_ (name of Student) hereby authorize the **Foreign Languages & Literatures Secondary Teacher Certification Program** (University department or employee) to disclose to the following person or agency ("Recipient"- please identify the individuals or class of individuals or entities to whom the disclosure is made): **School districts, high schools, middle schools, and appropriate school personnel** the following information from education records pertaining to me and maintained by Northern Illinois University (specify the records that may be disclosed): **transcripts (official and unofficial), letters and forms of reference, program evaluations (including: Cooperating Teacher Evaluations, Student Teaching Evaluations, and other program evaluation forms), Program Awards information, and verbal recommendations.**

The purpose of this disclosure is: **to distribute applications for and secure clinical placement positions as required by state policy for certification; provide assistance in obtaining employment in the schools through solicited recommendations (verbal or written).**

I understand that education records pertaining to me and maintained by Northern Illinois University may be protected under the Family Educational Rights and Privacy Act (FERPA). I certify that this Authorization to release information from such education records has been given freely and voluntarily. I may revoke this Authorization at any time by providing written notice of such revocation to the University department or employee who maintains the records subject to this Authorization. I understand and accept that any such revocation shall not affect disclosures previously made by Northern Illinois University in reliance upon this Authorization and prior to the receipt of any such written revocation.

The Recipient of the information designated in this Authorization will be informed at the time of disclosure that the information disclosed about me may ***not*** be re-disclosed to others as a result of this Authorization unless I independently authorize such re-disclosure.

**I have read this Authorization for the Release of Information and understand its terms and provisions. I hereby give authorization for the disclosure of information set forth in this form.**

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Printed Name of Student: \_\_\_\_\_ Z-ID: \_\_\_\_\_

## 11. Final Portfolio

[FLAL 400 & FLPT 485]

Candidate Name \_\_\_\_\_ Z# \_\_\_\_\_

The portfolio is a collection of works produced by you to show off your development towards becoming a professional teacher. The portfolio is used twofold. It demonstrates your knowledge and your skills and as such can also function as a tool in your job search. The portfolio also shows how well the Department of Foreign Languages & Literatures prepared you for your intended profession. You should include artifacts that you find important to show off your effectiveness as a future teacher and as a learner. Each artifact should have a cover sheet (see description at bottom of page.) In the Department of Foreign Languages & Languages, the final portfolio has a prescribed format. The following check-list should be the first page of your final portfolio, just follow its guidance; the forms provided by the department are indicated in italics. Please include the following:

| Page # | Artifact                                                    | Comments                                                                                                                                                                                |
|--------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Table of Contents                                           |                                                                                                                                                                                         |
|        | Professional Resume                                         |                                                                                                                                                                                         |
|        | Clinical Placement Log and Reflections                      | ILAS 201, 301, 401                                                                                                                                                                      |
|        | <i>Assessment #1-Teacher Certification Scores Reporting</i> | <i>form provided</i>                                                                                                                                                                    |
|        | <i>Assessment #2 – Linguistics Project</i>                  | <i>form provided</i>                                                                                                                                                                    |
|        | <i>Assessment #3 – Lesson Plan and its evaluation</i>       | <i>form provided</i>                                                                                                                                                                    |
|        | <i>Assessments # 4</i>                                      | <i>form provided</i><br>include not only the lesson plans and observation forms but also sample worksheets, sample tests, photos of you classroom (optional), samples of students' work |
|        | <i>Assessment # 5</i>                                       | <i>form provided</i>                                                                                                                                                                    |
|        | <i>Assessment # 7</i>                                       | <i>form provided</i>                                                                                                                                                                    |
|        | <i>Assessment # 8</i>                                       | <i>form provided</i>                                                                                                                                                                    |
|        | 1. Artifacts – FL__ 311<br>2.<br>3.                         | include a paper or project from each FLFR, FLGE, or FLSP class taken; number consecutively according to class number, include the page-numbers and use the ARTIFACT COVER SHEET below   |
|        | Statement of educational philosophy                         |                                                                                                                                                                                         |
|        | Transcript                                                  | <i>unofficial accepted</i>                                                                                                                                                              |
|        | Weekly Reflections during student teaching                  |                                                                                                                                                                                         |
|        | References                                                  | <i>optional</i>                                                                                                                                                                         |
|        | Letters of recommendation                                   | <i>optional</i>                                                                                                                                                                         |

### ARTIFACT COVER SHEET

1. Title of Artifact
2. Date this artifact was collected
3. Course or experience where artifact was developed
4. Reflective narrative (100-150 words)

**Please note, you will not be able to graduate until you have turned in your complete portfolio.**

## Portfolio Evaluation – Rubric

| Category                      | Unacceptable                                                                                                                                                                                                                    | Acceptable                                                                                                                                                   | Target                                                                                                                                                      |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Selection of Artifacts</b> | Most artifacts and work samples are unrelated to the purpose of the portfolio.                                                                                                                                                  | Most artifacts and work samples are related to the purpose of the portfolio.                                                                                 | Artifacts and work samples are clearly and directly related to the purpose of the portfolio.                                                                |
| <b>Reflections</b>            | Reflections do not describe why artifacts in the portfolio demonstrate achievement of each standard or goal and do not include goals for future learning.                                                                       | Most of the reflections describe why artifacts in the portfolio demonstrate achievement of each standard or goal and include goals for future learning.      | All reflections clearly describe why artifacts in the portfolio demonstrate achievement of each standard or goal and include goals for continued learning.  |
|                               | Reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.                                                                                          | Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.                 | All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.                        |
| <b>Use of Multimedia</b>      | The photographs, graphics, sounds, and/or videos are inappropriate, do not enhance reflective statements, and are inappropriate examples of one or more standards or are distracting decorations that detract from the content. | Most of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples of one or more standards. | All of the photographs, graphics, sound and/or video enhance reflective statements, create interest, and are appropriate examples of one or more standards. |
|                               | Audio and/or video files are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).                                                                                                                   | Most of the audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.                                      | All audio and/or video files are edited with proper voice projection, appropriate language, and clear delivery.                                             |
|                               | No information is included concerning the size of files when providing links to images, sounds, movies, or other files.                                                                                                         | Information is included concerning the size of most of the files when providing links to images, sounds, movies, or other files.                             | Information is included concerning the size of the files when providing links to images, sounds, movies, or other files.                                    |
| <b>Creativity</b>             | No use of creativity or original ideas is evident that enhances the content of the portfolio.                                                                                                                                   | Most of the files show use of creativity and original ideas to enhance the content of the portfolio.                                                         | Creativity and original ideas enhance the content of the portfolio in an innovative way                                                                     |
| <b>Layout</b>                 | The portfolio is difficult to read due to inappropriate use of fonts, point size, bullets,                                                                                                                                      | The portfolio is generally easy to read with appropriate use of fonts,                                                                                       | The portfolio is easy to read with appropriate use of fonts, point size, bullets,                                                                           |

|                          |                                                                                                                                                                                                        |                                                                                                                                                                                                        |                                                                                                                                                                                               |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | italics, bold, and indentations for headings and sub-headings.                                                                                                                                         | point size, bullets, italics, bold, and indentations for headings and sub-headings.                                                                                                                    | italics, bold, and indentations for headings and sub-headings.                                                                                                                                |
|                          | The layout uses horizontal and vertical white space inappropriately and the content appears cluttered.                                                                                                 | The layout uses horizontal and vertical white space appropriately in most places.                                                                                                                      | The layout uses horizontal and vertical white space appropriately.                                                                                                                            |
|                          | The background and colors are distracting and decrease the readability of the text.                                                                                                                    | The background and colors enhance the readability of the text in most places.                                                                                                                          | The background and colors enhance the readability of the text.                                                                                                                                |
| <b>Annotations</b>       | None of the artifacts are accompanied by a caption that articulately explains the importance of that particular work including title, author, date, and description of the importance of the artifact. | Most of the artifacts are accompanied by a caption that articulately explains the importance of that particular work including title, author, date, and description of the importance of the artifact. | Each artifact is accompanied by a caption that articulately explains the importance of that particular work including title, author, date, and description of the importance of the artifact. |
| <b>Writing Mechanics</b> | The text has many errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision                                                                                    | The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.                                                                             | The text has no errors in grammar, capitalization, punctuation, and spelling.                                                                                                                 |

## Portfolio Evaluation Form

Candidate Name \_\_\_\_\_

Z# \_\_\_\_\_

| Category               | Unacceptable | Acceptable | Target |
|------------------------|--------------|------------|--------|
| Selection of Artifacts |              |            |        |
| Reflections            |              |            |        |
|                        |              |            |        |
| Use of Multimedia      |              |            |        |
|                        |              |            |        |
|                        |              |            |        |
| Creativity             |              |            |        |
| Layout                 |              |            |        |
|                        |              |            |        |
|                        |              |            |        |
| Annotations            |              |            |        |
| Writing Mechanics      |              |            |        |
| Overall Evaluation     |              |            |        |

Evaluator(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Evaluation \_\_\_\_\_