

# CAL POLY HUMBOLDT

School of Education, Secondary Education Credential Program

## Subject Specific Pedagogy Fieldwork Assessment *WORLD LANGUAGES*

Candidate Name:

Date:

Supervisor Name:

Class/Grade:

Mentor Name:

School:

**Directions:** The Student Teacher (ST), Mentor Teacher (MT), and University Supervisor (US) shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus of their recommendation below. If a criterion is unobserved by the supervisor, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *NOTE: For the **Fall Mid-Semester**, ST's should be evaluated in how they **assist** the MT in modeling these TPEs.*

**Performance Criteria:** *Ratings are for performance as **student teachers**. Include areas of strength/growth in the space provided. Evaluate TPEs observed on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Basic; 1 = Unsatisfactory*

<b>California Teaching Performance Expectations (TPE) Part II: Teaching World Languages</b>	<b>ST</b>	<b>MT</b>	<b>US</b>
<p><b>World Languages Narrative</b></p> <p><i>(US write a narrative here [site specific examples when appropriate] and rate the ST on the following scale: 4=Distinguished; 3=Proficient; 2=Basic; 1=Unsatisfactory)</i></p>			

Candidates will be able to:

- Demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards; demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings.
- Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced.
- Teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.
- Teach students to write argumentative and expository text in the target language.
- Demonstrate knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language.
- Demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of heritage and native speakers.
- Demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching.
- Demonstrate that they have the knowledge of using technology to support and enhance their instruction and provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.

\_\_\_\_\_ The candidate is qualified to continue in the program.

\_\_\_\_\_ The candidate is allowed to continue in the program under a PIP addressing areas of concern.

\_\_\_\_\_ The candidate is **not** qualified to continue in the program (see attached explanation).

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Student Teacher

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Mentor Teacher

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University Supervisor