



Teacher Preparation Programs: Competency Appraisal for Practicum and Student Teaching

Key Assessment: Overview

Context and Overview for Assessment

This Competency Appraisal is a tool used to assess the active involvement of the National Louis teacher candidate during field experiences. The Competency Appraisals help determine the course grade for the coursework and teaching done and become a part of the candidate's permanent record at the university. The Cooperating Teacher, Teacher Candidate, and University Supervisor each completes a Competency Appraisal. The Competency Appraisal is administered in LiveText.

Standards Addressed

Competency Appraisals are tools used to assess the progress of the teacher candidate [the National Louis student] during field experiences. The cooperating teacher, the teacher candidate, and the university supervisor [*if assigned*] each complete a Competency Appraisal related to the teacher candidate's performance in the classroom. These Competency Appraisals offer formative data for mid-course corrections and advise seminar instructors as they determine the final and official course grade for student teaching. National College of Education is committed to assessing student performance for all Teacher Preparation programs on the basis of competence aligned to the InTASC standards, as well as proficiencies related to NCE values of Diversity and Technology.

Assessing Levels of Proficiency

The Competency Appraisal assessment instrument is an adaptation of Charlotte Danielson's *Framework for Professional Practice*. In this framework, Danielson explains that typical early-career teachers are likely to have a mix of 'basic' and 'proficient' components to their practice and teachers with any 'unsatisfactory' components to their practice are in immediate need of targeted professional development to improve.

As such, we expect teacher candidates from the NLU teacher preparation programs to perform at a level generally expected by a novice teacher. As a beginning teacher, we expect at least 'basic' in all components of practice; ideally, student teachers are also 'proficient' in several components and clearly trend towards proficiency in all components. 'Not observed' has been included for those areas when something is not observable or cannot be evaluated. The 'N/A' column of the rubric should be selected when a criterion is 'Not Observed.'

Glossary of Terms	
Proficient:	Candidate demonstrates mastery at a consistently professional level.
Basic:	Candidate demonstrates the necessary knowledge and skills but their applications are inconsistent.
Unsatisfactory:	Candidate performance is consistently below standards.
Not Observed:	Not applicable and/or lack of basis for judgment at this time.
Mastery:	Comprehensive knowledge or skill
Consistent:	Acting or performing in the same way over time
Inconsistent:	Not performing on a regular basis over time

ADDENDUMS: Assessing Content-Specific Standards

In addition to the InTASC standards, the Teacher Preparation programs need to assess competencies that meet standards for their Specialized Professional Associations ('SPAs'). These content-specific components are assessed in an Addendum to the Teacher Preparation Competency Appraisal Rubric.

Secondary Education – World Language

The Competency Appraisal assessment for Secondary Education World Language is used three times, once in SEC 502 and twice in SEC 590F.

The American Council on the Teaching of Foreign Language (ACTFL) CAEP standards are used to assess the candidate for the Secondary Education World Language program.

References to Standards in LiveText Rubric Criteria

The standards and abbreviations as they appear in the rubric criterion are detailed below.

InTASC Standards	Abbreviation in Rubric
InTASC Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	InTASC 1: LEARNER DEVELOPMENT
InTASC Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	InTASC 2: LEARNING DIFFERENCES
InTASC Standard 3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.	InTASC 3: LEARNING ENVIRONMENT
InTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	InTASC 4: CONTENT KNOWLEDGE
InTASC Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.	InTASC 5: APPLICATION OF CONTENT
InTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	InTASC 6: ASSESSMENT
InTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	InTASC 7: PLANNING FOR INSTRUCTION

InTASC Standards	Abbreviation in Rubric
InTASC Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	InTASC 8: INSTRUCTIONAL STRATEGIES
InTASC Standard 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	InTASC 9: PROFESSIONAL LEARNING / ETHICAL PRACTICE
InTASC Standard 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	InTASC 10: LEADERSHIP / COLLABORATION
NCE Values	Abbreviation in Rubric
Diversity	NCE: DIVERSITY
Technology	NCE: TECHNOLOGY

ADDENDUM: Secondary Education World Language Standards	Abbreviation in Rubric
2a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	USE OF TARGET LANGUAGE
2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.	UNDERSTANDING LINGUISTICS
3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.	LANGUAGE ACQUISITION
3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	LEARNER DEVELOPMENT
4a) Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.	21ST CENTURY STANDARDS: PLANNING
4b) Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.	21ST CENTURY STANDARDS: INSTRUCTION
4c) Use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	21ST CENTURY STANDARDS: INSTRUCTIONAL TECHNOLOGY / MATERIALS
5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	ASSESSMENT RESULTS
5c) Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.	STUDENT PERFORMANCES / RESPONSIBILITY
6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.	PROFESSIONALISM

Directions for Completing the Competency Appraisal in LiveText

1. Carefully review the Overview of the Key Assessment above.
2. There is a place for summary **Comments and Feedback** at the top of the LiveText document, in which you may “Provide any final comments and feedback on the Internship experience.”
3. Complete the Teacher Preparation Competency Appraisal rubric and the Addendum rubric, by clicking in the appropriate cell for each row.
Each row is a “required” component. In the LiveText rubric, an ‘N/A’ column will be available to use for ratings of ‘Not Observed.’
4. There is a ‘Comments’ row after each element in the LiveText rubric. Please use this row to provide additional information regarding the following:
 - a. Strengths and/or recommendations for improvement
 - b. Ratings of ‘Not Observed’ (‘N/A’ in the LiveText rubric)
 - c. Ratings of ‘Unsatisfactory’
 - d. If applicable, rationale for selecting one rating over another.
5. The Competency Appraisal assessment does ***not*** have to be completed in one sitting. If you wish to pause in your assessment and return to it later, select the **Save** button (in the lower right corner of the screen).
6. When you have completed the assessment, select the (blue) **Submit Assessment** button (in the lower right corner of the screen).
Please note that once you have submitted your assessment, the assessment will be viewable by the others in the Placement: Student Teacher, Cooperating Teacher, University Supervisor, Seminar Leader.
7. You may save the completed assessment as a PDF.
If you are on the main **Field Experience** page, click on the link: **View Completed**.
If you are on the **Placement Details** page, click on the link: **Assessment Completed**.
8. To view the assessments of the others in the Placement, see the **Placement Details** page.

The Teacher Preparation Competency Appraisal Rubric and the Addendum Rubric appear below (except for the “Comments” rows).

Teacher Preparation Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
SCORING GUIDE		Candidate performance is consistently below standards.	Candidate demonstrates the necessary knowledge and skills but their applications are inconsistent.	Candidate demonstrates mastery at a consistently professional level.	Not applicable and/or lack of basis for judgment at this time.
InTASC 1: LEARNER DEVELOPMENT. Child Development	InTASC 1	Candidate does not create or implement developmentally appropriate and challenging learning experiences based on learner needs.	Candidate implements developmentally appropriate and challenging learning experiences based on learner needs.	Candidate modifies and implements developmentally appropriate and challenging learning experiences based on identified individual learner needs.	Not applicable and/or lack of basis for judgment at this time.
InTASC 2: LEARNING DIFFERENCES. Differentiation Strategies	InTASC 2	Candidate does not implement differentiation strategies, or the strategies employed are limited.	Differentiation strategies are present and actively address at least one of the dimensions of diversity: cultural and ethnic diversity, English language learners, academically disadvantaged, and gifted students.	Candidate consistently implements differentiation strategies to promote the learning of diverse students, and actively addresses multiple dimensions including cultural and ethnic diversity, English language learners, academically disadvantaged and gifted students.	Not applicable and/or lack of basis for judgment at this time.
InTASC 3: LEARNING ENVIRONMENT. Creating Classroom Community	InTASC 3	There is minimal evidence of positive classroom community; few students are comfortable participating.	Candidate attempts to build relationships with students and create a respectful learning community; most students are comfortable expressing their ideas.	Candidate builds strong relationships with students and creates a respectful learning environment in which all students are comfortable in expressing their ideas.	Not applicable and/or lack of basis for judgment at this time.
InTASC 3: LEARNING ENVIRONMENT. Classroom Procedures	InTASC 3	Candidate's communication of procedures is inconsistent; students often do not know what they are supposed to do and the candidate does not recognize confusion.	Candidate creates and communicates classroom procedures; procedures are sometimes not clearly expressed or understood by all students.	Candidate creates and communicates classroom procedures; frequently procedures are expressed with clarity and understood by all students.	Not applicable and/or lack of basis for judgment at this time.
InTASC 4: CONTENT KNOWLEDGE. Subject Matter Content Knowledge	InTASC 4	Candidate demonstrates limited content knowledge in the subjects he/she teaches and do not pursue the acquisition of additional knowledge.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches.	Candidate demonstrates depth and breadth of subject matter content knowledge in the subjects he/she teaches, and seeks the knowledge needed to improve the effectiveness of their teaching.	Not applicable and/or lack of basis for judgment at this time.
InTASC 5: APPLICATION OF CONTENT. Application of Content Knowledge	InTASC 5	Candidate does not attempt to connect content areas in a meaningful way.	Candidate recognizes and models content principles and connections to real-world problems.	Candidate provides curricular experiences in which each student is able to apply content principles to solve unfamiliar and real-world problems.	Not applicable and/or lack of basis for judgment at this time.

Teacher Preparation Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
InTASC 6: ASSESSMENT. Assessing Student Learning	InTASC 6	Assessments used by candidate are not aligned with learning outcomes.	Candidate uses assessments aligned to learning outcomes to inform instruction.	Candidate uses formative and/or summative assessments that align with learning outcomes to inform instruction.	Not applicable and/or lack of basis for judgment at this time.
InTASC 6: ASSESSMENT. Providing Feedback to Learners	InTASC 6	Candidate does not provide meaningful feedback.	Candidate provides learners with meaningful feedback but not always with consistency.	Candidate provides learners with ongoing, meaningful feedback and encourages students to self-evaluate.	Not applicable and/or lack of basis for judgment at this time.
InTASC 7: PLANNING FOR INSTRUCTION. Designing Instruction/ Lesson Planning	InTASC 7	Candidate does not use knowledge of students to design lessons that engage students and meet the needs of all learners.	Candidate attempts to use knowledge of students to design learning experiences; however, lessons only sometimes engage students and/or meet the needs of all learners.	Candidate uses knowledge of students to effectively design learning experiences that engage, challenge, and meet the needs of all learners.	Not applicable and/or lack of basis for judgment at this time.
InTASC 7: PLANNING FOR INSTRUCTION. Learning goals and curriculum standards applied	InTASC 7	Learning objectives and/or standards are poorly defined or missing, and/or the listed curriculum standards do not match the learning objectives.	Learning objectives and curriculum standards are stated but the alignment between them is unclear.	Learning objectives of the lesson are clearly defined, curriculum standards are listed, and connections between the two are well articulated.	Not applicable and/or lack of basis for judgment at this time.
InTASC 8: INSTRUCTIONAL STRATEGIES. Instructional Tools	InTASC 8	Instructional tools are not present in the candidate's teaching and/or their use is perfunctory and do not support student learning.	Candidate selects and uses instructional tools to demonstrate concepts and procedures.	Candidate's selection and use of instructional tools is creative and engaging, and well suited to build students' conceptual understanding.	Not applicable and/or lack of basis for judgment at this time.
InTASC 8: INSTRUCTIONAL STRATEGIES. Integration of Technology	InTASC 8	Instructional technology used is unrelated to instructional outcomes and rarely used to augment learning in the classroom.	Candidate uses instructional technology that is mostly appropriate to the instructional outcomes, engaging students most of the time.	Candidate uses instructional technology that is appropriate to the instructional outcomes, complements content-specific material, and actively engages students.	Not applicable and/or lack of basis for judgment at this time.
InTASC 9: PROFESSIONAL LEARNING / ETHICAL PRACTICE. Reflective Classroom Practice	InTASC 9	Reflections from candidate reveal a lack of self-awareness of classroom practice; candidate does not accept constructive feedback.	Reflections from candidate show some self-awareness of classroom practice; however, candidate is unsure of what steps to take toward improvement. Candidate does accept feedback, but may not act upon it.	Candidate actively seeks feedback from university supervisor and cooperating teacher. Reflections demonstrate self-awareness of effective classroom practice and include dynamic steps toward improvement.	Not applicable and/or lack of basis for judgment at this time.

Teacher Preparation Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
InTASC 10: LEADERSHIP / COLLABORATION. Roles and Responsibilities of Being a Teacher	InTASC 10	Candidate does not understand the roles and responsibilities of a teacher both inside and outside of the classroom.	Candidate understands classroom responsibilities but does not exhibit a clear understanding of all teacher roles inside and outside the classroom.	Candidate clearly understands the roles and responsibilities of being a teacher, including those responsibilities outside of the classroom (e.g. timeliness, preparedness, collegiality, communication with parents and other staff members).	Not applicable and/or lack of basis for judgment at this time.
NCE: DIVERSITY. Demonstrates respect for and affirms culturally and linguistically diverse children and their families	CAEP-Diversity	Candidate rarely demonstrates respect for and affirms culturally and linguistically diverse children and their families.	Candidate demonstrates respect for and affirms culturally and linguistically diverse children and their families but the application is inconsistent.	Candidate consistently demonstrates respect for and affirms culturally and linguistically diverse children and their families.	Not applicable and/or lack of basis for judgment at this time.
NCE: DIVERSITY. Creates learning environments and experiences that are free of bias and are culturally responsive	CAEP-Diversity	Candidate rarely creates learning environments and experiences that are free of bias and are culturally responsive.	Candidate creates learning environments and experiences that are free of bias and are culturally responsive but the application is inconsistent.	Candidate consistently creates learning environments and experiences that are free of bias and are culturally responsive.	Not applicable and/or lack of basis for judgment at this time.
NCE: DIVERSITY. Adapts curriculum and strategies for the diverse or exceptional learners	CAEP-Diversity	Candidate rarely adapts curriculum and strategies for the diverse or exceptional learners.	Candidate adapts curriculum and strategies for the diverse or exceptional learners but the application is inconsistent.	Candidate consistently adapts curriculum and strategies for the diverse or exceptional learners.	Not applicable and/or lack of basis for judgment at this time.
NCE: TECHNOLOGY. Designs appropriate learning environments and activities using various technologies	CAEP-Technology	Candidate rarely designs appropriate learning environments and activities using various technologies.	Candidate designs appropriate learning environments and activities using various technologies but the application is inconsistent.	Candidate consistently designs appropriate learning environments and activities using various technologies.	Not applicable and/or lack of basis for judgment at this time.
NCE: TECHNOLOGY. Adapts curriculum using technology to address the diverse needs of children	CAEP-Technology	Candidate rarely adapts curriculum using technology to address the diverse needs of children.	Candidate adapts curriculum using technology to address the diverse needs of children but the application is inconsistent.	Candidate consistently adapts curriculum using technology to address the diverse needs of children.	Not applicable and/or lack of basis for judgment at this time.
NCE: TECHNOLOGY. Uses technology to create and implement assessments	CAEP-Technology	Candidate rarely uses technology to create and implement assessments.	Candidate uses technology to create and implement assessments but the application is inconsistent.	Candidate consistently uses technology to create and implement assessments.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education World Language Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
LANGUAGE ACQUISITION. Questioning and Discussion	ACTFL-CAEP 3a	Candidate poses few open-ended questions that promote higher-order thinking, relying on questions that ask for simple recall. Response time is very short and there is limited participation of students.	Candidate uses questioning and/or other discussion techniques; however, many questions require simple recall of facts. Candidate rarely elicits student-driven questions or allows adequate response time.	Candidate uses questioning and other discussion techniques that promote higher-order thinking, allow adequate response time, and elicit student-driven questions.	Not applicable and/or lack of basis for judgment at this time.
LANGUAGE ACQUISITION. Target Language Use	ACTFL-CAEP 3a	Teacher candidate does not use the target language to deliver classroom instruction, mostly avoids spontaneous interaction with students and does not provide strategies to help students increase proficiency levels. Teacher's Target Language Use: Less than 70%	Teacher candidate uses the target language for specific parts of classroom lessons at all levels of instruction but avoids spontaneous interaction with students in the target language. Teacher's Target Language Use: 71-89%	Teacher candidate uses the target language to the maximum extent in class at all levels of instruction. Candidate designates times for spontaneous interaction with students and uses a variety of strategies to help students develop proficiency. Teacher's Target Language Use: 90-100%	Not applicable and/or lack of basis for judgment at this time.
LEARNER DEVELOPMENT. Grouping of Students for Instructional Activities	ACTFL-CAEP 3b	Teacher candidate conducts classroom activities primarily in the large-group format with little or no collaborate work opportunities for pairs and small groups.	Teacher candidate facilitates activities in which students work collaboratively in pairs and small groups.	Teacher candidate facilitates activities in which students work collaboratively in pairs and small groups. Candidate defines and models the task and puts into place structural features (work roles, time limits) to enhance productivity.	Not applicable and/or lack of basis for judgment at this time.
LANGUAGE ACQUISITION. Providing Feedback for Students	ACTFL-CAEP 3a	Teacher candidate provides inadequate feedback to students that neither guides nor supports students' progress in raising proficiency.	Teacher candidate offers primarily evaluative feedback that focuses on the accuracy of language production.	Teacher candidate provides feedback to students that focus on meaning as well as linguistic accuracy, viewing errors as a normal part of the language acquisition process.	Not applicable and/or lack of basis for judgment at this time.
USE OF TARGET LANGUAGE. Modes of Communication	ACTFL-CAEP 2a	Teacher candidate fails to demonstrate the ability to deliver instruction using the three modes of communication: interpretive, interpersonal, and presentational.	Teacher candidate uses some but not all three modes of communication: interpretive, interpersonal, and presentational -- in delivering instruction.	Teacher candidate models three modes of communication: interpretive, interpersonal, and presentational -- in the delivery of instruction.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education World Language Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
UNDERSTANDING LINGUISTICS. Description of Language Features	ACTFL-CAEP 2b	Teacher candidate in unable to describe major features of the target language: grammar, phonology, morphology, syntax, and semantics.	Teacher candidate displays a lack of ability to describe the major features of the target language grammar, phonology, morphology, syntax, and semantics.	Teacher candidate describes the major features of the target language: grammar, phonology, morphology, syntax, and semantics.	Not applicable and/or lack of basis for judgment at this time.
UNDERSTANDING LINGUISTICS. Description of Language Function, Structure, and Meaning	ACTFL-CAEP 2b	Teacher candidate lacks the ability to explain rules for word and sentence formation and does not explain their function, structure or meaning in foreign language discourse satisfactorily in classroom instruction.	Teacher candidate demonstrates occasional difficulty in describing word and sentence formation as well as their function, structure and meaning in foreign language discourse.	Teacher candidate describes rules for word and sentence formation as well as their function, structure, and meaning in foreign language discourse.	Not applicable and/or lack of basis for judgment at this time.
21ST CENTURY STANDARDS: INSTRUCTIONAL TECHNOLOGY / MATERIALS. Use of literary and cultural texts to help students interpret changes in culture over time	ACTFL-CAEP 4c	Teacher candidate fails to embed practices, products, and perspectives into curriculum, instruction, and assessment.	Teacher candidate embeds practices, products, and perspectives into curriculum, instruction and assessment partially, sporadically and/or unevenly.	Teacher candidate embeds the framework of products, practices, and perspectives into curriculum, instruction, and assessment.	Not applicable and/or lack of basis for judgment at this time.
21ST CENTURY STANDARDS: PLANNING. Evaluation, selection & creation of standards-based materials	ACTFL -CAEP 4a	Teacher candidate fails to evaluate, select, and create instructional materials on the framework of standards.	Teacher candidate bases the selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals.	Teacher candidate uses a variety of resources (including visuals, realia, authentic printed and oral materials and resources obtained with technology) to teach a standards-based curriculum.	Not applicable and/or lack of basis for judgment at this time.
Providing Feedback to Learners	ACTFL-CAEP 5c	Teacher candidate provides inadequate feedback to students that neither guides nor supports students' progress in raising proficiency.	Teacher candidate offers primarily evaluative feedback that focuses on the accuracy of language production.	Teacher candidate provides feedback to a student that focuses on meaning as well as linguistic accuracy, viewing errors as a normal part of the language acquisition process.	Not applicable and/or lack of basis for judgment at this time.
ASSESSMENT RESULTS. Assessment of Interpretive Communication	ACTFL-CAEP 5b	Teacher candidate does not use interpretive assessments in their classroom instruction that identify successfully the differential levels of proficiency of students.	Teacher candidate uses interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work are primarily those developed by others for pedagogical purposes.	Teacher candidate assesses students on their ability to interpret oral and printed texts, using a variety of response types from forced-choice to open-ended.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education World Language Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
ASSESSMENT RESULTS. Assessment of Interpersonal Communication	ACTFL--CAEP 5b	Teacher candidate does not use interpersonal assessments in their classroom instruction that identify successfully the differential levels of proficiency of students.	Teacher candidate uses interpersonal assessment materials found in instructional materials prepared by others.	Teacher candidate uses interpersonal assessments that gauge learners' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. The candidate provides assessments that are doable but challenging.	Not applicable and/or lack of basis for judgment at this time.
LEARNER DEVELOPMENT. Organization of Instruction for Linguistic Development of Students	ACTFL-CAEP 3b	Teacher candidate lacks the ability to diagnose linguistic difficulties in students and guide their understanding of linguistic concepts.	Teacher candidate has difficulty diagnosing linguistic difficulties and guiding instruction based on that diagnosis.	Teacher candidate organizes instruction, diagnoses students' linguistic difficulties, and assists them on understanding linguistic concepts.	Not applicable and/or lack of basis for judgment at this time.
USE OF TARGET LANGUAGE. Integration of Cultural Framework: Practices, Products, and Perspectives	ACTFL-CAEP 2a	Teacher candidate fails to embed practices, products, and perspectives into curriculum, instruction, and assessment.	Teacher candidate embeds practices, products, and perspectives into curriculum, instruction and assessment partially, sporadically and/or unevenly.	Teacher candidate embeds the framework of products, practices, and perspectives into curriculum, instruction, and assessment.	Not applicable and/or lack of basis for judgment at this time.
USE OF TARGET LANGUAGE. Integration of Knowledge of Other Disciplines	ACTFL-CAEP 2a	Teacher candidate fails to incorporate concepts from other subject areas into language instruction.	Teacher candidate integrates discrete pieces of information from other subject areas, usually as they appear in prepared instructional materials.	Teacher candidate integrates concepts from other subject areas such as math, science, social studies, art, and music.	Not applicable and/or lack of basis for judgment at this time.
21ST CENTURY STANDARDS: INSTRUCTIONAL TECHNOLOGY / MATERIALS. Evaluation, selection and creation of standards-based materials	ACTFL-CAEP 4c	Teacher candidate fails to evaluate, select, and create instructional materials on the framework of standards.	Teacher candidate bases the selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals.	Teacher candidate uses a variety of resources (including visuals, realia, authentic printed and oral materials and resources obtained with technology) to teach a standards-based curriculum.	Not applicable and/or lack of basis for judgment at this time.
21ST CENTURY STANDARDS: INSTRUCTION. Questioning and Discussion	ACTFL-CAEP 4b	Candidate poses few open-ended questions that promote higher-order thinking, relying on questions that ask for simple recall. Response time is very short and there is limited participation of students.	Candidate uses questioning and/or other discussion techniques; however, many questions require simple recall of facts. Candidate rarely elicits student-driven questions or allows adequate response time.	Candidate uses questioning and other discussion techniques that promote higher-order thinking, allow adequate response time, and elicit student-driven questions.	Not applicable and/or lack of basis for judgment at this time.

ADDENDUM: Secondary Education World Language Competency Appraisal Rubric

Criteria	Standards	Unsatisfactory	Basic	Proficient	Not Observed
21ST CENTURY STANDARDS: INSTRUCTIONAL TECHNOLOGY / MATERIALS. Negotiation of Meaning	ACTFL-CAEP 4c	Teacher candidate scripts classroom instruction as a series of exercises that do not provide an opportunity for the negotiation of meaning.	Teacher candidate does not provide students the regular opportunity to negotiate meaning with the teacher nor with fellow classmates.	Teacher candidate negotiates meaning with students when spontaneous interaction occurs. Students negotiate meaning with each other in directed class activities.	Not applicable and/or lack of basis for judgment at this time.
21ST CENTURY STANDARDS: INSTRUCTION. Meaningful Classroom Interaction	ACTFL-CAEP 4b	Teacher candidate fails to use communicative activities to enhance meaningful classroom interaction.	Teacher candidate uses communicative activities as the basis for engaging students in meaningful classroom interaction -- which occur in meaningful contexts and in meaningful instructional materials.	Teacher candidate facilitates activities, the majority of which are standards-based, that have meaningful contexts that reflect curricular themes and students' interests.	Not applicable and/or lack of basis for judgment at this time.
21ST CENTURY STANDARDS: INSTRUCTION. Use of Questions and Tasks	ACTFL-CAEP 4b	Teacher candidate does not require students to provide answers to questions during classroom instruction.	Teacher candidate uses short-answer questioning as the primary strategy for eliciting language from students.	Teacher candidate uses questioning strategies and task-based activities as outlined in instructional material.	Not applicable and/or lack of basis for judgment at this time.
PROFESSIONALISM. Reflective Classroom Practice	ACTFL-CAEP 6c	Reflections from candidate reveal a lack of self-awareness of classroom practice; candidate does not accept constructive feedback.	Reflections from candidate show some self-awareness of classroom practice; however, candidate is unsure of what steps to take toward improvement. Candidate does accept feedback, but may not act upon it.	Reflections from candidate demonstrate self-awareness of effective classroom practice, include steps toward improvement, and show an acceptance of feedback from supervisor and cooperating teacher.	Not applicable and/or lack of basis for judgment at this time.