Assessment of Subject-Specific Pedagogies - World Language

Directions:
1. Throughout the semester, look for evidence that the candidate addresses the subject specific pedagogies listed below while teaching and working with students
2. During the last half of the semester, identify 5-7 of the pedagogies to look at as part of a formal observation. Debrief with the candidates to help them reflect on these subject specific pedagogies - both strengths and areas for growth .
3. At the end of the semester, assess the candidate's progress on these subject specific pedagogies. Note that this is about progress - you will also assess at the end of Student Teaching (Spring semester). Provide your overall assessment on the recommendation form that will be sent to you using the following criteria:

Criteria (for the overall assessment of subject-specific pedagogies):

> **Exceeding (4):** The candidate *has exceeded expectations by consistently and effectively* engaging in *many of the pedagogie*s at the level *beyond* a beginning teacher.
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> **Meeting (3):** The candidate *consistently and effectively* engages in *many of the pedagogie*s at the expected level of a beginning teacher.
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> **Approaching (2):** The candidate *effectively engages in some of the pedagogies* at the expected level of a beginning teacher, *but needs continued support for other pedagogies*.
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> **Attempting (1):** The credential candidate has *attempted to engage in some of the subject specific pedagogies,* but *needs significant support* in order to effectively meet the expected level of a beginning teacher.

> **List of Subject Specific Pedagogies - World Language   (from the California Commission on Teacher Credentialing)**
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> - The credential candidate demonstrates 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.
> - The credential candidate demonstrates 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.
> - The credential candidate demonstrates 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 the credential candidate to support his/her students in demonstrating communicative ability in the target language and culture from level one to advanced.
> - The credential candidate teaches 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.
> - The credential candidate teaches students to write argumentative and expository text in the

target language.
- The credential candidate demonstrates knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language.
- The credential candidate demonstrates 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.
- The credential candidate demonstrates that he/she has the requisite knowledge necessary to plan and deliver challenging lessons and to assess his/her 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.
- The credential candidate demonstrates that he/she has the knowledge of using technology to support and enhance their instruction.
- 10. The credential candidate provides students with the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating linguistic and cultural competency.