

## Contextual Factors

### Rubric

**Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Knowledge of Community, School and Classroom Factors</b>	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Candidate displays a general understanding of the characteristics of the community, school, and classroom that may affect learning.	<del>Candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</del>	1
<b>Knowledge of General Characteristics of Students</b>	Candidate displays minimal, stereotypical, or irrelevant knowledge of student development and how it may affect learning.	<del>Candidate displays a general understanding of student development and how it may affect learning.</del>	Candidate displays a thorough and explicit understanding of student development and how it may affect learning.	4
<b>Knowledge of Specific Student Characteristics &amp; Approaches to Learning</b>	Candidate displays minimal, stereotypical, or irrelevant knowledge about specific student characteristics and approaches to learning (e.g., development, interests, culture, abilities/disabilities, learning styles, learning modalities).	Candidate displays a general understanding of specific student characteristics and approaches to learning (e.g., development, interests, culture, abilities/disabilities, learning styles, learning modalities).	<del>Candidate displays a thorough and explicit understanding of specific student characteristics and approaches to learning (e.g., development, interests, culture, abilities/disabilities, learning styles, learning modalities).</del>	3
<b>Knowledge of Students' Skills And Prior Learning</b>	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	<del>Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context.</del>	4
<b>Implications for Instructional Planning and Assessment</b>	Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	<del>Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</del>	4

**Comments:** You could have mention VBD more specifically here. Your knowledge of students characteristics and how they may affect learning another language is insightful and very relevant for instruction. More insight on student development in lieu of current theories on language acquisition may have enriched this discussion.

## Learning Goals

### Rubric

**Teaching Process:** The candidate sets significant, challenging, varied and appropriate learning goals.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Significance, Challenge and Variety</b>	Goals reflect only one type or level of learning.	Goals reflect: <ul style="list-style-type: none"> <li>• several types or levels of learning;</li> <li>• are somewhat significant and/or challenging.</li> </ul>	<del>Goals reflect:           <ul style="list-style-type: none"> <li>• multiple types or levels of learning;</li> <li>• all are significant and challenging.</li> </ul> </del>	5.
<b>Clarity</b>	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	<del>Most of the goals are clearly stated as learning outcomes.</del>	8
<b>Appropriateness For Students</b>	Goals are not appropriate for the development, prerequisite knowledge, skills, experiences, or other student needs.	Some goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs	<del>Most goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs.</del>	3
<b>Alignment with National, State or Local Standards</b>	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	<del>Most of the goals are explicitly aligned with national, state or local standards.</del>	2

Comments:

Content goals and language goals are stated and complement each other.

Grammar is meaningfully integrated with content.

## Assessment Plan

### Rubric

**Teaching Process: The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Alignment with Learning Goals and Instruction</b>	Content and methods of assessment: <ul style="list-style-type: none"> <li>• lack congruence with learning goals;</li> <li>• lack cognitive complexity.</li> </ul>	Some of the learning goals: <ul style="list-style-type: none"> <li>• are assessed through the assessment plan;</li> <li>• some assessments are congruent with learning goals in content and cognitive complexity.</li> </ul>	<del>Each of the learning goals:           <ul style="list-style-type: none"> <li>• is assessed through the assessment plan;</li> <li>• all assessments are congruent with the learning goals in content and cognitive complexity.</li> </ul> </del>	9
<b>Clarity of Criteria and Standards for Performance</b>	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	<ul style="list-style-type: none"> <li>• Most assessment criteria are clear;</li> <li>• Most are linked to the learning goals.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• All assessment criteria are clear;</li> <li>• All are explicitly linked to the learning goals.</li> </ul> </del>	9
<b>Multiple Modes and Approaches</b>	The assessment plan: <ul style="list-style-type: none"> <li>• includes only one assessment mode;</li> <li>• does not assess students before, during, and after instruction</li> </ul>	The assessment plan: <ul style="list-style-type: none"> <li>• includes multiple modes of assessment;</li> <li>• some are performance-based;</li> <li>• and/or require the integration of knowledge, skills and reasoning ability.</li> </ul>	<del>           The assessment plan:           <ul style="list-style-type: none"> <li>• includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.);</li> <li>• assesses student performance throughout the instructional sequence.</li> </ul> </del>	9
<b>Technical Soundness</b>	<ul style="list-style-type: none"> <li>• Assessments are not valid;</li> <li>• scoring procedures are absent or</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments appear to have some validity;</li> <li>• Some scoring procedures are explained;</li> <li>• some items or</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments appear to be valid;</li> <li>• scoring procedures are explained;</li> <li>• most items or</li> </ul>	9

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
	inaccurate; <ul style="list-style-type: none"> <li>items or prompts are poorly written;</li> <li>directions and procedures are confusing to students.</li> </ul>	prompts are clearly written; <ul style="list-style-type: none"> <li>some directions and procedures are clear to students.</li> </ul>	<del>           prompts are clearly written;  <ul style="list-style-type: none"> <li>directions and procedures are clear to students.</li> </ul> </del>	
<b>Adaptations Based on the Individual Needs of Students</b>	<ul style="list-style-type: none"> <li>Candidate does not adapt assessments to meet the individual needs of students;</li> <li>these assessments are inappropriate.</li> </ul>	<del>           Candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students.         </del>	Candidate makes adaptations to assessments that are appropriate to meet the individual needs of all students.	4

Comments: It was great to see the variety of assessments you planned, from oral discussions and debates, to recounts and oral presentations and roleplay.

Performance assessments were combined with more traditional assessments.

## Design for Instruction

### Rubric

**Teaching Process: The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Alignment with Learning Goals</b>	<ul style="list-style-type: none"> <li>• Few lessons are explicitly linked to learning goals;</li> <li>• Few learning activities, assignments and resources are aligned with learning goals;</li> <li>• Not all learning goals are covered in the design.</li> </ul>	<ul style="list-style-type: none"> <li>• Most lessons are explicitly linked to learning goals;</li> <li>• Most learning activities, assignments and resources are aligned with learning goals;</li> <li>• Most learning goals are covered in the design.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• All lessons are explicitly linked to learning goals;</li> <li>• All learning activities, assignments and resources are aligned with learning goals;</li> <li>• All learning goals are covered in the design.</li> </ul> </del>	2
<b>Accurate Representation of Content</b>	<ul style="list-style-type: none"> <li>• Candidate's use of content appears to contain numerous inaccuracies;</li> <li>• Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate's use of content appears to be mostly accurate;</li> <li>• Shows some awareness of the big ideas or structure of the discipline.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• Candidate's use of content appears to be accurate;</li> <li>• Focus of the content is congruent with the big ideas or structure of the discipline.</li> </ul> </del>	2
<b>Lesson and Unit Structure</b>	The lessons within the unit are not logically organized (e.g., sequenced).	<ul style="list-style-type: none"> <li>• Most of the lessons within the unit are logically sequenced;</li> <li>• Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• All lessons within the unit are logically sequenced;</li> <li>• Lessons are useful in moving students toward achieving the learning goals.</li> </ul> </del>	2

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
Use of a Variety of Instructional Strategies and Tactics	<ul style="list-style-type: none"> <li>• Instruction incorporates little variety of instructional strategies and tactics across instruction, activities, assignments, and resources.</li> <li>• Heavy reliance on textbook or single resource (e.g., work sheets).</li> </ul>	Instruction incorporates some variety of instructional strategies and tactics across instruction, activities, assignments, or resources.	<del>Instruction incorporates a significant variety of instructional strategies and tactics across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</del>	5
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	<ul style="list-style-type: none"> <li>• Instruction has not been designed with reference to contextual factors and pre-assessment data.</li> <li>• Activities and assignments do not appear productive and appropriate for each student.</li> </ul>	<ul style="list-style-type: none"> <li>• Some instruction has been designed with reference to contextual factors and pre-assessment data;</li> <li>• Some activities and assignments appear appropriate for the class.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• Most instruction has been designed with reference to contextual factors and pre-assessment data.</li> <li>• Most activities and assignments appear productive and appropriate for each student.</li> </ul> </del>	3
Use of Technology	<ul style="list-style-type: none"> <li>• Technology is inappropriately used OR</li> <li>• candidate does not use technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses technology appropriately;</li> <li>• Technology contributes to teaching and learning.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• Candidate consistently integrates appropriate technology;</li> <li>• Use of technology makes a significant contribution to teaching and learning.</li> </ul> </del>	2

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Behavior, Social Interaction, &amp; Student Engagement</b>	<p>Candidate does not articulate how s/he will create a supportive learning environment that:</p> <ul style="list-style-type: none"> <li>• encourages appropriate standards of behavior</li> <li>• positive social interaction;</li> <li>• active engagement in learning;</li> <li>• and self-motivation.</li> </ul>	<p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that:</p> <ul style="list-style-type: none"> <li>• encourages appropriate standards of behavior;</li> <li>• positive social interaction;</li> <li>• active engagement in learning;</li> <li>• and self-motivation.</li> </ul>	<p><del>Candidate consistently articulates plans that are likely to create a supportive learning environment that:</del></p> <ul style="list-style-type: none"> <li><del>• encourages appropriate standards of behavior;</del></li> <li><del>• positive social interaction;</del></li> <li><del>• active engagement in learning;</del></li> <li><del>• and self-motivation.</del></li> </ul>	6

Comments:

The content of your powerpoints is very engaging and accurate. It certainly served as good models for students. The powerpoint "La Francophonie et l'Afrique francophone" creates a very good transition to the rest of the unit through oral tradition in the form of stories representing certain countries.

The unit overview is helpful to guide the reader into your more detailed description of weekly activities.

Your use of multimodal resources through the conte-moi website is quite relevant, appropriate and motivating. In addition of being a good language site, it promotes cultural understanding and tradition among l'Afrique francophone.

### Instructional Decision-Making Rubric

**Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions. zz**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Sound Professional Practice</b>	Many instructional decisions are inappropriate and not pedagogically sound.	Most instructional decisions are appropriate and pedagogically sound.	<del>Most instructional decisions are appropriate, pedagogically sound, and will contribute significantly to student learning.</del>	3
<b>Modifications Based on Analysis of Student Learning</b>	Candidate treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made: <ul style="list-style-type: none"> <li>• to address individual student needs;</li> <li>• based on the analysis of student learning;</li> <li>• based on best practice;</li> <li>• based on contextual factors.</li> </ul>	<del>Appropriate modifications of the instructional plan are made:           <ul style="list-style-type: none"> <li>• to address individual student needs;</li> <li>• are informed by a thorough and thoughtful analysis of student learning/performance;</li> <li>• based on best practice;</li> <li>• based on contextual factors.</li> <li>• Explanations of why the modifications would improve student progress are included.</li> </ul> </del>	4
<b>Congruence Between Modifications and Learning Goals</b>	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	<del>Modifications in instruction are congruent with learning goals.</del>	4

Comments:

What a great teachable moment you shared. Seydou's comment was insightful and filled with critical consciousness. I think you handled this well by giving them extra time to answer the questions. I'm unsure why you wanted to serve as a 'convincer' for Seydou. Your instructions <sup>opened up spaces</sup> for talking about things that matter!!

### Analysis of Student Learning Rubric

**Teaching Process: The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Clarity and Accuracy of Presentation</b>	<ul style="list-style-type: none"> <li>• Presentation is not clear;</li> <li>• does not accurately reflect the data.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is clear and logical;</li> <li>• reflects the data somewhat accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Presentation is clear and logical;</del></li> <li>• <del>accurately reflects the data.</del></li> </ul>	9
<b>Alignment with Learning Goals</b>	<p>Analysis of student learning:</p> <ul style="list-style-type: none"> <li>• is not aligned with learning goals;</li> <li>• and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</li> </ul>	<p>Analysis of student learning:</p> <ul style="list-style-type: none"> <li>• is partially aligned with learning goals;</li> <li>• provides a somewhat comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</li> </ul>	<p>Analysis of student learning:</p> <ul style="list-style-type: none"> <li>• <del>is fully aligned with learning goals;</del></li> <li>• <del>provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</del></li> </ul>	9
<b>Interpretation of Data</b>	<ul style="list-style-type: none"> <li>• Interpretation is inaccurate;</li> <li>• conclusions are missing or unsupported by data.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Interpretation is technically accurate;</del></li> <li>• <del>some conclusions supported by data.</del></li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation is meaningful and accurate;</li> <li>• appropriate conclusions are supported by the data.</li> </ul>	9
<b>Evidence of Impact on Student Learning</b>	<p>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</p>	<p>Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</p>	<p>Analysis of student learning includes clear evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</p>	9

**Comments:** Excellent and very clear. I especially enjoyed your analysis of students who speak two or more languages and students for whom French is a second language. I agree with your conclusion. It is simply difficult to isolate the variable of background knowledge, but not only grammatical background knowledge but ACADEMIC one.

**Self-Evaluation  
Rubric**

**Teaching Process: The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
<b>Interpretation of Student Learning</b>	Little or no evidence is provided to support conclusions drawn in "Analysis of Student Learning" section.	<ul style="list-style-type: none"> <li>Provides some evidence to support conclusions drawn in "Analysis of Student Learning" section;</li> <li>Explores possible hypotheses for why some students did not meet learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ample evidence to skillfully support conclusions drawn in "Analysis of Student Learning" section;</li> <li>Explores multiple hypotheses for why some students did not meet learning goals.</li> </ul>	10
<b>Insights on Effective Instruction and Assessment</b>	Provides little or no rationale for why some activities or assessments were more successful than others.	<ul style="list-style-type: none"> <li>Identifies successful and unsuccessful activities or assessments;</li> <li>explores reasons for student success or lack thereof with some use of theory or research.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies successful and unsuccessful activities and assessments;</li> <li>provides theoretically sound reasons based on research for student success or lack thereof.</li> </ul>	10
<b>Alignment Among Goals, Instruction and Assessment</b>	<ul style="list-style-type: none"> <li>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction;</li> <li>and/or the connections are irrelevant or inaccurate.</li> </ul>	Connects learning goals, instruction, and assessment results in a general discussion of student learning and effective instruction.	Logically and thoroughly connects learning goals, instruction, and assessment results in a comprehensive discussion of student learning and effective instruction.	10
<b>Implications for Future Teaching</b>	Provides few or no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	<ul style="list-style-type: none"> <li>Provides some ideas for redesigning learning goals, instruction, and assessment;</li> <li>offers a general rationale for why</li> </ul>	<ul style="list-style-type: none"> <li>Provides ideas for redesigning learning goals, instruction, and assessment;</li> <li>offers a specific rationale as to why these</li> </ul>	10

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
		these changes would improve student learning.	modifications would improve student learning.	
<b>Implications for Professional Development</b>	Provides few or no professional learning goals or goals that are not related to the insights and experiences described in this section.	<ul style="list-style-type: none"> <li>• Presents professional learning goals that are somewhat related to the insights and experiences described in this section;</li> <li>• provides a general plan for meeting the goals.</li> </ul>	<del> <ul style="list-style-type: none"> <li>• Presents professional learning goals that clearly emerge from the insights and experiences discussed in this section;</li> <li>• Describes specific steps to meet these goals.</li> </ul> </del>	10

**Comments:**

### Student Teaching Reflection Rubric

**Teaching Process: Reflective practitioners continually evaluate the effects of their choices and actions on others, including students, parents, and other professionals within their learning community**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	RIBTS
Learning	Candidate describes in general terms what was learned with little reference to student teaching experience and shows little or no consideration related to the success of the experience in developing personal and professional knowledge.	Candidate describes in detail what was learned that includes references to the student teaching experience, showing some consideration related to the success of the experience in developing personal and professional knowledge.	<del>Candidate provides a detailed explanation of what was learned in student teaching, demonstrating a thoughtful consideration of the success of the experience in developing personal and professional knowledge.</del>	10
Reference to Standards	Candidate makes little or no reference to RIBTS and/or Conceptual Framework in discussion of student teaching experience and his/her professional practice.	<del>Candidate demonstrates some insight into and understanding of RIBTS and Conceptual Framework in discussion of student teaching experience and professional practice. May focus on one set of standards more than the other.</del>	Candidate demonstrates strong insight into and understanding of both the RIBTS and Conceptual Framework in discussion of student teaching experience and professional practice.	10
Planning, Action and Reflection	Partially describes and analyzes his/her professionalism but provides limited evidence, few recommendations to improve future practice.	<del>A somewhat thoughtful analysis of professional practice and some recommendations for future professional development are included.</del>	Provides multiple pieces of evidence and analysis of professional practice. Thoughtful and careful analysis and numerous plans to seek out professional future professional development are included.	10

I like how you consider curriculum as contextual and as an object of application by students.  
I'm also impressed by your commitment to teaching Language through meaningful cultural content.  
I'm surprised you didn't mention the unique situation you were in having a teacher supervisor and a professor overseas! It was quite a change to be on skype discussing work!