



COLORADO
Department of Education

Colorado State Model Evaluation System:

Practical Ideas for Evaluating Teachers of *World Languages*

Developed
by:

Colorado Department of Education and Practitioners Across
Colorado

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Foreword

**PLEASE NOTE: The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to evaluating teachers of world languages. CDE will be collecting on-going feedback to improve this guidance.*

Following the passage of Senate Bill 10-191, the Great Teachers and Leaders act, the Colorado Department of Education (CDE) began creating the state's evaluation system and requirements for all educators whose positions require them to hold a state license. During the first two years of development of the new system (2010 to 2012), CDE staff members focused on the processes and materials for evaluating teachers and principals. Those processes and materials were pilot tested during the 2012-13 school year, and a validation study was conducted based on data collected during the 2013-14 school year.

Throughout the development, pilot testing, and validation study activities, CDE heard from groups of teachers and their evaluators whose positions require them to fulfill unique roles and responsibilities who expressed concerns that the teacher materials do not provide adequate guidance evaluating staff members in such positions. They have requested additional guidance regarding evidence/artifacts that may be used by such specialized teachers. In addition, they have asked about specific practices to "look-for" to guide their classroom observations and help ensure that all licensed teachers receive fair, valid, and reliable evaluations.

In response to such requests, CDE initiated the development of a set of practical ideas guides written by practitioners for practitioners. They are intended to provide informal advice to teachers and their evaluators to help them understand the evaluation process within their specific context. Unless otherwise noted, the contents of this brief are not policy requirements but merely ideas to help educators make the best use of the state model system for all teachers.

It is CDE's hope that these guides will help everyone involved have a better understanding of how the teachers' rubric and evaluation process may be fairly used to ensure that all teachers, including those in the groups listed above, are evaluated in a manner that is fair, rigorous, transparent and valid.

Acknowledgements

The many contributions of the CDE staff members and practitioners who contributed to this work are gratefully acknowledged. Many school- and district-based educators generously gave their time and expertise to write this brief as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to help teachers of world languages and their evaluators better understand the Colorado State Model Educator Evaluation System and how it applies to them. Contributors to the development of this guide include:

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Colorado State Model Educator Evaluation System: Practitioner Ideas for Evaluating Teachers

Introduction

Colorado's S. B. 10-191 requires schools, school districts, and the Colorado Department of Education (CDE) to evaluate all licensed educators with state approved quality standards and elements at least annually. This requirement applies to evaluating the performance of principals, assistant principals, teachers and special services providers. The Colorado State Model Educator Evaluation System, developed in response to the passage of S. B. 10-191, requires all teachers, including those in non-traditional classroom roles, to be evaluated using the same processes and materials used for classroom teachers. Throughout the development and pilot testing of the evaluation system, teachers in non-traditional classroom roles have expressed questions about the applicability of the evaluation system for educators such as themselves. Because of the content they teach and their responsibilities, the teacher evaluation materials may not provide evaluators opportunities to review and rate all facets of the educator's work. This practical ideas guide is intended to help these types of educators and their evaluators maximize the flexibility options built into the system to ensure a fair, valid and reliable evaluation for all educators. Educators across Colorado generously gave their time and expertise to write this practical ideas guide as a service to their colleagues. It is their hope that the brief will be used as an informal set of suggestions and ideas to better understand the Colorado State Model Educator Evaluation System and how it applies to them.

The Colorado State Model Educator Evaluation System

The evaluation system focuses on continuously improving educator performance and student results. To support school districts in implementing the evaluation requirements, the Colorado Department of Education (CDE) developed a model system that provides consistent, fair and rigorous educator evaluations, saves district resources and enables them to focus on improving teaching, learning and leading. Districts are not required to use the State Model System, but if they choose not to, then they are required to create their own system that meets all state laws and regulations.

The basic purposes of this system are to ensure that all licensed educators:

- Are evaluated using multiple, fair, transparent, timely, rigorous and valid methods.
- Are assessed through two main avenues: measuring student learning (50%) and evaluating teacher professional practices (50%).
- Receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness.
- Are provided the means to share effective practices with other educators throughout the state.
- Receive meaningful feedback to inform their professional growth and continuous improvement.

Successful implementation of the Colorado State Model Educator Evaluation System is dependent upon attending to the following priorities, or guiding principles for the evaluation system:

1. Data should inform decisions, but human judgment is critical.
2. The implementation of the system must embody continuous improvement.

3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

The Colorado State Model Educator Evaluation System uses a meaningful process for educator evaluation. The year-long cycle includes regular conversations between the evaluator and person being evaluated; it is not a one-time event or observation, but rather a process that focuses on continuous improvement of the skills, knowledge and student outcomes of the person being evaluated. S. B. 10-191 requires that at least one observation be conducted annually for non-probationary teachers and at least two for probationary teachers. Districts may choose to conduct additional observations in order to provide high quality feedback and/or to confirm the accuracy of final professional practices ratings prior to finalization.

The State Model System evaluation process connections include, but are not limited to:



Standards for World Languages Learning: Preparing for the 21st Century

(Source: Colorado World Languages Academic Standards Philosophy Statement)

In 21st century society, the study of more than one language is not only an absolutely essential part of the core curriculum, but also imperative to the economic growth and continued participation with the global community. Language and communication are essential to the human experience. “Knowing how, when, and why to say what to whom” are the words that encompass all the linguistic and social knowledge required for effective human-to-human interaction. Students must be linguistically and culturally equipped to communicate successfully in our multilingual, multicultural world. It is vital for students to develop and maintain proficiency in English and in at least one other language. Students from non-English speaking backgrounds must also have opportunities to develop proficiency in their first language.

Supporting this vision are four assumptions about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to:

- Communicate with other people in other cultures in a variety of settings.
- Look beyond their customary borders.
- Develop insight into their own language and culture.
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures.
- Gain direct access to additional bodies of knowledge.
- Participate more fully in the global community and workforce.

All students can be successful language and culture learners, and they:

- Must have access to language and culture study that is integrated into the entire school experience.
- Benefit from the development and maintenance of proficiency in more than one language.
- Learn in a variety of ways and settings.
- Acquire proficiency at varied rates.

Language and culture education is part of the core curriculum, and it:

- Is tied to program models that incorporate effective strategies, assessment procedures, and technologies.
- Reflects evolving standards at the national, state, and local levels.
- Develops and enhances basic communication skills and higher-order thinking skills.

All students will apply the language skills learned:

- Within the school setting.
- At home, in the community, and abroad.
- To interpret global events from multicultural perspectives.
- To expand cross-cultural and intercultural understanding.

- For increased career opportunities.
- To become lifelong learners for personal enjoyment and enrichment.

The Colorado Academic Standards for World Languages are based on these four assumptions. For these assumptions to be successful, the target language must be used most of the time:

1. Acquisition of language occurs when students understand messages through listening, reading, and viewing.
2. Students demonstrate acquisition through speaking and writing.
3. The best environment for second language acquisition is one in which teachers strive to use the target language during 90% + of the time instead of teaching about the target language.
4. This environment sets the scene for students to better produce and use the language that will help them later to be prepared as multilingual global citizens.

Novice-Low-Advanced-Low Proficiency Range Levels

Unlike other Colorado Academic Content Standards areas, proficiency levels, rather than grade levels, benchmark the world languages standards. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for K-12 Learners informed the development of these proficiency levels.

The study of a second language is affected by complex factors and variables that determine both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures students know. The specific language and culture that learners study and their performance profile at entry will dictate the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the language, scheduling patterns of the language program, and the scope and sequence of the language program.

Proficiency is not acquired in all languages at the same pace. The Foreign Service Institute has classified various languages into four groups according to their level of difficulty for native speakers of English. Romance languages such as Spanish, French, and Italian fall into Group I, the least difficult for native English speakers. Languages that are character-based and those whose structures are quite different from English, such as Chinese, Japanese, Korean and Arabic, will fall into Group IV. Students learning these languages will require more time to meet the reading and writing goals, and they will also face a greater challenge as they become culturally competent in the societies where these languages are spoken.

The Colorado Academic Standards for World Languages apply to all learners regardless of grade level. Learners begin new language experiences at different ages and progress toward proficiency at different rates. The amount of quality time spent in the target language (i.e., dual language immersion vs. high school level I) is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels in all three modes of communication when assessed. The Colorado Academic Standards for World Languages outline the progression of learner skills, making it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

Classical Languages

The study of classical languages (Latin and Ancient Greek) maintains a viable position in language programs from elementary schools through postsecondary institutions. While the main conduit through which learners communicate with the ancient world is through reading its literature, many educators have their learners practice the language through activities involving speaking and writing. The insights into language development, the interaction with ancient civilizations through their literature and history, and the cross-cultural understanding that results from the study of these languages are all compelling reasons for the inclusion of classical language instruction in the curricula at any level.

American Sign Language (ASL)

The Colorado Academic Standards for World Languages are equally applicable to learners of ASL, with slight adaptations according to each mode of communication. In the interpersonal mode (signing), the visual language signed underscores the communicative importance of facial gestures and other physical clues to meaning, but learners employ basically the same communication strategies as other languages within each of the ranges of performance. The word "interpretive" needs special definition for ASL: its use to identify a mode of communication denotes receptive language or understanding, rather than the act of serving as an ASL interpreter. The "text" is either live or recorded, such as a signed message, commentary, discussion, song, or play. In the presentational mode, users of ASL use the same communication strategies as other languages; however, educators may act more as coaches to assist ASL language learners with the editing and revising process in the presentational mode. Examples of ASL presentational or productive language include messages, stories, or videos.

Heritage Learners

The Colorado Academic Standards for World Languages are also applicable to learners who bring a variety of languages and cultures to Colorado. They may have learned a language at home, in another country, or through local communities. Some may decide to pursue the study of their native language, while others may decide to study a different language. When determining the placement of heritage speakers in language courses, consideration should be given to proficiency levels rather than seat time. Heritage speakers may demonstrate varying levels of proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

Native American Languages

The Colorado Academic Standards for World Languages are also intended to be applied to Native American Languages. Native American Languages place a very strong emphasis on the interpersonal mode, as well as on presentational speaking and interpretive listening. For interpretive reading and presentational writing, most Native American languages use a phonetic system. Most Native American Languages tend to add new meanings to existing words and may utilize descriptive language or incorporate 'English' for contemporary spoken and written discourse.

Evaluating Teachers of World Languages on Teacher Quality Standards I through III

Eddie Evaluator is an assistant principal at the K-12 International School, which is a 1-1 device school that offers both immersion and traditional language classes. Eddie is in charge of evaluating teachers in the world language department. Although he took Spanish in high school, he hasn't been a student in a world language classroom in many years. He has read over the look-fors in the 'Practical Ideas Guide for Evaluating Teachers of World Languages' and decides that during his next three observations he will use each one to focus on one of the three quality standards.

Example of an observation based on Teacher Quality Standard I: *Teachers demonstrate mastery of and pedagogical expertise in the content they teach.*

Eddie randomly selected to visit a 5th grade Mandarin Chinese Immersion class to do a walk-through observation. Eddie did not have any language proficiency in Mandarin. The class was in full swing when he came into the room. Students were seated in tables of 6. The teacher had the image of a tree trunk with the rings that showed the life expanse of the tree displayed on the Smartboard. Next to the screen was a chart of Chinese characters illustrating new vocabulary relevant to the discussion the teacher was leading.

Eddie observed the *learning environment was literacy rich and reflected aspects of the Chinese culture and language.* The teacher used posters that aided language acquisition. The teacher moved about the room as she interacted with the students.

Even though he couldn't understand the discussion, Eddie determined that the *teacher used level appropriate and comprehensible target language more than 90% of the time.* He saw that the students responded immediately to her questions and instructions to interact when they were told to turn to their partner at their table and converse. The teacher encouraged and provided opportunities for students to use the target language with this activity. Students took advantage of these short opportunities to use the target language with each other.

The *students seemed to be using appropriate target language* to complete tasks in both the interpretive and interpersonal modes of communication. He could tell when the teacher responded to students with a nod, thumbs up and 'Hung hao!' (which he later learned means 'very good'). Eddie

realized that the students had been asked to respond to more questions that required a focus on the new vocabulary. Students from each table reported back from their conversations.

Next Eddie realized that the students were counting the rings of the tree. As they did so in unison, the teacher pointed to each ring and thus *incorporated mathematical practices in the target language* using the picture of the tree trunk on the Smartboard. The teacher then created a partner activity that allowed students to work together and count aloud the rings on trees in their science workbooks.

Eddie was pleased to see the teacher used a wide variety of resources to teach the lesson as she obviously *made interdisciplinary connections explicit to students all in the target language*. He felt *the teacher expanded students' knowledge of other disciplines by using the target language* to develop critical thinking and to solve problems creatively e.g., environment.

It was very clear to Eddie that the *students could access the information through the target language* as the teacher led the discussion and spoke 100% in the target language.

Example of an observation based on Teacher Quality Standard II: *Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.*

As soon as Eddie walked into the Spanish II classroom, he noticed the warm and welcoming environment the teacher had created. He greeted students at the door using only Spanish. Eddie didn't understand much Spanish but he could tell that students were happy to be coming into the teacher's class and ready to start the lesson. He saw them picking up warm-up materials from a box and sitting at their desks with their first assignment while the teacher was still welcoming students by the door. Eddie observed students standing up and talking with each other in the target language to complete their first assignment. *They were very engaged*. The teacher walked around and offered support to the students as they completed their task. Eddie noticed how he was supporting them with additional words. The teacher got the attention of the class chanting some words. Students chanted something back and got to their seats. Students seemed to know what to expect and followed his procedures *without wasting instructional time*.

Eddie observed the teacher introducing objectives to students. He asked some questions and students talked to each other in pairs before sharing answers with him. When one student hesitated and couldn't find a word, he gave him some wait time, he encouraged him to try again, and then requested some support from another student. The hesitant student finally gave an answer that was enthusiastically approved by the teacher. After that the teacher opened a big bag and got some materials out. He had some authentic maps of Madrid that included bus, subway, and train stations as well as monuments and important sightseeing places. He gave them some bus timetables, museum information, restaurant menus, flyers from 2 hotels and a calendar of Spain's holidays. He gave students a task to do in groups, where students had to design a tour that included hotels, visits to museums, meals, visits to a bank, a medical office (an unexpected medical emergency), with a specific budget and time limit (3 days). He also requested for students to find some other event or activity to do during their time in Madrid (such a concert, an exhibit, etc.). *Students had to work together and*

create a plan using the target language to then present to the class.

The teacher wrote some words on the whiteboard and gave some students support sheets with sentence starters and visuals. Students were given choices for their presentations, from creating a PowerPoint presentation, to filming an ad for the trip or role playing an informational meeting with questions and answers. The teacher provided examples of each final project, shared a rubric with students and distributed roles and responsibilities among the groups. During the pre-conference, the teacher had explained that he had distributed these roles depending on student's proficiency level and individual needs and interests. The rubric was in English and would be shared with parents to provide feedback. Eddie saw the teacher write a date in the whiteboard. Students had 4 days to complete the assignment.

Eddie watched students talking to each other and working on their project. They were *engaged* and many were using the target language. The *teacher was encouraging language production by providing feedback and clarifying questions*. Eddie observed the teacher working with one group of students, showing them how the subway system worked in Madrid. He was pointing at the color lines and counted stops with them. Then he moved to other groups where he did the something similar.

Students worked on their project with the teacher's *support and feedback* until a few minutes before the end of the lesson. The teacher *called the class's attention by using the same chant he used at the beginning of the lesson*. Students responded and put all materials away. Students completed a short group assessment to *actively engage in and monitor their learning* of the activity and gave this assessment to their teacher. The teacher went back to the objectives. Eddie observed students writing some notes on their planners. When the bell rang, the teacher went to the door again, dismissed the class and said goodbye to his students.

Example of an observation based on Teacher Quality Standard III: *Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.*

Today Eddie visited a Level I Spanish classroom. Before going to the class, he reviewed the district Spanish curriculum. Because the current unit for this class is 'My Friends and I', he had a general idea of what the instruction would entail. The first thing he looked for as the students were walking in was how *the teacher had written her target objective: It was very student friendly and said, "I can describe my best male friend and my best female friend." and, "I can say what I like to do."* At the bell the teacher greeted the students in Spanish, and they responded appropriately. She then played a Plaza Sésamo (Sesame Street) video with a muppet singing about its best friend, and she asked the students what the muppet was singing about. This provided *meaningful, authentic context for the objective for the day*. The teacher then informed students of the activities planned for the day, all tied to the day's objective.

Next the students reviewed the date and the weather before being prompted by their partner to practice asking and answering questions using 'gustar', 'to like'. Once the teacher was finished, she quickly got the students to stop, look at her, and she asked several students about the weather. She then began to practice some descriptive adjectives as a review with both her and the students using gestures and words. She then used her Smartboard to show pictures of famous people and had the

students reply 'si' or 'no' depending on if they thought the adjective matched the person. Based on the quickness with which the students entered and exited these first activities, it was obvious that *they were practiced procedures for starting the class.*

At this point, about 15 minutes into the lesson, no English had been used by the teacher. Some students who used English where they could have used Spanish were gently prompted with 'En Español' and given praise in Spanish when they did. After this activity, the students were then shown the same words they had practiced earlier with gestures, but this time they were written on the Smartboard in their female and male forms. Here the teacher then switched to English to do a short lesson on the fact that Spanish has male/female nouns, and that there are male/female adjective endings to go with them. *She asked students to show with their thumbs (up, sideways or down) how well they understood what she just said.* Eddie could see why this part of the lesson was being done in English, but he thought that (having learned Spanish himself) the idea of male/female nouns was simple, and perhaps too much time was being spent on this part of the lesson. Then when he heard all the questions that students were asking, he realized that this time was giving students the opportunity to really process a grammatical concept not present in English. To end this activity the teacher asked again for a thumb response and Eddie noted that the students felt they understood the grammatical use of gender in Spanish.

To follow this learning, the teacher put students in groups of three for a learning activity. In each group, each student had a different color of paper: red, green or yellow, a white board and a dry-erase marker. The students already seemed to know that the person holding each piece of paper had a different role, which became clear during the observation: The person holding the red paper had to come up with an answer, the person with the yellow paper was in charge of 'approving' an answer (correcting and explaining if needed) and the person with the green paper had to write the answer on the white board. The teacher showed some expressions as exemplars before the students had to answer prompts related to the day's goal and using the day's vocabulary, and after each round their roles switched. During the activity the *teacher made frequent checks for understanding* when she saw a particular misconception across the class, she quickly addressed it. *She gave praise to the students who did well,* keeping the entire activity in Spanish.

At the end of the activity, the teacher had students get out their own paper and write three sentences describing their partner, *walking through the classroom to check on the students' progress.* The students then volunteered to read how they described their partner. If it was correct, the rest of the students cheered, and if there was a mistake that the teacher pointed out, the class would say 'Todavía molas' (he found out later this means 'You're still cool').

With 5 minutes left in the class, the teacher directed her students to the objective and a chart next to it with the ACTFL progression of proficiencies on it. Students cheered if they felt that today they were on target for their proficiency based on the description of what they should be able to do with the day's target. Then the students took out their devices and connected to a Socrative link for their exit ticket. This exit ticket *asked students to rate their own ability to meet the target objective, their understanding of the new grammar, and to write three sentences describing their own best friend.*

Artifacts: Additional Evidence of Progress toward Meeting Performance Targets

Except for the evidence required by S.B. 10-191 and described in Exhibit 1, additional evidence/artifacts are not necessary unless the evaluator and person being evaluated have differing opinions about final ratings. In such a case, additional evidence about performance on the specific rating(s) in question may be considered. During the final evaluation conference, the evaluator and teachers of world languages should agree on the specific evidence needed to support the rating(s) each believes is correct. Such evidence may include documents, communications, analyses, or other types of materials that are normally and customarily collected during the course of conducting their everyday activities.

Exhibits 1 and 2 may prove to be useful for evaluating teachers of world languages. Evaluators may find them helpful as they think about the work of teachers of world languages and how their specialized knowledge and skills can be evaluated accurately. They may also help teachers of world languages develop their own roadmaps to success as they complete their self-assessments, participate in the evaluation process, and develop professional goals.

The first three rows of Exhibit 1 provide information about what is required by S.B. 10-191. The fourth and fifth rows provide ideas for artifacts and other types of evidence that **may** be used to help confirm the accuracy of observations and ratings on items that may or not be observable. It is important to note that these are ideas for evidence/artifacts, but they are not required to be used during the evaluation. Nor should a teacher be expected to collect all of these items. These examples are meant to serve as a catalyst for helping teachers and their evaluators generate a short and focused list of artifacts that may prove beneficial in fully understanding the quality of the teacher's performance. It must be noted that evaluations performed using the state model system may be completed without a consideration of any artifacts.

EXHIBIT 1: Observations, Required Measures and Other Evidence/Artifacts

| Artifacts | Standards | | | |
|---|-----------|----|-----|----|
| | I | II | III | IV |
| Unit/Lesson Plans <ul style="list-style-type: none"> • Proficiency Based Learning Targets • Choice for Students (Menus) • Grouping • Student Travel • Community Involvement • Partnerships (Schools, International schools, business, community) | X | X | X | X |

| | | | | |
|---|---|---|---|---|
| Progress Monitoring Data <ul style="list-style-type: none"> • Exit Tickets • Polling • “I can” Stamps • Pre-Tests | X | X | X | X |
| Student Work Samples <ul style="list-style-type: none"> • Oral/Written/Video • Portfolio • Self-Reflection Records • Assessments | X | X | X | X |
| Meeting Notes/Records <ul style="list-style-type: none"> • PLCs • Department/Faculty/District Meetings | | X | | X |
| Advocacy <ul style="list-style-type: none"> • Brochures • Sponsorship of Student Organizations/Activities • Feeder School Visits • Newsletters • Presentations (School/District/State Boards, Committees) | | | | X |
| Professional Responsibilities <ul style="list-style-type: none"> • Dept./School/District Team Participation • Professional Memberships • Leadership Roles • Continued Learning (Study Abroad, Conferences, Summer Courses, etc.) • Peer Observation Notes/Records • Cross-Curriculum Partnership | X | X | | X |
| Ethics <ul style="list-style-type: none"> • Student/Peer/Parent Communication • Parent Conferences • Data Sharing Protocols | | X | | X |
| Communication <ul style="list-style-type: none"> • Website • Emails • Record of Phone Calls • Digital Communication/Social Media | X | X | X | X |

Again, evidence/artifacts listed in Exhibit 1 are examples of items that **may** be used to demonstrate proficiency on any given standard. The evaluator and/or world languages teacher being evaluated may use additional evidence/artifacts to address specific issues that need further explanation or illustration during the end-of-year performance discussion. The evaluator and/or world languages teacher may also

use other evidence/artifacts to provide the rationale for specific element or standard ratings. CDE built flexibility into the use of artifacts and/or other evidence. The items listed above are provided as ideas for teachers of world languages and their evaluators.

Examples of Specific Practices to Look for During Observations of Teachers of World Languages

Exhibit 2 provides ideas for the evaluator to use during the observation process. The “physical evidence/demonstration (what to look for)” lists suggest behaviors and activities that may be found in classrooms where the teacher demonstrates proficiency on the Teacher Quality Standards.

Exhibit 2: Teacher Quality Standards and Examples of Practices that May be Evident During Classroom Observations

Standard I

| Elements | Practices that May be Observed During Observations |
|--|---|
| <p>ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Integrates the Colorado World Languages Academic Standards into planning, instruction, and assessment by: <ul style="list-style-type: none"> ○ using the three modes of communication (interpersonal, interpretive, presentational); ○ embedding culture in terms of products, practices and perspectives; ○ connecting instruction to other disciplines; ○ and facilitating comparisons between target language(s) and culture(s) and the students’ language(s) and culture(s). • Communicates learning targets in student friendly language, e.g., ‘I can.’ statements. • Designs instruction using approved district curriculum (if available). • Uses ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors to design instruction at the appropriate proficiency range. • Uses NCSFL-ACTFL “Can-do” statements as a resource to identify learner targets and objectives. • Promotes linguistic and global competency as main goals. <p>Students</p> <ul style="list-style-type: none"> • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Take advantage of opportunities to use the target language both within and beyond the classroom. • Investigate and interact with authentic materials to understand the perspectives behind the products and practices of the target culture. |
| <p>ELEMENT B: Teachers develop and implement lessons that connect to a</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Strives to use the target language 90% + of the time as the vehicle and content of instruction by applying effective comprehensible input strategies such as |

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| <p>variety of content areas/disciplines and emphasize literacy and mathematical practices.</p> | <p>gestures, visuals, pictures, manipulatives and technologies.</p> <ul style="list-style-type: none"> • Uses English only for intentional purposes that could not be carried out in the target language. • Uses literacy strategies to enhance comprehension and interpretation of both meaning and culture <i>in</i> a variety of texts are appropriate for the targeted proficiency level, including authentic texts and literary and informational written and audio texts. • Applies literacy strategies to enhance the skills of listening, speaking, reading and writing as students move along the proficiency continuum. • Uses a variety of strategies to focus on vocabulary development. • Creates a literacy rich classroom that reflects the culture and language being taught, e.g., posters that aid in language acquisition. • Builds, reinforces, and expands students' mathematical practices using the target language. • Incorporates mathematical practices in the target language, e.g., 'counting, telling time, converting weights and measures, weather, calculating currency, examining math concepts embedded in cultural art and architecture, and analyzing data with infographics and surveys using a variety of sources. • Provides opportunities that move students from simple to complex language usage as they develop the ability to communicate in authentic contexts. • Makes interdisciplinary connection explicit to students through the use of wide variety of resources including culturally authentic visuals, documents, and artifacts from a variety of content areas, including the arts, science, technology, health, social sciences, business and literature in order to provide a cultural context for interpersonal, interpretive and presentational activities. • Designs instruction that builds, reinforces, and expands students' knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively. • Provides opportunities for the student to access and evaluate information and diverse perspectives that are available through the target language and its cultures. <p>Students</p> <ul style="list-style-type: none"> • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Take advantage of opportunities to use the target language both within and beyond the classroom. • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Access and evaluate information from diverse perspectives that are available through the target language and its cultures. • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Draw real-world connections to other content areas. |
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| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Strives to use the target language 90% + of the time as the vehicle and content of instruction by applying effective comprehensible input strategies such as gestures, visuals, pictures, manipulatives and technologies. • Incorporates a variety of learning opportunities for students to use the target language in the three modes of communication. • Focuses on the needs, skills, and interests of students while providing learning experiences that promote autonomy, choice, cooperation, collaboration and meaningful communication. <p>Students</p> <ul style="list-style-type: none"> • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Use the target language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |

Standard II

| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Uses predictable classroom routines and procedures, mostly in the target language. • Creates a classroom environment that facilitates mutual respect and positive relationships among students and between teacher and students. • Provides supports for students' successful participation in communication in the target language. • Creates a classroom environment that is culture rich and encourages use of the target language. • Respects and encourages attempts in the target language, even when they are not correct. • Provides clear expectations to guide student in the classroom. • Applies appropriate intervention strategies in the target language where possible. • Uses procedures to maximize instructional time. • Strives to use the target language 90% + of the time as the vehicle and content of instruction by applying effective comprehensible input strategies such as gestures, visuals, pictures, manipulatives and technologies. <p>Students</p> <ul style="list-style-type: none"> • Respond appropriately to classroom procedures, routines and directives given |

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| | <p>in the target language.</p> <ul style="list-style-type: none"> • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Demonstrate mutual respect and support with the teacher and peers. |
| <p>ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Incorporates authentic texts, visuals and resources that are representative of target language cultures and the diversity within the target language cultures • Integrates varied perspectives on cultural products and practices, e.g., stereotypes, celebrations, holidays, relationships. • Models respectful behavior of the target culture(s). • Employs a wide range of teaching techniques and strategies that reflect best practices of second language acquisition, e.g. strives for 90%+ in the target language, models classroom/societal norms of the target culture(s). • Uses materials and lessons that counteract stereotypes to acknowledge contributions of all cultures. <p>Students</p> <ul style="list-style-type: none"> • Feel represented in the materials that are used in the class (topics, pictures, cultural artifacts). • Demonstrate mutual respect and support with the teacher and peers. • Seek a variety of perspectives to enhance their learning. |
| <p>ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Provides opportunities for students to acquire the target language in meaningful contexts, e.g., through connections to the students' personal lives and interests. • Incorporates a variety of culturally rich and diverse authentic materials that meet student interests to support language acquisition. • Encourages students to extend their learning outside of class, e.g., ordering at a restaurant in the target language, attending a service, volunteering, participating in local cultural events, researching online. • Employs a variety of strategies to meet the needs of individual students' learning modalities, e.g., manipulatives, visuals, hands-on experiences, printed materials, props, videos, gesturing. • Differentiates learning and assessment opportunities based on students' language proficiency levels. • Provide opportunities and supports for students to engage in personalized learning. • Provides clear expectations to guide student in the classroom. • Applies appropriate intervention strategies in the target language where possible. • Uses procedures to maximize instructional time. • Strives to use the target language 90% + of the time as the vehicle and content of instruction by applying effective comprehensible input strategies such as gestures, visuals, pictures, manipulatives and technologies. <p>Students</p> <ul style="list-style-type: none"> • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Actively engage in and monitor their own learning. |

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| | <ul style="list-style-type: none"> • Respond appropriately to classroom procedures, routines and directives given in the target language. • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Use feedback such as rubrics, student proficiency reports and linguafolios, etc. as ways to interpret progress. • Engage in self-reflection, self-assessment, and peer review to monitor progress toward the targeted performance objectives and their own language and culture goals. |
| <p>ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Use rubrics as ways to define quality and to provide feedback, e.g. self- assessments, progress stamps, NCSSEFL-ACTFL “can-do” statements • Provides feedback that is supported by evidence from student performance. • Analyzes evidence of student performance with proficiency ranges. • Shares assessment results with a variety of audiences to support and improve student learning. <p>Students</p> <ul style="list-style-type: none"> • Use feedback such as rubrics, student proficiency reports and linguafolios, etc. as ways to interpret progress. • Engage in self-reflection, self-assessment, and peer review to monitor progress toward the targeted performance objectives and their own language and culture goals. |

Standard III

| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Applies second language acquisition theories through use of target language input strategies, e.g., mnemonics, gestures, actions, comprehensible input, word connections, word walls. • Strives to use the target language 90% + of the time as the vehicle and content of instruction by applying effective comprehensible input strategies such as gestures, visuals, pictures, manipulatives and technologies. • Designs and implements interpersonal communication tasks for pair, small groups, and whole class instruction • Design lessons and tasks that have functional goals, to include specifying clearly the language and activities needed to support and meet the communicative objective. • Presents grammatical structures in a meaningful context in order to perform a communicative function. • Implements interactive reading and listening comprehension tasks using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation. |

| Elements | Practices that May be Observed During Observations |
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| | <ul style="list-style-type: none"> • Provides appropriate feedback that is supported by evidence from the student performance. • Engages students in creative learning experiences. <p>Students</p> <ul style="list-style-type: none"> • Communicate to students' daily performance targets focused on level appropriate proficiency levels and meaningful context. • Use the target language to participate in learning activities in the three modes of communication, which vary in length, content and format. • Use the target language to participate in differentiated learning activities in the three modes of communication, which vary in length, content and format. |
| <p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Plans lesson objectives and assessments that are aligned with state standards at the appropriate proficiency range, e.g., “can-do” statements. • Plans unit performance targets and objectives that are focused on proficiency targets. • Plans lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning. • Provides multiple forms of summative performance assessments across the three modes of communication (interpersonal, interpretive, presentational). • Provides multiple forms formative assessment is provided throughout the lesson, e.g., checks for understanding, exit tickets, questioning and polling. • Evaluates student performance based on multiple measures with an emphasis on language performance in the three modes of communication. • Ensures that students' final grades are a reflection of their language ability relative to performance objectives and proficiency targets. • Checks for understanding and provides frequent and descriptive feedback in the target language where possible. • Follows CDE World Language Position statement on assessment: http://www.coloradopl.org/assessment/documents • Provides student opportunities to revise their work based on feedback. <p>Students</p> <ul style="list-style-type: none"> • Are able to respond to teacher checks for learning. • Frequently self-assess using student friendly objectives and learner targets. |
| <p>ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Provides access to materials in the target language that supports content and language development. • Uses available technology to enhance and transform communication in tasks in the target language using the three modes. • Uses available technology to facilitate classroom instruction, enhance creativity, use of information, and collaboration. <p>Students</p> <ul style="list-style-type: none"> • Use technology to complete tasks in the target language in the three modes of communication. |

| Elements | Practices that May be Observed During Observations |
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| <p>ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Incorporates activities and assessments that address multiple Depth of Knowledge (DOK) levels. • Communicates proficiency targets and learner targets and allows for students to self-monitor their progress, e.g. can-do statements. • Shares rubrics and expectations of next range proficiency levels. <p>Students</p> <ul style="list-style-type: none"> • Take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge. • Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives. • Examine diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts. |
| <p>ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Uses flexible grouping strategies, e.g., for ability level, interests, etc. • Incorporates cooperative learning activities with various roles. • Promotes teamwork and leadership skills. • Holds students accountable for work, product and collaboration processes through the use of self-assessment and peer assessment rubrics. <p>Students</p> <ul style="list-style-type: none"> • Take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge. • Leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community. |
| <p>ELEMENT F: Teachers model and promote effective communication.</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Communicates to students' daily performance targets and learning objectives focused on level appropriate proficiency levels and meaningful context in student friendly language. • Creates learner targets using "Can-do" statements using the NCSSFL-ACTFL Can-do statements http://www.actfl.org/news/press-releases/ncssfl-and-actfl- announce-publication-ican-do-statements as resource. • Models the expected outcomes for activities and assessments in all three modes, e.g. peer and mentor texts, exemplars. <p>Students</p> <ul style="list-style-type: none"> • Take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge. |

Conclusion

The evaluation of teachers of world languages presents unique challenges for both evaluators and the teachers of world languages who are being evaluated.

This brief addresses the first concern by explaining how teachers of world languages and their evaluators can take advantage of the flexibility built into the Rubric for Evaluating Colorado Teachers to address the unique responsibilities of teachers of world languages. The exhibits in this guide are designed to be helpful in understanding how evaluation requirements may look for teachers of world language.

It is CDE's hope that this brief will prove helpful to teachers of world languages and their evaluators by providing them with real-life examples of evidence/artifacts, what to look for in observations and ways in which teachers of world languages may discuss their performance with their evaluators.