

# Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/World Languages Other than English  
Portfolio Entry 1

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Does the teacher demonstrate knowledge of the relevant characteristics of the class as individuals and as learners? Does the teacher demonstrate knowledge of the two students' (A & B) prior language experiences, learning preferences, backgrounds, interests, and the students' own learning goals?
  - b) **KNOWLEDGE OF LANGUAGE (KOL):** Does the teacher demonstrate knowledge of the target language in the assessment, feedback to students, and/or instruction?
  - c) **GOALS OF INSTRUCTION (G/I):** Are the goals for the instructional sequence directly connected to the results of the assessments for the two students? Are these goals important and appropriate for these two students?
  - d) **ASSESSMENT (ASMT):** Were the two assessments appropriate for the linguistic levels of the two students? Was clear and meaningful feedback provided to the two students?
  - e) **INSTRUCTIONAL RESOURCES (IR):** Did the teacher select resources and/or technologies that are appropriate for the instructional sequence? Did the instructional resources and activities help acquaint the students with the target culture in a meaningful and contextual way?
  - f) **INSTRUCTION (INS):** Were the methods and strategies chosen related to and appropriate for the instructional goals and the needs of these two students? Was the instruction varied as needed to move the students to more accomplished levels of performance? Did the teacher consistently monitor student learning and make adjustments to instruction?
  - g) **ANALYSIS (ANA):** Were the reasons for using the chosen assessment strategies and instructional methods well grounded? How did the assessments inform the teacher's practice?
  - h) **REFLECTION (R):** Did the teacher discuss what worked well in advancing the learning of these two students, alternative approaches of instruction, and next steps for these two students? Is there evidence of the teacher's ability to address substantive alternative approaches, to reflect, analyze and modify his or her own practice?

2. **Do the assessment and the instructional sequence help move students to more accomplished levels of performance? (ANSWER FOR EACH STUDENT.) For each student, think about the quality of and the links among the different parts of the evidence—are parts and links logical, accurate, and complete? Here are the links to think about:**
  - information about student ← → goals ← → instructional sequence
  - instruction ← → teacher’s analysis of the student assessment ← → reflection
  - teacher’s analysis ← → the student responses to the assessment ← → the assessment material (i.e., quality of “fit”: do the two sources of evidence support and enhance each other or do they conflict and undermine each other?)
  
3. **Does the teacher’s general approach to teaching language, the instructional sequence, and the assessment strategies support student growth in acquiring the target language? Consider:**
  - whether the teacher sets attainable language learning goals and acquaints students with the products, practices, and perspectives of the target culture
  - whether the teacher draws upon knowledge of varied and current methodologies, approaches, and instructional materials appropriate to the instructional goals
  - whether the teacher’s analysis of the student assessments and adjustment of instruction based on the results is appropriate
  
4. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to select instructional goals, to select, adapt, or create materials, to apply appropriate methodologies, and to plan, implement, and assess sequenced instruction, and to reflect upon teaching practice? Think about:**
  - the selection of instructional goals and the sequence of instruction
  - the assessments and the teacher’s rationale for using them
  - the students’ responses to the assessments and the teacher’s analysis of the results
  - your judgment of the effectiveness of the instruction for each of the two students
  - the evidence pertaining to the teacher’s general approach to teaching language and culture
  - the links among the different aspects of the performance

# Evaluation of Evidence Guide

## Early Adolescence through Young Adulthood/World Languages Other than English Portfolio Entry 2

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Does the teacher demonstrate a deep knowledge of students as individuals and language learners? Does the knowledge of students inform instruction?
  - b) **GOALS AND CONNECTIONS (G/C):** Does the teacher make principled decisions for instruction and effectively select approaches consistent with what is known about language acquisition? Are the goals connected to the instruction?
  - c) **INSTRUCTION (INS):** Does the teacher provide opportunities for the students to communicate in or to demonstrate comprehension of the target language at all levels of development and ability? How does this segment connect to the instructional sequence?
  - d) **APPRECIATION OF CULTURE (AOC):** Does the teacher enable the students to experience and expand their awareness of multiple aspects of their own and other cultures? Are the students encouraged to have respect and appreciation for the products, practices, and perspectives of other cultures?
  - e) **KNOWLEDGE OF LANGUAGE (KOL):** Does the teacher use the target language accurately and appropriately in the classroom?
  - f) **LEARNING ENVIRONMENT (LE):** Is the learning environment stimulating and supportive of meaningful communication in the target language? Are students engaged in real-world tasks where they use the language communicatively or demonstrate comprehension of the target language?
  - g) **INSTRUCTIONAL RESOURCES (IR):** Does the teacher use, or adapt as necessary, varied authentic materials and realia to enhance students' understanding of multiple aspects of the target language and culture?
  - h) **ASSESSMENT (ASMT):** Does the teacher monitor and assess student progress in an ongoing manner? Does the monitoring/assessment connect to the goals?
  - i) **ANALYSIS (ANA):** Is there an accurate analysis of the environment, instruction, and student learning?

- j) REFLECTION (R): Evidence that the teacher is thinking critically about his or her own teaching practice in relation to student learning; teacher's ability to address substantive alternative approaches and to reflect on, analyze, and modify practice. Does the teacher consider how instructional resources contributed to the effectiveness of the lesson?

2. **Does the teacher provide opportunities to help students gain cultural understanding and build communicative competence? As you answer this question, think about the quality of, and the links among the different parts of the evidence—are parts and links logical, accurate, and complete? Here are the links to think about:**

- information about student ← → the goals ← → the instruction
- instruction ← → the teacher's analysis ← → reflection
- the written commentary ← → what was seen on the video recording (i.e., quality of "fit": do the two sources of evidence support and enhance each other or do they conflict and undermine each other?)
- instructional materials in the written commentary ← → materials in the video recording

3. **Think about the performance as a whole. Overall, what is the nature of the evidence of the teacher's ability to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture? Think about:**

- the selection of instructional goals and the sequence of instruction
- the written commentary
- the evidence from the video recording itself
- the evidence pertaining to the teacher's general approach to teaching language and culture
- the links among the different aspects of the performance

# Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/World Languages Other than English  
Portfolio Entry 3

1. **Aspects of teaching. As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.**
  - a) **KNOWLEDGE OF STUDENTS (KOS):** Does the teacher demonstrate a deep knowledge of students as individuals and language learners? Does the knowledge of students inform instruction?
  - b) **GOALS AND INSTRUCTION (G/I):** Does the teacher make principled decisions for instruction and effectively select approaches consistent with what is known about language acquisition? Are the goals connected to the instruction?
  - c) **KNOWLEDGE OF LANGUAGE (KOL):** Does the teacher use the target language accurately in the classroom as appropriate? Does the teacher effectively tailor the use of the target language to meet the needs of the different levels of the students in the classroom?
  - d) **INSTRUCTION (INS):** Does the teacher design engaging lessons that move the students to more accomplished levels of performance, ensuring manageable steps and providing students with opportunities to interact with multiple aspects of the target language and culture?
  - e) **ENGAGEMENT OF STUDENTS (ENG):** Does the teacher help maintain a positive, task-oriented environment where students learn by doing, trying out language, and using language creatively to serve communicative needs? Does the teacher actively engage all students in learning by using varied activities?
  - f) **LEARNING ENVIRONMENT (LE):** Does the teacher provide an integrated and input-rich environment, meaningful and contextualized lessons, opportunity for collaborative work and for students to show that they can perform in culturally appropriate ways?
  - g) **INSTRUCTIONAL RESOURCES (IR):** Does the teacher provide varied, authentic, developmentally appropriate materials and resources dealing with multiple aspects of the target cultures, and does he or she monitor their instructional effectiveness?
  - h) **ANALYSIS (ANA):** Is there an accurate analysis of the environment, instruction, and student learning?
  - i) **REFLECTION (R):** Does the teacher reevaluate and rethink instructional choices, insightfully analyzing the relationship between practice and student learning?

2. **Does the teacher provide opportunities in a task-oriented environment for all students to be actively engaged in learning? As you answer this question, think about the quality of and the links among the different parts of the evidence—are parts and links logical, accurate, and complete? Here are the links to think about:**
- information about student ← → the goals ← → the instruction
  - instruction ← → the teacher’s analysis ← → reflection
  - the written commentary ← → what was seen on the video recording (i.e., quality of “fit”: do the two sources of evidence support and enhance each other or do they conflict and undermine each other?)
3. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to monitor, and adjust to, individual students’ needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class? Think about:**
- whether the teacher engages all students in learning by providing an input-rich environment
  - whether the teacher provides multiple opportunities for students to try out the language
  - the selection of instructional goals and the sequence of instruction
  - the written commentary
  - the evidence from the video recording itself
  - the evidence pertaining to the teacher’s general approach to teaching language and culture through the use of a variety of activities and instructional materials
  - the links among the different aspects of the performance

# Evaluation of Evidence Guide

## Early Adolescence through Young Adulthood/World Languages Other than English Portfolio Entry 4

### 1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates
- Note the aspect(s) addressed in the evidence for each accomplishment as described below:
  - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child's development and education. Also, evidence that school–community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that the teacher fosters two-way dialogue with parents and other interested adults.
  - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby he or she has strengthened his or her knowledge, skills, and abilities relevant to his or her teaching context. Does the teacher seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context? Does the teacher broaden his or her own knowledge of culture by keeping abreast of contemporary cultural developments?
  - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within school or in wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved. Does the teacher seek and participate in opportunities to promote education in world languages other than English and strive to broaden the knowledge base of those who study language and culture, making clear to professional colleagues the importance of world languages as a central part of the academic curriculum?
- Evaluate each accomplishment and its impact on student learning

2. **Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher’s summary.**
3. **Look at the descriptions and the documentation together with the Reflective Summary. What is the nature of the “fit” between them? Consider the following:**
  - Descriptions ← → supporting documentation ← → Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description.)
  - Supporting documentation ← → development as a learner; leading/ collaborating with the professional community; and outreach to families and community ← → Reflective Summary
4. **Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:**
  - Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
  - Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
  - Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues.)
5. **Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families, and the community, and as a learner? Think about this in terms of the following areas:**
  - Teacher as Partner with Families and Communities
  - Teacher as Learner
  - Teacher as Leader/Collaborator (including advocacy)