

# Instruction Competence Summary Observation

(Partially Adopted from SIOP and Notre Dame's Model)

<b>Teacher Candidate:</b>	<b>School:</b>
<b>Cooperating Teacher:</b>	<b>Grade Level(s):</b>
<b>College Supervisor(s):</b>	<b>Subject Area(s):</b>
<b>Semester:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year:	<b>Date:</b> /        /

**Instructions:**  
 Please check the box for the statement that best describes the Teacher Candidate's performance to date in each of the following areas.

<b>Criteria: Lesson Preparation and Building Background</b>	
<b>Exemplary</b> <input type="checkbox"/> (4)	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).
<b>Competent</b> <input type="checkbox"/> (3)	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).
<b>Acceptable</b> <input type="checkbox"/> (2)	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).
<b>Unacceptable</b> <input type="checkbox"/> (1)	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).
<b>Criteria: Instructional Delivery</b>	
<b>Exemplary</b> <input type="checkbox"/> (4)	Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, successfully implementing 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.
<b>Competent</b> <input type="checkbox"/> (3)	Candidate was well organized and very knowledgeable about English phonology, morphology, syntax, semantics, and pragmatics, successfully implementing 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.
<b>Acceptable</b> <input type="checkbox"/> (2)	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.
<b>Unacceptable</b> <input type="checkbox"/> (1)	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.

**Criteria: Interaction/ Communication**

<b>Exemplary</b> <input type="checkbox"/> (4)	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.
<b>Competent</b> <input type="checkbox"/> (3)	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.
<b>Acceptable</b> <input type="checkbox"/> (2)	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.
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<b>Unacceptable</b> <input type="checkbox"/> (1)	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.
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**Criteria: Classroom Management**

<b>Exemplary</b> <input type="checkbox"/> (4)	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.
<b>Competent</b> <input type="checkbox"/> (3)	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.
<b>Acceptable</b> <input type="checkbox"/> (2)	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.
<b>Unacceptable</b> <input type="checkbox"/> (1)	Candidate had not planned effectively for classroom management and did not incorporate any communicative language learning strategies for this purpose.

**Criteria: Assessment**

<b>Exemplary</b> <input type="checkbox"/> (4)	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.
<b>Competent</b> <input type="checkbox"/> (3)	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, but

<b>Acceptable</b> <input type="checkbox"/> (2)	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.
<b>Unacceptable</b> <input type="checkbox"/> (1)	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.
<b>Criteria: Professional Demeanor</b>	
<b>Exemplary</b> <input type="checkbox"/> (4)	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 conducive to ESL learning.
<b>Competent</b> <input type="checkbox"/> (3)	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 conducive to ESL learning.
<b>Acceptable</b> <input type="checkbox"/> (2)	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 conducive to ESL learning.
<b>Unacceptable</b> <input type="checkbox"/> (1)	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 conducive to ESL learning.