TCNJ | THE COLLEGE OF NEW JERSEY

School of Education
Department of Special Education, Language, and Literacy

ESLM688: STUDENT TEACHING (2 Credits)
(Sample Syllabus)

PROFESSOR:
OFFICE ADDRESS:
EMAIL ADDRESS:
OFFICE HOURS:

COURSE DESCRIPTION:

Prerequisite: Completion of ESLM 588 Internship in the previous semester.

This course is a full semester (450-550 hours) student teaching right after completion of ESLM 588 Internship. It is part two of a one-year clinical experience, in which, the student demonstrates the knowledge and skills developed in the ESL program in a field-based setting.

In this course, each student teacher will be supervised by a college supervisor and a cooperating teacher for a clinical experience in a Pre-K12 school of government or private. In the following semester, a student teacher has a full semester of student teaching. The student teachers will gradually assume responsibility for directing activities, lesson planning and teaching with a minimum of 60 hours of teaching. Each student teacher will be supervised by a college supervisor and a cooperating teacher. Student teachers who are U.S. citizens or permanent residents must submit an edTPA portfolio with a fee of $300 towards the end of student teaching.

CONNECTIONS TO THE SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK:

The School of Education's Conceptual Framework calls for creating teachers and other education professionals who are agents of change. This entails:

Demonstrating Subject Matter Expertise
Demonstrating Excellence in Planning and Practice
Demonstrating a Commitment to All Learners
Demonstrating a Strong, Positive Effect on Student Growth
Demonstrating Professionalism, Advocacy, and Leadership

This course will explore the subject knowledge that a teacher requires, teach a planning model that leads to excellent lessons, ask students to look closely at children's learning, and require students to frame and respond to classroom issues in a professional manner.

RECOMMENDED TEXTS:

Crookes, G. (2003). A practicum in TESOL. Cambridge University Press.

Ferkazzo, L. & Sypnieski, K. H. (2012). The ESL/ELL Teacher's Survival Guide. Jossey-Bass.

Echevarría, J., Vogt, M., & Short, D. (2017). Making content comprehensible for English learners: the SIOP Model (Fifth edition). Boston: Pearson.

Motha, S. (2014). Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-Racist Practice. Teachers College Press.

COURSE MATERIALS: (ON CANVAS)

Student Teacher handbook, TESOL and NJ ESL standards, The New Jersey Professional Teaching Standards, Middle States Standards, National Common Core Standards, NJ Core Curriculum Content Standards for world language and SOE Professional Disposition Assessment, and information about edTPA.

COURSE OBJECTIVES:

The course readings, assignments, activities are in conformity with mission of the School of Education: Creating Agents of Change and the five themes: **Subject Matter Expertise, Excellence in Planning & Practice, Commitment to All Learners, Positive Effect on Student Growth and Professionalism, Advocacy & Leadership**. They are also in align with The New Jersey Professional Teaching Standards, TESOL standards, Middle States Standards, National Common Core Standards, NJ standards for ESL/bilingual certification as well as NJ standards for ESL and bilingual education certifications (6A:9-11.5 and 9-11.4) and TESOL Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education, as well as New Jersey Professional Standards for Teachers (6A.9.3.3.), and NJ Core Curriculum Content Standards for world language (7.1 and 7.2), and SOE Professional Disposition Assessment as indicated below.

Subject Matter Expertise
　　Describing Language (TESOL 1.a)
　　Language Acquisition and Development (TESOL 1.b)

Excellence in Planning & Implementing

　　Planning for Standards-Based ESL and Content Instruction (TESOL 3.a)
　　Managing & Implementing for Standards-Based ESL (TESOL 3.b)
　　Issues for Assessment for ESL (TESOL 4.a)
　　Language Proficiency Assessment (TESOL 4.b)
　　Classroom-Based Assessment for ESL (TESOL 4.c)

Commitment to All Learners

　　Nature and Role of Culture (TESOL 2.a)
　　Cultural Groups and Identity(TESOL 2.b)

Strong, Positive Effect on Student Growth
　　Using Resources Effectively in ESL & Content Instruction (TESOL 3.c)

Professionalism, Leadership & Advocacy
　　ESL Research and History (TESOL 5.a)
　　Partnerships and Advocacy (TESOL 5.b)

COURSE REQUIREMENTS:

This course requires a total of **450-550 clock hours**, a minimum of **60 hours** or four weeks of teaching are required. The setting for the practicum is decided by the needs of each student and the placement availability. For certified teachers with NJ CEAS or standard certification or teaching certification from other states, a research type of project is an option. Please contact program coordinator for details.

COURSE ASSIGNMENTS:

1. **Classroom observation and teaching activities:** Students complete 175 hours in an approved classroom setting. Documentation of the hours by a school administrator or cooperating teacher and must be submitted.
2. **An edTPA portfolio**: It has three components: two writing projects and a video recording of teaching. Candidates who are U.S. citizen or permanent residents need to register on line through edTPA website and the registration fee is pay a fee of $300, and submit it on LiveText. Detailed information is available on "Files" of Course Canvas or at STEP office's website at https://step.tcnj.edu/edtpa/. Candidates who are not U.S. citizen or permanent residents don't need to register edTPA but do it and submit the project to your instructor Canvas at the end of your student teaching.
3. **A summary report with writing project:** Students need to submit a summary report with one lesson plan and a reflective writing project on Effect on students learning based on three lessons or units created. There are seven sections for Effect on Student Leaning Reflection project as listed below. Each has very specific objectives and assignments. Discuss and answer the questions related to your setting.

   1. **Reflection on theories in SLA and instruction**
   * Describe the current ESL program in your setting, including policy statements that could be part of the school or program's mission.
   * Present a rationale for each of the policies. If there are any policies which you do not agree with or which cannot be justified (use your SLA knowledge to make this judgment), write what you think the policy should be.
   * What kinds of ESL curriculum are being used in your setting? Evaluate curriculum effectiveness.
   * Discuss what components of language you taught and show your understanding of language as a system.

   2. **Reflection on Methodologies in lesson design**
   * Discrepancy analysis of ESL methods available and those used: describe and analyze the types of ESL methods you and others used in different settings.
   * What approaches did you use to promote both language and content area knowledge development?
   * How did you adapt standard based reading and writing instruction to the specific needs of your ESL students?
   * How did you consider both the P-12 ESL standards and NJ State content standards when you design your lesson?

   3. **Reflection on your understanding of socio-cultural background of students**
   * How did you obtain information about your students' socio-cultural and linguistic background? How did you use this information?
   * What approaches did you employ to meet the needs of diverse learning styles of your students?

- How did you help to create an environment in which students developed appreciation for each other's cultures?

4. **Reflection on your lesson delivery**
- Describe how the materials you used in your instruction are authentic, age appropriate and related to students' background knowledge.
- Describe different instruction modes: individual, pair, group and whole class for knowledge assimilation and ways for discussion and activities.
- What did you do to make your lesson meaningful and appropriate for students with diverse language proficiency?
- Describe technology or technological resources such as computer, the Internet, Audi-visual materials that you used in your lesson delivery.
- Discuss some types of feedback you gave to students in terms of their errors or mistakes.

5. **Reflection on Partnership**
- How did you cooperate with Mainstream teachers to help student acquire content area knowledge?
- Describe one or two activities that involved parents of your students.
- Describe a parenting activity and the outcome of the activity.
- How would you inform a teaching colleague of your disagreement with his/her teaching methods?

6. **Reflection on assessment of students' learning and language proficiency**
- Outline the ways in which linguistic proficiency was assessed in your setting.
- How was language proficiency assessment differentiated from assessment of academic attainment?
- How were the special education needs of ESL students assessed?
- What did you do to assess the development of the language skills of your students?
- How was the ESL program evaluated in your setting?

7. **Reflection on professional development**
- Briefly describe any professional development activities such as conference and workshops participated in and or presentations you did to enhance your teaching?
- How did you incorporate knowledge of the history of US ESL instruction into your teaching approach?
- Describe what has been changed in your philosophies of language teaching since you entered the program.

Course Evaluation:

Pre-Clinical Experience and summary report (30%)
Teaching observation by the supervisor (20%)
A writing project or *Submission of edTPA portfolio (30%)
Performance assessment by the cooperating teacher (20%)

*Based on edTPA guidelines, students must complete the edTPA portfolio by themselves without their instructor's assistance. The grade is given by evidence of completion and submission of the portfolio only.

Grading system:

A:	90 points	B-:	70 points
A- :	85 points	C+:	65 points
B+:	80 points	C:	60 points
B:	75 points		

GUIDE FOR STUDENT TEACHERS:

This course is your field practice equivalent to student teaching and the materials included in **the Student Teacher Handbook** will help you have a successful field experience. Please read carefully all the materials in the handbook posted on Canvas under the course ESLM 688 Practicum for Second Language Teachers. The information and resources related to edTPA are also available both on Canvas and at STEP Office's website at https://step.tcnj.edu/edtpa/.

The Support of Teacher Education programs (STEP) office compiled the School of Education (SOE) Culminating Clinical Experience Handbook(CCE Handbook). The CCE Handbook is available at https://step.tcnj.edu/handbooks/. It gives you an important overview of the new standards and expectations that have arisen as a result of NCATE accreditation and the Conceptual Framework of the School of Education. The CCE Handbook is solely for undergraduate student teaching but also serves as a guideline for field experience for our graduate TESL program. Each student teacher, cooperating teacher, and college supervisor should have a copy of the CCE Handbook.

In addition to the Student Teacher Handbook, the following standards and CCE handbook are available on Canvas for your convenience: Student Teacher handbook, TESOL and NJ ESL standards, The New Jersey Professional Teaching Standards, Middle States Standards, National Common Core Standards, NJ Core Curriculum Content Standards for world language and SOE Professional Disposition Assessment.

You will be contacted by your practicum supervisor by email or phone prior to, or soon after, the start of your experience. As soon as you begin, you should provide program coordinator with the **Student Teacher Placement Information form** (page 14 of the handbook), which should include directions to the school. Also include a copy of your teaching schedule (s), and check with your cooperating teacher prior to scheduling your supervisor's first visit in order that she/he can be present at this meeting. If you have teaching-related questions, your first move is to talk first with your cooperating teacher and then with your supervisor.

The **Cooperating Teacher Professional Data** is very important since our accrediting organizations require it. Please ask your cooperating teacher to complete the form and give it to your supervisor. You have been given a packet of information to give to your cooperating teacher, which contains an "**Information for Appointment as a TCNJ Cooperating Teacher" form** (p. 15). This form must be completed by the cooperating teacher and mailed, by the teacher, to the STEP Office. Staff Development Hours and Honoraria will not be given unless TCNJ has the form.

Prior to starting, or during the first week, you should sit down with your cooperating teacher and set a time for the two of you to meet and to plan systematically. This will enable frequent feedback for both of you, and will provide an opportunity for you to plan your gradual introduction to the responsibilities of the classroom.

After starting your teaching, please provide your supervisor with your teaching schedule. Then your supervisor will discuss wit you and your cooperating teacher to set up time and dates for her/him to observe your class. You should be using **the daily lesson planning format** (p. 25) that is expected of the cooperating teacher and/or all teachers in your setting. If you want to do more extensive planning, please feel free to do so. You are required to write a more extensive plan when you are being observed, and to hand a copy of your plan to your cooperating teacher and supervisor prior to the start of your observed lesson.

You should keep a **reflective log** during your student teaching experience. Suggestions for the reflective log are included in this packet. Be sure to demonstrate to your college supervisor that you are keeping a log. Your log will not be graded, but fulfilling that requirement will be noted. Please see "Using the Daily Log as Reflective Strategy" (p. 27).

Take careful note of each element in the interim and final assessment form in this Handbook. Note the performance "rubric" for each. Assessments and mentoring suggestions should be based on the conditions of your student teaching experience and should be adjusted if the conditions of your student teaching experience do not really allow for evaluation in a given area. You should also pay attention to the grading rubrics for TESL (p.39). Student teachers with a final evaluation of Proficient-Advanced (grade of "A") will meet all standards at a very high degree of competence, demonstrate best practices, and demonstrate significant independence in carrying out all the duties and challenges of teaching. I suggest that you go over the standards materials in your first meeting with your cooperating teacher and me, ask about the expectations for growth and "grading", and develop mutual understanding of terms and situations.

Your cooperating teacher must complete two assessments for you, the "Interim" and "Final" assessments : **SOE Professional Disposition Assessment** and **Instructional Competence Summary Observation** that are in your handbook (p.43 and p.45). **Teaching Performance Assessment** (p. 40) is for observation of your teaching by your cooperating teacher and supervisor. Please photocopy as needed. When these are completed. Your cooperating teacher should discuss the assessment with you and then turn the form to your supervisor. (The "draft" may be e-mailed or faxed to the student, and a telephone conference may be used to go over the material with the student.).

Bibliography

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Cook, V. (2016). Second language learning & language teaching(5th Ed.). Routledge Champman & Hall.

Echevarria, J. & Vogt, M. E. (2007). 99 Ideas and Activities for Teaching English Learners with the SIOP Model (SIOP Series). Pearson.

Echevarria, J., Short, D. J., & Vogt, M. E. (2007). Making Content Comprehensible for English Learners: The SIOP Model. Pearson.

Echevarria, J., Vogt, M., & Short, D. (2016, 5th Ed.). Making content comprehensible for English learners: The SIOP model. Pearson Allyn and Bacon.

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Ferlazzo, L. & Sypnieski, K.H. (2012). <u>The ESL / ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels</u>. Wiley.
Gordon, H. (2012). <u>50 Strategies for teaching English language learners.</u> Pearson.
Herrera, S. G. & Murry, K. G. (2011). <u>Mastering ESL and bilingual methods</u>. Pearson.
Larsen-Freeman, D. (2013). <u>Techniques and principles in language teaching(3rd. Ed.)</u>. Oxford U P.
Peregoy,S. F. & Boyle, O. F. (2008). <u>Reading, Writing and Learning in ESL: A Resource Book for Teaching K-12 English Learners</u>. Allyn & Bacon, Inc.
Prensky, Marc. "Our Brains Extended." <u>Educational Leadership, 70.6 </u>(2013): 22-27.
Richard-Amato, P.A. (2009). <u>Making it happen: From interactive to participatory language teaching.</u> Longman.
Richards, J. C., and T. S. Rodgers. (2014). <u>Approaches and methods in language teaching (3rd. Ed.).</u> Cambridge UP.
Richards, J. C., & T. S. Rodgers. (2014, 3rd Ed.). <u>Approaches and methods in language teaching.</u> Cambridge UP.
Sousa, D. A. & Tomlinson, C. A. (2010). <u>Differentiation and the brain</u>. Solution Tree.
Sykes, J. M. & Reinhardt, J. (2012). <u>Language at Play: Digital Games in Second and Foreign Language Teaching and Learning</u>. Pearson Education.

EVALUATION DATA GATHERING PROFILE

Climate of Inquiry

CONTEXTUALIZED MEASURES	DECONTEXTUALIZED MEASURES
• inventories, checklists • teacher-made tests • proofreading exercises • cloze exercises • informal reading inventories • interest/attitude surveys • unit or book tests • dictations • holistic writing assessments • informal reading/writing evaluations	• standardized achievement tests • minimum competency tests • school, district, or state tests • norm-referenced tests • criterion-referenced tests • writing vocabulary (Clay, 1985) (K-2) • letter, letter-sound, & word tests (K-2) • spelling tests, vocabulary tests • diagnostic tests/surveys • worksheets
OBSERVATION OF PROCESS • responses to open-ended questions • literature response logs • learning/reflection logs • writing journals • self-evaluations • completed enterprises • projects • assignments/activities • reports • research • graphs/charts/illustrations	**OBSERVATION OF PROCESS** • anecdotal records • interviews, probes • conversations • response groups for writing • retellings • participation in mini-lessons • shared reading/writing experiences • passage reading in books • running records/miscue analysis • audio tapes, video tapes • note-taking samples

• student-created questions/tests • notebooks • writing folders • reading records of books read • vocabulary records • writing samples (plays, poems, • letters, stories, published pieces) • responses through visual arts • portfolios	• one-to-one writing samples • drafts, revisions, sketches • oral presentations • problem-solving groups • whole-class evaluations • responses through performing arts • reading environmental print (K) • dramatic play • learning centers

Adapted from a form developed by R. Anthony, T. Johnson, N. Mickelson, and A. Preece.

SOE Professional Dispositions Assessment
Fall 2014
School of Education
The College of New Jersey
Undergraduate Programs: Junior and Senior Years
Graduate Programs: Internship I & II

Teacher Candidate	**School**
Cooperating Teacher	**Grade Level**
College Supervisor	**Subject Area**
Semester Fall Spring Summer Year:	**Date** / /

Instructions

Please check the performance level in each criteria below that best describes the Teacher Candidate's (TC) disposition to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable."

Please note the evaluation system below includes:
Target: Teacher candidate meets expectations at least 90% of the time.
Acceptable: Teacher candidate meets expectations at least 80% of the time.
Unacceptable: Teacher candidate does not meet program expectations.
 "NA" Not Applicable" or Not Observed

	Criteria	Target	Accept-able	Unaccept-able	NA
Disposition Towards Own **Learning**	Displays commitment in acquiring content knowledge and pedagogical expertise: • Incorporates extra resources for lessons and uses novel assessment & teaching strategies • Conducts research and acquires new content knowledge				
Disposition Towards Own **Initiative**	Is a self-starter who begins projects or endeavors: • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow • Attends faculty meetings/professional development workshops, etc.				
Disposition Towards **Student Needs**	Demonstrates the belief that all students have the right and ability to earn: • Calls on all students equitably and responds to students' questions fully • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development				
Disposition towards **Student Diversity**	Is sensitive to diversity, differing abilities and cultural differences. • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students' backgrounds and				

	culture Establishes a genuine relationship with students and cares about their well being				
Disposition Towards **Learning Environment**	Creates an environment that encourages students to take learning risks: • Provides supportive feedback to all students • Uses students' mistakes as a learning opportunity • Provides opportunities for students to make choices • Insists that students refrain from belittling or ridiculing remarks				
Disposition Towards **Challenging Situations**	Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge				
Disposition Towards **Criticism**	Accepts constructive criticism and feedback: • Responds positively to feedback without making excuses or becoming defensive • Follows through on feedback provided by supervisors and/or cooperating teacher • Subsequent lessons show that the feedback is incorporated in the planning or delivery of lessons				
Disposition Towards Ethics	Demonstrates academic and professional honesty and makes ethical decisions: • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests Prepares all materials in advance and is able to locate them when needed				
Disposition Towards Own **Professionalism**	Follows established dress codes and conventions: • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Wears sensible clothing appropriate to the teaching situation • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to all appointments on time				
Disposition Towards **Interpersonal Relationships**	Displays ability to maintain professional working relationships: • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player				
Disposition Towards **Social Interaction**	Maintains appropriate social boundaries including technological communication: • Uses social networking sites appropriately				

	• Uses school communication channels for all contact with students and parents Is not overly friendly with students and/or teachers				
Disposition Towards **Leadership**	Demonstrates leadership qualities: • Advocates for children who may need extra support in or out of school • Perseveres to accomplish goals • Initiates contact with parents, guidance counselors and other school personnel • Participates in school events on their own time				
Disposition Towards **Self-awareness**	Maintains high standards: • Recognizes, manages and expresses own emotions effectively • Sets short and long term goals Demonstrates awareness of own personal beliefs and values and how they may impact on students, colleagues & other school: personnel. • Shares own personal values/stories without forcing own beliefs on others • Separates own personal life from the teaching life (e.g. when teaching about religion- teach fairly without sharing own biases) Has realistic sense of own strengths and weaknesses: • Identifies weaknesses and plans for improvement • Knows when to ask for help				

** Remediation – During the course of the semester the instructor will identify those students who score below "Proficient" in any indicator and may develop a remediation plan to address the area that needs development. Remediation plans that remain unmet by the end of the semester will result in a grade reduction in the student's final grade for that course. Individual programs will determine the allocation of the above grade deduction for unmet remediation plans.

Additional Comments

RUBRIC: Instructional Competence Summary Observation[1]

Criteria	Unacceptable (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
Lesson Preparation and Building Background	Candidate' concepts had no link to students' background and past learning experiences; the candidate defined language and content objectives for students; used no supplementary materials and recourses to make the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts loosely linked to students' background experiences and clearly defined language and content objectives for students; used limited supplementary materials to a certain degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts explicitly linked to students' background experiences and clearly defined language and content objectives for students; used some supplementary materials to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts had a good linked to students' background and past learning experiences and clearly defined language and content objectives for students; used supplementary materials and recourses to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).
Instructional Delivery	Candidate was not organized and lacked knowledge of English phonology, morphology, syntax, semantics, and pragmatics, and failed to integrate the four language skills of listening, speaking, reading, and writing skills into instruction. No attempt to use materials adapted specifically for ESL students. Both Language and content objectives were explained poorly. The candidate delivered instruction with no techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace not suitable for the students' ability level.	Candidate was organized and somewhat knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and succeeded in integrating in some of the four skills of listening, speaking, reading, and writing skills into instruction. Some attempt was made to use materials adapted specifically for ESL students. Both Language and content objectives were explained clearly. The candidate delivered instruction with some techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace more or less than the students' ability level.	Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and successfully implemented them in lessons that included a variety of instructional strategies and modalities designed specifically for teaching listening, speaking, reading, and writing skills in an integrated way to ESL learners. Both Language and content objectives were explained clearly. The candidate delivered instruction with a many techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) but occasionally instruction in a pace not appropriate for the students' ability level.	Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and Successfully implemented them in lessons that included a variety of instructional strategies and modalities designed specifically for teaching listening, speaking, reading, and writing skills in an integrated way to ESL learners. Materials adapted specifically for ESL students. Both Language and content objectives were explained clearly. The candidate delivered instruction with a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace best for the students' ability level.
Interaction/ Communication	Candidate did not model effective oral and written communication skills and was not sensitive to the body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created not enough opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value	Candidate modeled effective oral and written communication skills and was sensitive to the body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created some opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and	Candidate modeled effective oral and written communication skills and made a clear attempt to use body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created ample opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and	Candidate modeled effective oral and written communication skills and demonstrated suitable body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate successfully created a plenty of opportunities for appropriate teacher -student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate

[1] Partially Adapted from SIOP and Notre Dame's Model

	each other's cultures. Candidate did not use question techniques with somewhat wait time for student responses.	allow students to understand and value each other's cultures. Candidate paid attention to question techniques with somewhat wait time for student responses.	value each other's cultures. Candidate paid attention to question techniques with sufficient wait time for student responses.	used question techniques with sufficient wait time for student responses.
Classroom Management	Candidate had not planned effectively for classroom management and did not incorporate any communicative language learning strategies for this purpose.	Candidate established expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies inconsistently, with some lessons being more successful than others.	Candidate established clear expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies in a consistently, balanced, and produce a positive learning environment.	Candidate established clear expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies in a consistently effective manner to produce a positive learning environment.
Assessment	No attention was given to assessment, or assessment was not used effectively. Little or no feedback was given to students, and no attempt was given to balanced approach to both formative and summative assessment, to incorporate alternate assessment or to eliminate cultural and linguistic bias from assessment. The assessments produced no data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.	Assessment was effectively used to monitor student achievement and guide instruction, but student feedback was given inconsistently. Some attempt was given to balanced approach to both formative and summative assessment, to incorporate alternate assessment and to eliminate cultural and linguistic bias from assessment. The assessments produced some data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.	Assessment was effectively used to monitor student achievement and guide instruction. Meaningful student feedback was given frequently. A balanced approach to both formative, summative was implemented, and alternate assessment was frequently incorporate into instruction and assessments reflects a clear decision to eliminated cultural and linguistic bias. The assessments produced valid and reliable data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.	Assessment was effectively used to monitor student achievement and guide instruction. Meaningful student feedback was given frequently, through formative, summative, and alternative assessment approaches suitable for ESL students. Candidate successfully eliminated cultural and linguistic bias from assessment and produced valid and reliable data that reflected ESL students' learning progress, and effectiveness, and both language and content proficiency.
Professional Demeanor	Candidate did not understand or was inconsistent in displaying ethical and professional behaviors, and attire. Candidate was unable to work with teachers, administrators, and parents in order to create an environment conductive to ESL learning.	Candidate displayed ethical and professional behaviors, including approaches attire and a general mature demeanor. Candidate made attempts to work with teachers, administrators, and parents in order to create an environment conductive to ESL learning.	Candidate displayed ethical and professional behaviors, including approaches attire and a mature demeanor when receiving and seeking constructive feedback. Candidate accepted constructive suggestions from teachers, administrators, and parents in order to create an environment conductive to ESL learning.	Candidate displayed ethical and professional behaviors, including approaches attire and a mature demeanor when receiving and seeking constructive feedback. Candidate cooperated enthusiastically with teachers, administrators, and parents in order to create an environment conductive to ESL learning.

Teaching Performance Assessment
TESL Program Specific Assessment

Teacher Candidate:	**School:**
Cooperating Teacher:	**Grade Level(s):**
College Supervisor(s):	**Subject Area(s):**
Semester: ☐ Fall ☐ Spring ☐ Summer Year:	**Date:** **/ /**

Instructions:
Please check the box for the statement that best describes the Teacher Candidate's **(TC)** performance to date in each of the following areas. If you feel you cannot fairly rate the TC on any item, please select "not observed."

1. Describe language

☐ TC was unable to apply linguistics knowledge to help ESL learners develop language skills

☐ TC was somewhat successful in applying linguistics knowledge to help ESL learners develop language skills

☐ TC effectively applied linguistics knowledge to help ESL learners develop language skills

☐ TC was especially adept in applying linguistics knowledge to help ESL learners develop language skills

☐ *Not observed.*

2. Language acquisition and development

☐ TC was unable to provide rich comprehensive input and opportunities for SLA and academic language development

☐ TC was somewhat successful in providing rich comprehensive input and opportunities for SLA and academic language development

☐ TC effectively provided rich comprehensive input and opportunities for SLA and academic language development

☐ TC effectively provided rich comprehensive input and opportunities for SLA and academic language development

☐ *Not observed.*

3. Nature and role of culture

☐ TC did not understand the effects of cultural issues and apply knowledge about culture to teaching and learning

☐ TC understood partially the effects of cultural issues and apply knowledge about culture to teaching and learning

☐ TC understood the effects of cultural issues and apply knowledge about culture to teaching and learning

☐ TC has good knowledge about the effects of cultural issues and applied effectively knowledge about culture to teaching and learning

☐ *Not observed.*

4. Cultural groups and identity

☐ TC's lesson plans were often sketchy and incomplete.

☐ TC typically had prepared lesson plans but they sometimes lacked the details/quality needed to be successfully implemented.

☐ TC was consistently prepared with lesson plans that were detailed and sequential.

☐ TC's lesson plans were consistently well-crafted and thorough.

☐ *Not observed.*

5. Planning for Standards-Based ESL/Content Instruction

☐ TC did not plan, deliver, and manage the lesson based on the TESOL/content standards.

☐ TC was somewhat successful in planning, delivering, and manage the instruction in based on the TESOL/content standards

☐ TC effectively planned, delivered, and managed the instruction in based on the TESOL/content standards

☐ TC was especially adept in planning, delivering, and managing the instruction based on the TESOL/content standards

☐ *Not observed.*

6. Managing & Implementing for Standards-Based ESL

☐ TC's lessons typically reflected weak content knowledge.

☐ TC's lessons typically reflected gaps in content knowledge.

☐ TC's lessons typically demonstrated content competence.

☐ TC's lessons typically demonstrated deep understanding of topic and/or extraordinary research and effort.

☐ *Not observed.*

7. Using Resources Effectively in ESL & Content Instruction

☐ TC did not select and use culturally respective, age and linguistically appropriate materials, resources and technology to facilitate learning process.

☐ TC was somewhat successful in selecting and using culturally respective, age and linguistically appropriate materials, resources and technology to facilitate learning process.

☐ TC effectively selected and used culturally respective, age and linguistically appropriate materials, resources and technology to facilitate learning process.

☐ TC was especially adept in selecting and using culturally respective, age and linguistically appropriate materials, resources and technology to facilitate learning process.

☐ *Not observed.*

8. Issues for Assessment for ESL

☐ TC did not demonstrate an understanding of the purpose of assessment and use the appropriate assessment tools to assess learners' learning effectiveness and language proficiency

☐ TC somewhat demonstrated an understanding of the purpose of assessment and used the appropriate assessment tools to assess learners' learning effectiveness and language proficiency

☐ TC effectively demonstrated an understanding of the purpose of assessment and used the appropriate assessment tools to assess learners' learning effectiveness and language proficiency

☐ TC was especially adept in demonstrating an understanding of the purpose of assessment and using the appropriate assessment tools to assess learners' learning effectiveness and language proficiency

☐ *Not observed.*

9. Language Proficiency Assessment

☐ TC's lessons typically reflected weak content knowledge.

☐ TC's lessons typically reflected gaps in content knowledge.

☐ TC's lessons typically demonstrated content competence.

- [ ] TC's lessons typically demonstrated deep understanding of topic and/or extraordinary research and effort.
- [ ] *Not observed.*

10. Classroom-Based Assessment for ESL

- [ ] TC's lesson plans were often sketchy and incomplete.
- [ ] TC typically had prepared lesson plans but they sometimes lacked the details/quality needed to be successfully implemented.
- [ ] TC was consistently prepared with lesson plans that were detailed and sequential.
- [ ] TC's lesson plans were consistently well-crafted and thorough.
- [ ] *Not observed.*

11. ESL Research and History

- [ ] TC consistently had difficulty setting clear lesson objective(s).
- [ ] TC was typically able to set clear lesson objective(s) but the objectives are not performance-based; and/or TC did not typically choose the most appropriate objectives.
- [ ] TC was able to set performance-based lesson objective(s); choice of objective(s) was typically appropriate.
- [ ] TC's lessons typically had performance-based objective(s); objective(s) were particularly well-crafted and precise.
- [ ] *Not observed.*

12. Partnerships and Advocacy

- [ ] TC's lessons typically reflected weak content knowledge.
- [ ] TC's lessons typically reflected gaps in content knowledge.
- [ ] TC's lessons typically demonstrated content competence.
- [ ] TC's lessons typically demonstrated deep understanding of topic and/or extraordinary research and effort.
- [ ] *Not observed.*

13. Professional Development and Collaboration

- [ ] TC did not advocate and serve as resource for families of learners and their community and demonstrate the intention to conduct research or collaboration with teachers including those in the content areas.
- [ ] TC somewhat advocated and served as resource for families of learners and their community and demonstrated the intention to conduct research or collaboration with teachers including those in the content areas.
- [ ] TC effectively advocated and served as resource for families of learners and their community and demonstrated the intention to conduct research or collaboration with teachers including those in the content areas.
- [ ] TC was especially adept in advocating and serving as resource for families of learners and their community and demonstrating the intention to conduct research or collaboration with teachers including those in the content areas.
- [ ] *Not observed.*

14. Narrative Comments

RUBRIC: Instructional Competence Summary Observation[2]

Criteria	Unacceptable (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
Lesson Preparation and Building Background	Candidate' concepts had no link to students' background and past learning experiences; the candidate defined language and content objectives for students; used no supplementary materials and recourses to make the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts loosely linked to students' background experiences and clearly defined language and content objectives for students; used limited supplementary materials to a certain degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts explicitly linked to students' background experiences and clearly defined language and content objectives for students; used some supplementary materials to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).	Candidate' concepts had a good linked to students' background and past learning experiences and clearly defined language and content objectives for students; used supplementary materials and recourses to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphics, models, visuals).
Instructional Delivery	Candidate was not organized and lacked knowledge of English phonology, morphology, syntax, semantics, and pragmatics, and failed to integrate the four language skills of listening, speaking, reading, and writing skills into instruction. No attempt to use materials adapted specifically for ESL students. Both Language and content objectives were explained poorly. The candidate delivered instruction with no techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace not suitable for the students' ability level.	Candidate was organized and somewhat knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and succeeded in integrating in some of the four skills of listening, speaking, reading, and writing skills into instruction. Some attempt was made to use materials adapted specifically for ESL students. Both Language and content objectives were explained clearly. The candidate delivered instruction with some techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace more or less than the students' ability level.	Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and successfully implemented them in lessons that included a variety of instructional strategies and modalities designed specifically for teaching listening, speaking, reading, and writing skills in an integrated way to ESL learners. Both Language and content objectives were explained clearly. The candidate delivered instruction with a many techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) but occasionally instruction in a pace not appropriate for the students' ability level.	Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, and Successfully implemented them in lessons that included a variety of instructional strategies and modalities designed specifically for teaching listening, speaking, reading, and writing skills in an integrated way to ESL learners. Materials adapted specifically for ESL students. Both Language and content objectives were explained clearly. The candidate delivered instruction with a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) and in a pace best for the students' ability level.

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[2] Partially Adapted from SIOP and Notre Dame's Model

Interaction/ Communication	Candidate did not model effective oral and written communication skills and was not sensitive to the body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created not enough opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate did not use question techniques with somewhat wait time for student responses.	Candidate modeled effective oral and written communication skills and was sensitive to the body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created some opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate paid attention to question techniques with somewhat wait time for student responses.	Candidate modeled effective oral and written communication skills and made a clear attempt to use body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate created ample opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate paid attention to question techniques with sufficient wait time for student responses.	Candidate modeled effective oral and written communication skills and demonstrated suitable body language while considering and acknowledging the different body language (posture, eye contact, and facial expression) and discourse norms of culturally diverse students. Candidate successfully created a plenty of opportunities for appropriate teacher - student and student-student interaction in pairs and groups to encourage elaborated responses in learning and allow students to understand and value each other's cultures. Candidate used question techniques with sufficient wait time for student responses.
Classroom Management	Candidate had not planned effectively for classroom management and did not incorporate any communicative language learning strategies for this purpose.	Candidate established expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies inconsistently, with some lessons being more successful than others.	Candidate established clear expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies in a consistently, balanced, and produce a positive learning environment.	Candidate established clear expectations of student behavior, using student motivation, materials, space, and communicative language learning strategies in a consistently effective manner to produce a positive learning environment.
Assessment	No attention was given to assessment, or assessment was not used effectively. Little or no feedback was given to students, and no attempt was given to balanced approach to both formative and summative assessment, to incorporate alternate assessment or to eliminate cultural and linguistic bias from	Assessment was effectively used to monitor student achievement and guide instruction, but student feedback was given inconsistently. Some attempt was given to balanced approach to both formative and summative assessment, to incorporate alternate assessment and to eliminate cultural and	Assessment was effectively used to monitor student achievement and guide instruction. Meaningful student feedback was given frequently. A balanced approach to both formative, summative was implemented, and alternate assessment was frequently incorporate into	Assessment was effectively used to monitor student achievement and guide instruction. Meaningful student feedback was given frequently, through formative, summative, and alternative assessment approaches suitable for ESL students. Candidate successfully eliminated cultural and linguistic bias from

	assessment. The assessments produced no data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.	linguistic bias from assessment. The assessments produced some data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.	instruction and assessments reflects a clear decision to eliminated cultural and linguistic bias. The assessments produced valid and reliable data that reflected ESL students' learning progress and effectiveness, and both language and content proficiency.	assessment and produced valid and reliable data that reflected ESL students' learning progress, and effectiveness, and both language and content proficiency.
Professional Demeanor	Candidate did not understand or was inconsistent in displaying ethical and professional behaviors, and attire. Candidate was unable to work with teachers, administrators, and parents in order to create an environment conductive to ESL learning.	Candidate displayed ethical and professional behaviors, including approaches attire and a general mature demeanor. Candidate made attempts to work with teachers, administrators, and parents in order to create an environment conductive to ESL learning.	Candidate displayed ethical and professional behaviors, including approaches attire and a mature demeanor when receiving and seeking constructive feedback. Candidate accepted constructive suggestions from teachers, administrators, and parents in order to create an environment conductive to ESL learning.	Candidate displayed ethical and professional behaviors, including approaches attire and a mature demeanor when receiving and seeking constructive feedback. Candidate cooperated enthusiastically with teachers, administrators, and parents in order to create an environment conductive to ESL learning.

RUBRICS for Assessment of Effect on Student Learning Reflection[3]

Criteria	Unacceptable (1)	Developing (2)	Satisfactory (3)	Exemplary (4)
1. **Content**	The candidate misinterprets the assignment, failed to discusses three lessons/units, or fails to refer to the reflection questions.	The candidate discuses three lessons/units but failed to relate these lessons sufficiently to the reflection questions.	The candidate thoroughly discusses three lessons/units in relation to the reflection questions while demonstrating how these lessons have or have not met the needs of ESL students.	The candidate thoroughly discusses three lessons/units in relation to the reflection questions while demonstrating how these lessons have or have not complemented each other in meeting the needs of ESL students.
2. **Awareness of Theories and Issues**	The candidate demonstrates little or no understanding of theories and issues related to the instruction of English learners.	The candidate's response indicates a very basic understanding of some theories and issues related to the instruction of English language learners.	The candidate's response indicates a good understanding of the principle theories and issues related to the instruction of English language learners, but does not relate theses to the specific needs of the English language learners he/she has taught.	The candidate demonstrates a thorough understanding of the principle theories and issues related to the instruction of English language learners, as well as informed insight into the specific needs of the English language learners he/she has taught.
3. **Supporting Details**	The candidate offers no supporting details from the program readings and the TESOL K-12 standards; or the details provided do not support in the discussion.	The candidate offers supporting details from the program readings and the TESOL P-12 standards, but neglects to use the most relevant references.	The candidate uses good supporting details from the program readings and the TESOL P-12 standards, but does not refer to specific texts or discussion.	The candidate reflects on his or her teaching with clear and relevant references to the program readings and the TESOL P-12 standards, including quotes and page numbers, when possible.
4. **Reflection**	The candidate demonstrates little understanding of his/her effect on student learning and provides no evidence of student achievement,	The candidate demonstrates some understanding of his/her effect on student learning with evidence from either a formative or a summative assessment administrated to English language learners.	The candidate demonstrates a good understanding of his/her effect on student learning with evidence from either a formative or a summative assessment administrated to English language learners but does not discuss how is understanding will affect future teaching.	The candidate demonstrates a strong understanding of his/her effect on student learning with evidence from a formative or summary assessment administrated to English language learners and is able to explain how this awareness will affect future teaching.

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[3] Adapted partially from The College of Notre Dame