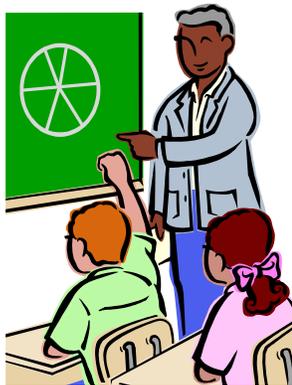The College of New Jersey

DEPARTMENT OF SPECIAL EDUCATION
LANGUAGE AND LITERACY

STUDENT TEACHER

FIELD PRACTICE HANDBOOK
FOR GRADUATE TESL PROGRAMS

DR. YIQIANG WU
TESL PROGRAM COORDINATOR

Fall 2011

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MEMORANDUM

To: Graduate Student Teachers

From: Dr. Yiqiang Wu, Graduate TESL Program Coordinator
        Department of Special Education, Language and Literacy

Date: Fall 2011

Welcome to ESLM 688 Practicum for Second Language Teachers!

This course is your field practice equivalent to student teaching and the materials I included in this handbook will help you have a successful field experience. Please read carefully all the materials in this handbook.

The Support of Teacher Education programs (STEP) office compiled the School of Education Culminating Clinical Experience Handbook (CCE Handbook). The CCE handbook is available at http://www.tcnj.edu/~educat/step/studentteaching.html. 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 this Student Teacher Handbook and CCE Handbook, the following standards are posted on SOCS under the course ESLM 688 Practicum for your convenience. NCATE/TESOL Standards for Pre-K-12, TESOL standards for teacher preparation programs, NJ English Proficiency Standards, NJ Core Curriculum World Language and NJ Professional Standards for Teachers.

I will be in touch with you by email or phone prior to, or soon after, the start of your experience. As soon as you begin, you should provide me with the **Student Teacher Placement Information form** (page 13), 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 my first visit in order that I 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 me.

The **Cooperating Teacher Professional Data** is very important since our accrediting organizations require it. Please ask your cooperating teacher to complete the "**Information for Appointment as a TCNJ Cooperating Teacher" form** (p. 14). This form must be completed by the cooperating teacher and sent to me by you or your cooperating teacher. Towards the end of the practicum, the STEP Office will send W-2 form to your cooperating teacher. 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 me with your teaching schedule. Then I will discuss wit you and your cooperating teacher to set up time and dates for me to observe your class.

You should be using **the daily lesson planning format** (p. 18) 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 me prior to the start of your observed lesson.

You are required to do a **reflective written project on effect on students learning** (p.7). Pay attention to the grading rubrics (p.9) for this project. You may keep a **reflective log** during your student teaching experience so that it helps you with the project. Suggestions for the reflective log are included in this packet. Please see "Using the Daily Log as Reflective Strategy" (p. 20).

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 **Instructional Competence Summary Observation** (p.40). 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 using **Instructional Competence Summary Observation** in your handbook (p.40). Please photocopy as needed. <u>When these are completed. Your cooperating teacher</u> should discuss <u>the assessment with you and then turn the form to me</u>. (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.)

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Good luck and enjoy your field practice!

Yiqiang Wu

THE COLLEGE OF NEW JERSEY
Department of Special Education, Language and Literacy

ESL/Bilingual Certification Programs' Field Experience*

Program field experiences embedded in the following courses:

      ESLM 578 Theory and Practice for Teaching ESL
      ESLM 587 Curriculum and Methods for Multilingual Populations
      ESLM 688 Practicum for Second Language Teachers

Description of field experiences:

<u>Field Practice (Phase 1)</u>

Course: ESLM 578 Theory and Practice for Teaching ESL
        ESLM 587 Curriculum and Methods for Multilingual Populations

    There are two steps in this phase to prepare candidates for field experience through ESLM 688 Practicum for Second Language Teachers.

1. In ESLM 578 Theory and Practice for Teaching ESL, candidates will be introduced to various ESL/bilingual programs in the school system as well as other settings and become familiar with administrative system, facilities, services, etc. Candidates are required to do guided classroom observations in their first semester.
2. In ESLM 587 Curriculum and Methods for Multilingual Populations, candidates will learn to develop curricula and lesson plans, familiarize with classroom management techniques and assessment tools, use appropriate instructional methods, and select and develop appropriate materials.

Clock Hour Requirement: 4 school visits for classroom observation

Candidate Knowledge and Skill Requirements:

    During courses, candidates acquire knowledge of:

1. variety of ESL/bilingual programs in school;
2. administrative procedures related to school placement standards for ESL programs;
3. school facilities, services and the school system at large (i.e. parent consultations);
4. related professional disciplines (i.e. school psychologist, social worker, learning consultant, nurse, speech and language specialist, substance assistance counselor);
5. school-wide and individualized assessment techniques and procedures;
6. current instructional approaches and techniques;
7. standards-based curriculum development for various ESL/Bilingual programs;
8. standards-based lesson design and class management;
9. standards-based assessment theories, standards, instruments, and procedures.
10. bilingual theories and practice

Field Practice (Phase 2)

Course: ESLM 688 Practicum for Second Language Teachers

Clock Hour Requirement: 450-550 Clock hours, duration of one full time semester or two part-time semesters. For beginning teachers, a minimum of 60 hours or about four weeks of teaching are required.

Candidates perform all activities of regularly employed ESL/bilingual teachers in classrooms. At this point, students are better aware of themselves as ESL/bilingual professionals, very familiar with the school systems and ready to engage in more complex, independent instructional functions. During the experience, candidates gradually assume all responsibilities of the ESL/bilingual cooperating teacher.

Candidate Knowledge and Skill Requirements:

1. design and implement standards-based lessons;
2. design and implement standards-based assessment of students' learning progress;
3. provide authentic input to facilitate language acquisition;
4. use age, gender, social, cultural, linguistic factors in instruction;
5. select and develop appropriate materials and multimedia instructional approaches;
6. apply instructional strategies to facilitate literacy development and content area knowledge of ESL/bilingual students;
7. advocate collaboration and partnership with mainstream teacher and parents;
8. manage class in appropriate ways;
9. up to date content knowledge and skills and instructional strategies
10. manage class in appropriate ways;

A summary report that consists of observation, writing journal, lesson plans, and assessment instruments and procedures is required at the end of field experience.

* For certified teachers or experienced teachers, especially those taught for many years in ESL and multilingual settings, please contact your adviser for alternatives.

The College of New Jersey
School of Education
Department of Special Education, Language, and Literacy

ESLM688: PRACTICUM FOR ESL TEACHERS

Instructor: Yiqiang Wu, Ph. D.
Tel: 609-771-2808; **E-mail**: wuyiqian@tcnj.edu

Prerequisite: Completion of 6 credits of ESL or modern language methodology & 3 credits of linguistics.

Recommended Texts:

Crookes, G. (2003). A practicum in TESOL. Cambridge UP.
Richards, J. & C. Lockhart (1994). Reflective teaching in second language classrooms. Cambridge UP.

Course Description:

A practicum in which the student demonstrates the knowledge and skills developed in the ESL program in a field-based setting. This class is designed to prepare students for a leadership role in the development and management of ESL, Bilingual, or modern language programs.

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 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). After successfully completion of this course, the students will be able to

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 is composed of two parts: teaching practice and an Effect on Student Leaning reflection project. The teaching hours vary with past experience of each individual. For beginning teachers 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 experienced and certified teachers, especially those taught for many years in ESL and multilingual settings, a research type of project is an option. Please contact me for details.

Candidates should meet regularly with the cooperating teacher and plan to incorporate mentoring and coaching suggestions into your instructional behavior as requested by your cooperating teacher and/or college supervisor. Candidates should keep a log of time activities and submit to the supervisor. Any changes in schedule must be submitted to supervisor for approval. Candidates are also required to attend student teaching seminars, and provide forms for the use of the cooperating teacher, as necessary. Candidates must meet all requirements of the district and the college with respect to professionalism, ethics, attendance, lesson development, classroom management, and provide consistent evidence of exemplary practice.

Candidates are expected to do a reflective written project on Effect on students learning based on three lessons or units created by candidates. There are seven sections for Effect on Student Leaning reflection project. 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.

Rubric for Effect on Student Learning Reflection

(Adapted from the College of Notre Dame)

Criterion	Unacceptable (1)	Acceptable (2)	Competent (3)	Exemplary (4)
Content	The candidate misinterprets the assignment, failed to discusses three lessons/units, or fails to refer to the refection quotations.	The candidate discuss three lessons/units but failed to relate these lessons sufficiently to the refection quotations.	The candidate thoroughly discusses three lessons/units in relation to the refection 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 refection questions while demonstrating how these lessons have or have not complemented each other in meeting the needs of ESL students.
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.
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 the discussion.	The candidate offers supporting details from the program readings and the TESOL K-12 standards, but neglects to use the most relevant references.	The candidate uses good supporting details from the program readings and the TESOL K-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 K-12 standards, including quotes and page numbers, when possible.
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 administered 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 administered 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 administered to English language learners and is able to explain how this awareness will affect future teaching.

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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 • 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	**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 • 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.

THE COLLEGE OF NEW JERSEY
Department of Special Education, Language and Literacy

Student Teacher Placement Information
(To be completed by the TCNJ student teacher)

TCNJ Student Information:

Name _____   SS# _____

Home Address_____

Campus Phone _____ Campus E-Mail_____

Cooperating Teacher Information:

Name _____ Home Phone_____

Home Address_____

School Information:

Name of School_____

School District _____ Phone _____

School Address_____

Building Principal _____ Phone Extension _____

School Secretary _____ Phone Extension_____

Hours in Session: From _____ To _____

Hours Teachers Report and Leave: From _____ To _____

Mileage from College to Your Placement _____

School Closings _____   _____

Classroom Information:

Classification of Students _____

Name of Aide _____

REMEMBER to give/mail a copy to TCNJ TESL graduate program coordinator, Department of Special Education, Language and Literacy, Forcina Hall 308, PO Box 7718, Ewing, NJ 08628

THE COLLEGE OF NEW JERSEY
Department of Special Education, Language and Literacy

Information for Appointment as a TCNJ Cooperating Teacher

Please type or print clearly:

Name: _____   Date: _____

School: _____   Position: _____

School Address: _____

School Telephone: (   ) Area code _____

EDUCATIONALPREPARATION:

Degree	Institution	Awarded

TEACHING EXPERIENCE:

Year(s) Age/Class Grade	District	Subject

Home address: _____

Phone Number: (   ) Area code _____

THE COLLEGE OF NEW JERSEY
Department of Special Education, Language and Literacy

Supervision and Mentoring Roles and Procedures for ESL/Bilingual Practicum

The College Supervisor (regular faculty, adjunct faculty', or on-site faculty) is responsible for the overall evaluation of the student teaching experience. The general Unit of the School of Education and TESL program developed the assessments and rubrics. The college supervisors will integrate information from consultations, observations, and cooperating teacher observations into one final grade for the practicum. Both students and college supervisors should be prepared to define a shared understanding of exemplary practice and achievement at all levels. Clarity of expectations and examples at the outset will be very helpful to students, cooperating teachers, and college supervisors at the conclusion of the experience.

It is required that intermittent observations and evaluations be completed by the college supervisor and the cooperating teacher.

College Supervisor (regular faculty, adjunct, or on-site)

   a. Schedules a total of 6 visits to the classroom: one introductory/planning conference with the cooperating teacher and the student, and five observations of teaching using the **TESL Instructional Observation Form**.

   b. Completes a written summary of each observation, with copies for the cooperating teacher and the student.

   c. Completes a summative evaluation at the conclusion of student teaching, with a recommendation for a grad.

   d. Enter NCATE date at the end of the practicum.

Cooperating Teacher:

   a. The cooperating teacher will plan a regular meeting with the student teacher for the purpose of providing feedback on performance and allowing for planning and mentoring. It is recommended that these meetings occur at least twice weekly or more often if desired by the cooperating teacher. Cooperating teachers are encouraged to put important comments in writing and to share copies of those comments with both the student and the college supervisor. Such written statements will be helpful to the student teacher as indicators of growth and change over the semester.

   b. Cooperating teachers may direct the planning method used in the classroom, and require the recording of grades, progress, behavior, and/or other such reporting methods as are expected in the classroom setting. Most often the planning format will be that used by the teachers in the building.

   c. Complete two **TESL Specific Observation Form** twice, one at mid term and the other at the end of the practicum and send them to the college supervisor. (Only one is required for the global program at the end of practicum.)

   d. Complete **Teacher Performance form** and **Teaching Disposition form** and submit them to the supervisors at the end of practicum.
.

Student Teacher Responsibilities

a. Meet regularly with the cooperating teacher and plan to incorporate mentoring and coaching suggestions into your instructional behavior as requested by your cooperating teacher and/or college supervisor.

b. Keep a log of time activities and submit to the supervisor. Any changes in schedule must be submitted to supervisor for approval.

c. Keep a student teaching log.

c. Attend student teaching seminars.

d. Provide forms for the use of the cooperating teacher, as necessary.

e. Meet all requirements of the district and the college with respect to professionalism, ethics, attendance, lesson development, classroom management, and provide consistent evidence of exemplary practice.

f. Submit an Effective on Student Learning Project that must include a unit plan and an assessment sample to the supervisor.

g. Submit a family project to the supervisor.

h. Video-tape one lesson and send it to the supervisor (required only for field practice in the global program.)

i. Complete course evaluation forms at the conclusion of the student teaching assignment. These forms will be distributed in seminar.

THE COLLEGE OF NEW JERSEY
Department of Special Education, Language and Literacy

Assumption of Responsibility Guidelines
For Student Teaching

Weeks	Responsibilities
1-2	• Set up systematic planning and feedback conference times with your cooperating teacher. • Set up your "responsibilities" time line, • Observe, assess, assist with instruction, assist with classroom duties as assigned by the cooperating teacher, • Begin log, and/or other specific assignments from your cooperating teacher and/or college supervisor.
3-5	• Plan for and teach lessons focused on individuals or small groups, under the specific direction of the cooperating teacher. • Plan for behavior management that continues the existing classroom system. • Add new plans for individuals or changes that are approved by the classroom teacher.
6-8	• Continue with responsibilities of earlier weeks, increasing planning efforts, and focusing on continuity in learning and experience for individuals and small groups. • Do some unit or theme planning, plan special events, assist with assessment, record keeping, classroom management. • Attend professional meetings in the setting, as well as other meetings suggested by the cooperating teacher. Gradually increase your planning responsibilities, & begin to include sessions that involve the whole class. • Meet with classroom aides and other professionals to work out management and instructional roles.
9-11	• Do all the planning at this point, for half days of instruction. • Do all the planning for whole subject areas, full mornings, full afternoons, etc. • At this time the student teacher should feel prepared to plan and carry out all instructional activities, and to make organizational and/or behavior management decisions in the classroom (in collaboration with the teacher and supervisors.) • If there are areas in the practicum experience that need more attention, these should be addressed now.
12-14	• Full management of the classroom, (as though the student teacher *was employed in* the setting as a certified teacher). • Assuming that the college supervisor, the cooperating teacher and the student are in agreement that the practicum student is ready for this level of responsibility. • Also, many cooperating teachers continue both presence and involvement in the classroom as the student teacher assumes responsibility for planning and management. • This allows for more attention to the individual needs of the pupils in the classroom.

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Lesson Planning Format

There are many, many ways to plan a lesson. No particular format is superior to all others, however, for consistency's sake, there are certain components that each lesson plan for this practicum must have.

<u>Specific learning objectives</u> and <u>rationale</u>. Content understandings refer to the types of declarative knowledge (knowledge that) you want students to learn from the lesson. Skills/processes refer to the procedural knowledge (knowledge how) you want students to learn. These skills/processes could be cognitive or social. Attitudes or appreciations are the affective outcomes for your lesson. These outcomes must be addressed very specifically to be reached, and are hard to measure with any certainty. Therefore, most lessons won't have attitude objectives, or the attitude objective won't be the focus of the lesson. You should give a brief explanation of how the lesson fits into what the students have been doing and will be doing.

<u>Materials</u>. Include any materials beyond the ordinary (i.e., do not list pencil and paper, etc.). Be sure that if the lesson uses a workbook page or a worksheet that you have designed that you attach a copy of these materials to your plan.

<u>Activation</u> of <u>Prior</u> <u>Knowledge</u>. In this section of your plan be sure to describe how you will get student attention, motivate your students to want to learn from the lesson, and activate relevant background knowledge. For example, if a story to be read focuses on resolving a conflict between friends, you may start your lesson by having students talk about what it means to be a friend, and whether they have ever gotten really upset with a close friend. When it seems appropriate, include verbatim dialogue. This is most helpful when you have an opening statement or question. Explain why you think this opening is a good one for our group of learners. Remember that your Cooper book from 309 has an entire chapter on activating schema.

<u>Presentation</u> of <u>New</u> <u>Content</u>. This part of the plan is your description of the actual activities you are doing to teach students new information. In the previous example, you could be using the conflict between friends in the story to teach the students about a typical problem/resolution story grammar. You might use a large story grammar map and actually chart the story with students as they read and discuss it. In a math lesson, you may have students use manipulative to experience a new concept like regrouping, equivalency or congruence. Keep in mind important constructivist learning concepts like cognitive strategies, scaffolding, elaboration and organization, as well as important universal design principles like multiple means of representation and engagement. You want to identify the strategies and thinking skills that are needed to understand the new content, and how you can assist all learners in using those strategies and skills.

<u>Exploration and Examination</u>. The presentation of new content should be followed with some meaningful activity that gives students the opportunity to apply/practice/refine their understanding of the new material. Always attempt to make your students as active as possible — **from informal small group discussions to more** formal simulations and role **plays. For example, students learning about story grammar might work in threes reading** and charting a familiar story and then writing a new ending to resolve the problem. In math, students might work in groups to show why 1/8, 1/4, 1/3, and 1/2 are in the right order. This part of the lesson is your opportunity to assess whether or not students learned the essential content, and to give them corrective feedback on their performance. This is the

part of the lesson where you want students to be strengthening the connections between this new material and other things they know, so connections to other subject areas is a good idea. You also want to think about having some variety in the types of abilities required to accomplish tasks so that more than one mode of expression is valued. Closure. Your lesson should have a way to review the main points. Students who have created a story grammar chart on large paper could share them with the rest of the class as well as read their new ending. Math groups could debrief how they decided on their process for comparing fractions. Basically, you want to help students see the information as important and memorable.

Adaptations and Accommodations. Finally, your plan should include specific ideas about making adaptations for individual students with special needs. These are adjustments to the curriculum and teaching methods that are above and beyond those made in adherence to principles of universal design. This topic will be discussed in detail in seminar.

In terms of your write-up, always ask yourself this question, "Would a competent teacher who knows little about me or my students be able to teach this lesson from this plan? If your plan is detailed enough, then you should be able to answer, "yes," to this question. Remember, this is your written representation of your teaching, make it your best work.

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Using the Daily Log as Reflective Strategy

Two or three times a week (or immediately following a lesson, it that is appropriate) open your notebook to a clean page and respond to all or some of the following. Instances or encounters referred to in the journal may be academic, professional, collaborative, social, behavior management, or indeed, any aspect of your teaching experience on which you wish to reflect.

By the end or your journal experience, you should try to utilize each of the highlighted reflective areas below at least once.

Reflection on teaching/management performance:

- What did I think would happen and why?
- What happened and why?
- What would I do differently? change?, emphasize? articulate?
- What have I learned that caused me to change my mind or my behavior?
- What could I do next?
- If I need more information, how will I organize to get it?

Reflection on professional development courses and literature:

- What did I learn in coursework or reading research that has been especially helpful
  supports my choices
  provides new ideas for things to try

Reflection on parent professional collaboration:

- If I have a problem, what kinds of problem solving might work?
   working with a mentor
  consulting with my supervisor — cooperating teacher
  could my administrator help?

Reflection on parent professional collaboration:

- How have I evolved a parent — professional partnership?
  providing on-going communication
  enlisting parent cooperation
  training for specialized techniques
  developing a problem solving rapport

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Feedback Structure

Can you translate these sentences while you are teaching?

Student Learning Behavior: Describe to *your students, use routinely*

- Listen and watch
- Listen, watch, think, and respond with raised hand
- Read and respond in writing
- Read and respond with raised hand
- Take turns in group to respond, everybody (or one student) record answers
- One student reporting/others listening and/or making notes
- Listen, watch, drew when you get the signal
- Listen, watch, write, and wait to respond together or in turn

Organizational decisions/preplanned with students (Describe to your students, use routine areas, routine in schedule.

- Small group activity
- Large group followed by work time
- Assigning to centers
- Small group practice with teacher
- Pairs for work or practice
- Hands-on, bury room, directions to follow step by step
- Field trip with leader talking
- Field trip with note taking graphic organizer to fill in
- Work alone

Transitions:

What to do when it is the learner's) responsibility for keeping a schedule?

What to do when you or your students are finished with an assignment?

What to do while you or your students are waiting for what comes up next?

- Take time to debrief
- Hand over reins to next person clearly
- Remind students of next step

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Areas of Best Practice

The terms and examples that follow are a sampling of best practices that may be used as a framework for discussion with the student teacher, for planning special areas of work during the student teaching experience, and for describing competencies on the student teaching evaluation forms.

Every student is expected to know these terms and to be able to research and plan lessons and/or situations in which these best practices may be applicable. Different settings and differing student needs may dictate the repertoire of best practices in which the student teacher will demonstrate competence.

- Applied behavior analysis
- Adaptations/accommodations
- Assessment techniques
- Authentic/relevant applications
- Behavior management strategies
- Cognitive/learning strategies
    Ways to organize learning
    Ways to practice
    Ways to remember
- Community based instruction
- Computer/assistive technology
- Cooperative learning
- Collaboration
- Direct teaching
- Graphic organizers
- Increasing fluency
- Increasing student responses
- Making connections
- Modeling thinking
  Multicultural content
- Providing opportunities for communication
- Publishing/sharing
- Reasons to re-read, re-view, re-listen
- Self-monitoring of learning
- Support of inclusive education
- Systematic reflective practice
- Teaching functional skills
- Increasing reading skills (vocabulary, fluency, comprehension, motivation)
- Developing social skills

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Physical Restraint of Pupils by Student Teachers

The Department of Special Education, in collaboration with the STEP office of the School' of Education, has established the following guidelines for student teachers regarding the physical restraint of pupils in classrooms in which they are assigned:

a. Non-violent physical restraint is defined as an adult taking physical control of a pupil, and/or detaining a pupil in such a way as to prevent the pupil from any further prospect of doing harm to self, others, or school property. Non-violent physical restraint must be planned and carried out such that there is no perception of anger or punishment directed toward the out-of-control student. Non-violent physical control of pupils is permitted by New Jersey law when there is reasonable justification to apply the controls, when the controls are applied by individuals who are duly constituted employees of the school district, and when the nature of the controls to be used has been approved by the board (and/or the board's designee in the case of some special education settings).

b. Every, school district has board policies relating to the management of acting out students. Each student teacher should request permission to read such policies (outside of class hours) as may pertain to the safety and control of students under the care of teachers in all programs.

c. <u>Student teachers should not participate in the physical restraint of acting out pupils</u>. Student teachers lack the extensive experience and training that is a necessary component of non-violent physical intervention techniques. Student teachers are often "strangers" in a district program, and as such, may lack parental and/or community support for any physical methods that may be used in the course of a school day.

d. Student teachers should support the cooperating teacher who <u>is</u> involved in physically managing pupils, by following directions of the teacher, by making sure that other pupils are safe, by continuing the educational program with as little interruption as possible under the circumstances, and by assisting the cooperating teacher with setting up and helping to manage behavior modification efforts that may ultimately supplant the need for physical controls.

e. <u>Student teachers should not be left alone in the classroom with students who may require physical restraint to protect them from being a dancer to themselves, others. and/or school property</u>. In classrooms that have such students, the cooperating teacher or any other board employed person who has experience with the management system in use in the program should be in the classroom with the student teacher, or within reasonable support distance, at all times. <u>The student teacher and the cooperating teacher should confer to plan responses if an emergency or a need for physical restraint of an acting-out pupil arises during the time that the student teacher is managing instruction</u>.

f. Considering the diversity of pupil needs and management systems that are in professional use in Special Education classrooms, exceptions to the above rules may be acceptable, provided that plans that require the student teacher to be involved in the physical restraint or control of pupils are approved in writing by the district administrator, and by the student teaching coordinator in the Department of Special Education at The College of New Jersey.

Avoid the Pitfalls of Mediocre Lesson Plans

Don C. Barnett
http://www.usask.ca/educationIideas/stuteach/pitfalls.htm

Good lesson plans makes for good teaching. A lesson plan organizes what you will do and say in the forthcoming lesson. Also, it provides an opportunity for other people such as your college supervisor or cooperating teacher to discuss with you ideas about the lesson. The amount of detail in a written lesson plan depends upon the complexity of the lesson and upon your own experience and background. A good lesson does not guarantee the teaching of a successful lesson, but without a clear plan the chances for success are greatly diminished. In general, beginning practice teachers find it helpful to write out their lesson plans in detail, whereas more experience should require fewer details.

The first pitfall to avoid is a bad attitude. Remember that good teaching is a reflection of good planning. Writing down your thoughts beforehand clarifies your lesson. Also, remember that others have expectations that teachers are organized, even if they know their subject or have taught it before. If you ask a contractor to build a house, we expect that person to show us a written house plan, even though he may have built hundreds of houses. Principals, directors of education, and parents have the right to have similar expectations of the teachers of their children. Often effective teachers want to show others their plans -- to tell others of the good job they are doing.

Avoid a second pitfall of neglecting to include all things you need to think about in preparation of your lesson. Although there are a number of formats for lesson plans, each requires thought in these areas: topic, materials, objectives, procedures/activities (introduction, main steps, closure), and evaluation. Your lesson plan should clearly set out each of these areas.

In considering your topic, think about how it fits into the sequence of learning that students have experienced. Some prefer to make materials a separate category; others prefer to incorporate materials into the procedures or activities section of their lesson plan.

Vague objectives is a third pitfall. Objectives are critical guidelines. Pitfalls include writing them in ways that are not very helpful. If your topic is *weather* it is not very helpful to write your objective as *To learn about the weather*. This is merely writing your topic in the form of a phrase or sentence. The most common way to write objectives is in terms of student activities or behaviors. Examples are *students will demonstrate an ability to set the volleyball correctly at least eight times out often.*

If you want to focus on learning knowledge, the best way to write objectives is in terms of the key learning principle you want students to understand in your lesson. These are called *learning objectives.* Writing objectives as learning principles is most effective in the lesson is designed to emphasize the learning of knowledge. These objectives require you to clearly and concisely identify the key points or understanding you expect your students to learn.

When writing *learning objectives:*

1. Think of your objective in terms of "What must the students *learn* in this lesson?"
2. Write out the answer to this question in a straight-forward meaningful simple *sentence.*
3. In your planning, keep your objective (what the student must *learn) separate* from what students *do* (activities and/or procedures) in your lesson plan.
4. Clearly distinguish the *topic* for your lesson from the *objective* of the lesson.

Keep what the students must learn separate from what he/she must *do,* and it will give you a clearer focus to your lesson. Once you decide upon your objective, then your next step is to list out your class activities or procedures in your lesson plan. The key to writing a meaningful learning objective is to begin with the phrase *The student will learn that...*

For example, if your lesson's topic is "price, supply, and demand," it would not be very helpful to merely write the topic into the form of a sentence "The student will learn about supply and demand." This is too general.

Instead, identify the key principle about your topic and use the word "that" in your objective statement "The student will learn *that* price increases as supply decreases and demand increases". This principle is the key understanding you want to have your students learn-- your lesson's objective.

Finally, don't have too many objectives for a single lesson. You need only one and occasionally two objectives for a lesson. A small number give focus to your lesson. Identify the key *point* you want students to learn today. Remember that the word "objective" means "most important idea."

AVOID THE PITFALLS OF MEDIOCRE LESSON PLANS

A fourth pitfall is to begin your lesson in a mediocre manner, Try to interest the class in what you will be teaching.. Ways to begin a lesson include:

1 review the previous lesson
2 give directions
3 give an overview of what is going to happen
4 tell students the main learning principle you expect them to learn

While the four ways listed above are common and reasonable ways to begin a lesson, try to think of other ways that will spark interest in your lesson. *Motivation* at the outset is important. Some ideas are:

1. tell a story
2. ask a question
3. show pictures
4. role play
5. show an object
6. play a guessing game
7. refer to students' personal lives, attitudes, or ideas
8. read a quote
9. demonstrate something that is mysterious or interesting
10. ask a few quick interest generating questions

A fifth pitfall is to write long sentences or paragraphs in your lesson plan. Instead, make your lesson plan in outline form. List your procedures, questions, and main points. List your main guide

questions in appropriate places throughout your procedures. Avoid making a separate page for guide questions because it is difficult to refer to them while you are teaching the lesson. Finally, and provide potential or expected responses from students. You might write these expected student responses in parentheses after each question.

A sixth pitfall is to neglect the ending of your lesson. Don't break off abruptly in the middle of a point or activity. What will *wrap up* the whole lesson? *Finish* your lesson in one of these ways:

1. Summarize what was learned or done in the lesson
2. Asking a few main summarizing questions.
3. Have students work at their desks in related follow-up work until the end of the period.
4. Make your class discussion or sequence of questions lead toward a conclusion about the topic/issue under discussion.

Seventh, avoid the pitfall of neglecting evaluation. Evaluation divides into two aspects 1) evaluation of the students, and 2) your own self evaluation of how well the lesson seemed to go.

Evaluation of students can be done by asking them an oral or written quiz near the end of the lesson, but most lessons do not include formal evaluation. More frequently, an informal assessment is done. Did the class follow me? How well did they respond to my questions? Did they pay attention? Could they do the follow-up work?

Self-evaluation of your own performance is important. Before the actual teaching of your lesson, identify something you want to achieve in your own teaching performance. It might be *giving clear directions, asking a logical sequence of questions,* or *asking questions beyond simple memory-recall level.* It could focus on some aspect of classroom management, the effectiveness of involving students in a class discussion, moving the lesson along at an appropriate pace, the effectiveness of following each part of your lesson plan, or any part of teaching that is of most concern to you at this point in time.

Reflect upon the identified area for improvement from your own impressions or talk it over with the person (another student, cooperating teacher or college supervisor) who watched you teach. Finally, draw some conclusions about things you would want to focus on in your next lesson. Are you satisfied with this aspect of your teaching performance or do you want to work of it during your next lesson. Reflection about the effectiveness of you teaching is most important. Only through reflection on specific aspects of our teaching can we improve and become more effective teacher.

The College of New Jersey

School of Education

Teacher Candidate Assessment Program (Spring 2006 Pilot)

ASSESSMENTS FOR TEACHER CANDIDATES PROTOCOL

1) All teacher candidates at The College of New Jersey will be assessed on
   a. Whether they possess the dispositions of successful teachers; and
   b. Whether they possess the knowledge, skills, and abilities of successful teachers.

2) Dispositions will be assessed via the College- developed "Teacher Candidate Dispositions Rating Form" using the Teacher Candidate Dispositions Rubric. Knowledge, skills, and abilities will be assessed via the College-developed "Teacher Candidate Lesson Observation Rating Form" using the appropriate level Observation Assessment Rubric. Individual programs may choose to add program specific items to the assessment and rubric using the Program Specific Addendum.

3) These assessments will be completed at the midpoint and at the end of each field experience as appropriate and along with course grades and GPA will determine each teacher candidate's readiness to progress to the next level in his/her program.

4) Within the first two weeks of the semester, TCNJ professors/supervisors should give each teacher candidate a blank Dispositions Rating Form and Teacher Candidate Lesson Observation Rating Form (optional in sophomore-level courses). Teacher candidates must fill out the top of both forms including TCNJ student ID# and return to the instructor. TCNJ professors/supervisors will also share the appropriate rubrics with the teacher candidates at this time

5) Raters should complete the midterm assessments between week 5 and 7 of the semester. (See separate documents for rating instructions.)

6) Raters should complete the final assessments for each teacher candidate between week 11 and 1 3 of the semester to allow for rater-teacher candidate conferences if needed. (See separate documents for rating and grading directions.)

7) The College faculty who is instructing the course or the College-employed supervisor for field experiences will be responsible for ensuring that the appropriate assessments are completed for each teacher candidate. Assessments may be completed by College faculty or College-employed supervisors, cooperating teachers, or both together depending on what is appropriate for the particular field experience.

8) Completed assessment forms should be given to each teacher candidate to be reviewed and signed and returned to the rater. Teacher candidates who do not return assessment forms will be graded "incomplete" for the course. Teacher candidates should retain a copy for their records.

9) Rater-required or teacher candidate-requested conferences should be scheduled prior to the end of the semester.

10) At that conference, an Action Plan should be completed to address all items rated "Needs Improvement" or "Serious Concern." This plan must set forth criteria for remaining in the teacher candidate program.

11) Raters may request that the Department Chair or other relevant administrator attend the conference.

12) Ratings of "1," Serious Concerns or multiple ratings of "2" or "3," Needs Improvement may result in a significantly lowered course grade. (See separate grading directions.) Students wanting to contest a rating or grade should use the College Student Complaint Appeal Procedure as delineating in the undergraduate and graduate bulletins.

13) One copy of the final dispositions and lesson observation assessment forms and any Action Plans created should be filed in the teacher candidate's departmental file.

14) Department secretaries will be responsible for providing blank assessment forms to all raters prior to the beginning of the semester. This employee will also be held responsible for collecting all signed assessments, filing the departmental copy, and forwarding the original forms to the Dean's Office, School of Education for data input.

Teacher Candidate Rating Forms/Rubrics
DIRECTIONS FOR RATERS

Teacher Candidates (TC's) at The College of New Jersey involved in field experiences will be evaluated on their demonstrated dispositions of successful teachers using the Teacher Candidate (TC) Dispositions Rating Form & Rubric. TC's will be evaluated on their demonstrated effective teaching knowledge, skills, and abilities (K,S, A's) using the Teacher Candidate Lesson Observation Rating Form and Rubric. The rubrics describe the range of TC behaviors that may be observed and assigns a rating category to those behaviors. There is one disposition rubric for all TC levels. There are three different lesson observation rubrics, Level 1, Level 2, and Level 3. Level 1 is generally used for undergraduate sophomore-level courses. Level 2 is generally used for undergraduate junior-level field experiences or graduate internship I field experiences. Level 3 is designed to assess undergraduate student teaching and graduate level internship II field experiences. The rubrics and assessments are divided into four categories: Serious Concern, Needs Improvement, Meeting Expectations, and Exceeds Expectations. The definition of each of these categories is provided below:

RUBRIC RATING CATEGORY	RATING	DEFINITION
Exceeds Expectations	7	The TC is performing at a level not typically seen in a TC at this level of his/her training. **It is expected that this category be reserved for those TC's who are truly performing beyond what is typically expected.**
Meeting Expectations	4, 5, 6	The TC is performing within a range of acceptable behavior. Distinctions should be made by assigning a rating of 4, 5, or 6 where a "4" means minimally acceptable, a "5" means generally acceptable, and a "6" means solidly acceptable. **It is expected that most successful TC's will be performing in this category.**
Needs Improvement	2, 3	The TC is not performing at the level typically expected of TC's at this level in their training and would need to make improvements in order to meet the level of acceptable behavior. Distinctions should be made by assigning a rating of 2 or 3 where a "3" means that improvements are needed and a "2" means more substantive changes are needed. **A TC with multiple ratings of "2" or "3" may initiate a meeting with the TC to discuss whether the behavior warrants allowing the TC to remain in the program with a plan for remediation, giving the TC a significantly lowered course grade, or dismissing him/her from the program.**
Serious Concerns	1	The TC is falling significantly short of acceptable behavior and thereby raises serious concerns on the part of the rater as to this TC's appropriateness for teaching. **A rating of "1" will initiate a meeting with the TC to discuss whether the behavior warrants allowing the TC to remain in the program with a plan for remediation, giving the TC a significantly lowered course grade, or dismissing him/her from the program** (see attached for more detailed guidelines).

Teacher Candidate Rating Forms/Rubrics

DIRECTIONS FOR RATERS (Cont.)

What to Rate

All teacher candidates at The College of New Jersey will be assessed throughout their program on
a. Whether they possess the dispositions of successful teachers; and
b. Whether they possess the knowledge, skills, and abilities of successful teachers.

Dispositions will be assessed via the College- developed "**Teacher Candidate Dispositions Rating Form**." Knowledge, skills, and abilities (K, S, A's) will be assessed via the College-developed "Teacher Candidate Lesson Observation Rating Form" as follows:

UNDERGRADUATE	TC Dispositions Rating Form	TC Lesson Observation Rating Form
Sophomore Level Courses	X	Level 1 TBD by department chair
Junior Practicum Courses	X	X-Level 2
Student Teaching	X	X-Level 3
GRADUATE		
Internship I	X	X- Level 2
Internship II	X	X- Level 3

Individual programs may choose to identify program specific K,S,A's to be rated as well. These items should be added to the blank form provided and copies should be made by the program secretary to be distributed.

How to Rate

Dispositions

TC's should be rated on all items on the **Teacher Candidate Dispositions Rating Form** that are applicable in a given field experience using the Dispositions Rubric. The rater should place a number 1-7 in the appropriate column on the Dispositions Rating Form. The rater may choose to rate an item as "n/a" under the following circumstances: (1) if the behavior has not been observed, (2) if there are limitations imposed by the field setting (school, cooperating teacher, class characteristics etc.) which would result in an unfair rating to the TC.

Lesson Observations

TCNJ professors/supervisors and cooperating teachers should familiarize themselves with the appropriate level (1, 2 or 3) **Observation Assessment Rubric** prior to observing the TC in the classroom. Observers should then use the **Teacher Candidate Lesson Observation Rating Form** as a guide during lesson observations. Observers may use the rating form to take notes or make tentative ratings to share with the TC. These are unofficial ratings and should be consulted when making midterm and final assessments.

For the midterm and final assessments, TC's should be rated on all items on the **Teacher Candidate Lesson Observation Rating Form** that are applicable in a given field experience using the appropriate level Observation Assessment Rubric. The rater should place a number 1-7 in the appropriate column on the Lesson Observation Rating Form. The rater may choose to rate an item as "n/a" under the following circumstances: (1) if the behavior has not been observed, (2) if there are limitations imposed by the field setting (school, cooperating teacher, class characteristics etc.) which would result in an unfair rating to the TC.

When to Rate

TC's should be evaluated midterm to assess progress and identify areas for improvement. Ideally, midterm assessments will be done in collaboration between the TCNJ professor/supervisor and the cooperating teacher to facilitate an ongoing dialogue and to assure that both parties are aware of any TC weaknesses that should be addressed. The evaluation should then be shared with the TC either by the TCNJ professor/supervisor alone or in conjunction with the cooperating teacher. Otherwise, the midterm evaluation may be completed by the cooperating teacher and given to the TCNJ professor/supervisor to be shared with the TC.

The final evaluation should be completed towards the end of the semester. Again, wherever possible the final assessments should be done in collaboration between the TCNJ professor/supervisor and the cooperating teacher to create one integrated assessment for each TC. The evaluation should then be shared with the TC either by the TCNJ professor/ supervisor alone or in conjunction with the cooperating teacher. Otherwise, the final evaluation should be completed by the cooperating teacher and given to the TCNJ professor/supervisor to be shared with the TC. The final evaluation should be a factor in assigning a final grade for the course. (See the attached Grading Guidelines. Student teacher and internship supervisors will continue to use the STEP Office Supervisors' Summative Evaluation form to submit final grades.

Rating Form Distribution

There are three copies of the final Dispositions Rating Form. One copy goes to the TC, one copy is maintained by the TCNJ professor/supervisor to be filed in the TC's department student file (if one is maintained) or kept by the professor/supervisor if student files are not kept. The original rating form must be sent to the Dean's Office, School of Education for data collection. These forms must be received in the Dean's Office within one week after grades are due.

Teacher Candidate Assessments
Grading Guidelines

RUBRIC RATING CATEGORY	RATING	GRADE RANGE
Exceeds Expectations	7	A
Meeting Expectations at the higher level	6	B+ to A-
Meeting Expectations at the average level	5	B to B+
Meeting Expectations at the lower level	4	B- to B
Needs Improvement (to a lesser degree)	3	C- to C+
Needs Improvement (to a greater degree)	2	D- to C-
Serious Concerns	1	F

Rubric ratings cannot easily be converted to letter grades by adding the numerical ratings because the rating categories (Serious Concern, Needs Improvement, Meeting Expectations, Exceeds Expectations) represent qualitative differences not quantitative differences.

The above chart gives the evaluator "guidelines" for assigning a grade for the teacher candidate's (TC) field work as assessed by the appropriate rubric. Since TC's are likely to receive ratings in more than one rating category, it is up to the rater to use his/her judgment in assigning an overall grade. Rater discretion is also needed to assign fair grades to a TC when there are limitations imposed by the field setting (school, cooperating teacher, class characteristics, etc.)

Teaching Dispositions 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**) disposition 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. Demonstrates effective communication (written and oral)

☐ TC fails to use standard English and/or proper grammar in written and/or oral communication.

☐ TC has some difficulty communicating ideas clearly (in writing and/or orally).

☐ TC demonstrates effective communication (written and oral).

☐ TC's written and/or oral communication skills are especially effective.

☐ *Not observed.*

2. Is relaxed & comfortable when interacting with students

☐ TC is overly friendly and does not display maturity and responsible judgment; or TC is extremely withdrawn and quiet and does not engage with students; or TC is overly anxious when interacting with students; and/or TC is unable to maintain positive rapport with students.

☐ TC shows any of the following: is sometimes overly friendly and does not always display maturity and responsible judgment; is somewhat withdrawn and quiet and has some difficulty engaging with students; or is somewhat anxious when interacting with students; and/or has difficulty maintaining positive rapport with students.

☐ TC is relaxed and comfortable and maintains appropriate demeanor and rapport when interacting with students.

☐ TC is very natural in interactions with students and is able to develop mutually respectful relationships and rapport with students.

☐ *Not observed.*

3. Demonstrates enthusiasm in classroom interactions (both on campus and in the field) or teaching in practicum

☐ TC shows no enthusiasm in classroom interactions or when teaching.

☐ TC could show more enthusiasm.

☐ TC demonstrates enthusiasm in classroom interactions and when teaching.

☐ TC is clearly engaged in the act of teaching and his/her enthusiasm spreads to the students.

☐ *Not observed.*

4. Shows initiative in assuming teaching responsibilities

☐ TC must be specifically asked to participate in classroom activities.

☐ TC needs some prodding into specific tasks to get fully involved.

☐ TC shows initiative in assuming teaching responsibilities.

☐ TC recognizes what needs to be done in the classroom and takes action without prompting.

☐ *Not observed.*

5. Acts and dresses according to the situation and context

☐ TC's behavior and attire are inappropriate to the situation and context.

☐ TC's behavior and/or attire are sometimes inappropriate to the situation and context.

☐ TC acts and dresses according to the situation and context.

☐ *Not observed.*

6. Displays respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness

NOTE: Deficits in any one quality merits a lower rating.

☐ TC fails to maintain appropriate levels of respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness; or does something egregious which violates these values.

☐ TC fails on occasion to display respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness.

☐ TC displays respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness.

☐ TC demonstrates respect for others, trustworthiness, dependability, honesty, integrity, caring, fairness at a level not typically seen in a TC at his/her level.

☐ *Not observed.*

7. Completes assignments, duties, and tasks on time

NOTE: Work must meet the established criteria to be considered "completed."

☐ TC often fails to complete assignments, duties, and tasks on time.

☐ TC mostly completes assignments, duties, and tasks on time.

☐ TC completes assignments, duties, and tasks on time.

☐ *Not observed.*

8. Punctual and regularly attends class and field experience

☐ TC misses field visits without notifying the cooperating teacher or without appropriate reasons; TC is chronically tardy.

☐ TC misses field visits and provides late, but appropriate reasons for absence; TC is tardy on a few occasions.

☐ TC is punctual and regularly attends class and field experience.

☐ TC, in addition to being punctual and having regular attendance, also participates in extra events at the school outside the field experience; or TC makes extra field visits or extends visits on a regular basis.

☐ *Not observed.*

9. Demonstrates effective communication with other adults, uses appropriate eye contact, advocates for own needs, and handles situations with appropriate autonomy

☐ TC has significant difficulties communicating with other adults, cannot make appropriate eye contact; and/or does not handle situations without excessive supervision and direction.

☐ TC has some difficulties with any of the following: effective communication with other adults, use of appropriate eye contact, advocating for his/her own needs, and handling situations with appropriate autonomy.

☐ TC demonstrates effective communication with other adults, uses appropriate eye contact, advocates for own needs, and handles situations with appropriate autonomy.

☐ TC demonstrates effective communication with other adults, uses appropriate eye contact, advocates for own needs, and handles situations with appropriate autonomy at a level not typically seen in a TC at his/her level.

☐ *Not observed.*

10. Exhibits positive attitude toward the teaching profession

☐ TC does not exhibit positive attitude toward the teaching profession.

☐ TC exhibits some ambivalence in his/her attitude towards the teaching profession.

☐ TC exhibits positive attitude toward the teaching profession.

☐ *Not observed.*

11. Able to maintain composure under stress

☐ TC fails to maintain composure under stress.

☐ TC becomes somewhat anxious under stress.

☐ TC is able to maintain composure under stress.

☐ TC demonstrates composure under unusually stressful conditions.

☐ *Not observed.*

12. Adjusts to unexpected events and emergency situations

☐ TC is unable to adjust to unexpected events and/or emergency situations.

☐ TC has some difficulty adjusting to unexpected events and/or emergency situations or needs considerable prompting to handle events.

☐ TC adjusts to unexpected events and emergency situations.

☐ TC demonstrates the ability to adjust to extremely serious unexpected events and/or emergency situations.

☐ *Not observed.*

13. Cooperates with peers, cooperating teachers, school professionals, staff & TCNJ personnel

NOTE: Problems with any one of these should be reflected in the rating.

☐ TC fails to regularly and readily cooperate with peers, cooperating teachers, school professionals, staff & TCNJ personnel.

☐ TC has some difficulties cooperating with peers, cooperating teachers, school professionals, staff & TCNJ personnel.

☐ TC cooperates with peers, cooperating teachers, school professionals, staff & TCNJ personnel.

☐ *Not observed.*

14. Works for professional growth (seeks feedback and advice to improve)

☐ TC does not seek feedback and advice to improve.

☐ TC does not seek feedback and advice without prompting.

☐ TC works for professional growth (seeks feedback and advice to improve).

☐ TC regularly seeks feedback and incorporates it into teaching; TC self-critiques as well.

☐ *Not observed.*

15. Reacts positively to suggestions and opportunities for improvement

☐ TC is defensive when given constructive criticism; TC makes excuses rather than seeking to improve teaching; TC fails to incorporate feedback in future lessons/activities.

☐ TC has some difficulty accepting constructive criticism; TC tries to incorporate feedback into future lessons/activities but is not always effective.

☐ TC generally reacts positively to suggestions and opportunities for improvement and incorporates feedback in future lessons.

☐ TC accepts constructive criticism without defensiveness and becomes a collaborator in using feedback to grow as an educator.

☐ *Not observed.*

16. Maintains appropriate teacher candidate/student boundaries, including email communication

NOTE: This item is intended to communicate expectations to the Teacher Candidate. A rating of "not observed" should be used unless a breach has become apparent.

☐ TC has inappropriate relationship with student(s); TC has inappropriate communication with student(s) (including email).

☐ TC occasionally blurs the line between teacher/ student and acts more like peer/friend than is appropriate (including email communication).

☐ *Not observed.*

17. Represents him/herself in an appropriate manner via technology (e.g., webpage, blogs, chat rooms)

NOTE: This item is intended to communicate expectations to the Teacher Candidate. A rating of "not observed" should be used unless a breach has become apparent.

☐ TC's self representation via technology is grossly inappropriate (e.g., webpage, blogs, and chat rooms).

☐ TC's self representation via technology raises questions about TC's judgment (e.g., webpage, blogs, and chat rooms).

☐ *Not observed.*

18. Maintains students' privacy and confidentiality of information

☐ TC does not maintain students' privacy and confidentiality of information.

☐ TC needs to be reminded to maintain students' privacy and confidentiality of information.

☐ TC maintains students' privacy and confidentiality of information.

☐ *Not observed.*

19. Narrative Comments

Teaching Performance 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. Lesson Planning

☐ 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.*

2. Lesson Objectives

☐ 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.*

3. Subject Matter Knowledge

☐ 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.*

4. Assessment

☐ Assessments were often not used to measure lesson objectives.

☐ Assessment(s) were used to measure some, but not all lesson objectives; and/or some assessments did not effectively measure lesson objectives.

☐ Assessment(s) were typically used to effectively measure lesson objectives.

☐ Assessments were particularly well-designed and student-friendly; assessments were clearly designed/selected for the purpose of guiding future lessons.

☐ *Not observed.*

5. Use of Materials and Technology

☐ TC often failed to incorporate materials and/or technology that would have supported instruction.

☐ TC incorporated materials and/or technology but the materials did not always effectively support instruction.

☐ TC typically used materials and/or technology effectively to support instruction; and/or TC effectively used technology to develop lessons.

☐ TC consistently did an exceptional job of challenging all students through the creative and effective use of materials and/or technology; and/or TC demonstrated a superior knowledge of technology which was used to further learning either in the development of lessons or in the lessons themselves.

☐ *Not observed.*

6. Developmentally Appropriate/Differentiated Instruction

☐ TC typically did not make any effort to make lessons work for students with different needs.

☐ TC typically attempted to address the differing needs of students, however, lessons often failed to work for some students in the class.

☐ Lessons typically worked for all the students in the class; instruction was given in alternate forms to meet the needs of all students as appropriate; activities were adapted for any students with special needs; lessons included activities for early finishers and plans to handle late finishers.

☐ Efforts by the TC to differentiate instruction were especially sophisticated and effective.

☐ *Not observed.*

7. Motivation/Student Interest & Curiosity

☐ Choice of materials and methods typically did not represent attention to students' interests, skills, and needs and did not arouse the students' interest and curiosity.

☐ Choice of materials and methods typically represented attention to students' interests, skills, and needs but were only partially successful in arousing the students' interest and curiosity.

☐ Lessons were typically successful in arousing the students' interest and curiosity.

☐ Lessons typically showed a great degree of creativity and uniqueness and were highly successful in arousing the students' interest and curiosity.

☐ *Not observed.*

8. Effectiveness of Lesson Delivery

☐ TC's lesson presentations typically reflected a poor command of standard English; and/or TC's voice was too loud or soft, lacked enthusiasm or modulation; and/or TC failed to use non-verbal gestures; and/or TC lacked appropriate classroom presence.

☐ TC's lesson presentations typically reflected a basic command of standard English, but some lapses were noted; TC's voice, intonation, non-verbal communication and classroom presence were generally appropriate, but TC needs improvement in some aspects.

☐ TC's lesson presentations typically reflected a good command of standard English; TC communicated effectively using voice, intonation, and non-verbal communication to enhance comprehension. TC had appropriate classroom presence.

☐ TC was especially effective in presenting lessons.

☐ *Not observed.*

9. Classroom Environment

☐ TC was often unable to maintain a positive learning environment and appropriate classroom control.

☐ TC was somewhat successful in maintaining a positive learning environment and appropriate classroom control, but these skills need further development.

☐ TC effectively maintained a positive learning environment and appropriate classroom control.

☐ TC was especially adept in maintaining a positive learning environment and classroom control with a minimum of disruptions.

☐ *Not observed.*

10. Impact on Student Learning

☐ Students typically did not meet the learning objectives set by the TC.

☐ Students sometimes met the learning objectives set by the TC.

☐ Students consistently met the learning objectives set by the TC.

☐ *Not observed.*

11. Lesson Reflections

☐ TC typically did not reflect on lessons.

☐ TC's lesson reflections tended to be superficial.

☐ TC's lesson reflections were typically thoughtful and productive.

☐ TC's lesson reflections were especially thoughtful and self-motivated and resulted in significant professional growth.

☐ *Not observed.*

12. Narrative Comments

Instruction Competence Summary Observation

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

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 performance to date in each of the following areas.

Criteria: Lesson Preparation and Building Background	
Exemplary ☐ (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).
Competent ☐ (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).
Acceptable ☐ (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).
Unacceptable ☐ (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).
Criteria: Instructional Delivery	
Exemplary ☐ (4)	Candidate was well organized and very knowledgeably 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.

Competent ☐ **(3)**	Candidate was well organized and very knowledgeably 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.
Acceptable ☐ **(2)**	Candidate was organized and somewhat knowledgeably 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.
Unacceptable ☐ **(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	
Exemplary ☐ **(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.
Competent ☐ **(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.
Acceptable ☐ **(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.

Unacceptable ☐ (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.
Criteria: Classroom Management	
Exemplary ☐ **(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.
Competent ☐ **(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.
Acceptable ☐ **(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.
Unacceptable ☐ **(1)**	Candidate had not planned effectively for classroom management and did not incorporate any communicative language learning strategies for this purpose.
Criteria: Assessment	
Exemplary ☐ **(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.
Competent ☐ **(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.
Acceptable ☐ **(2)**	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.
Unacceptable ☐ **(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.

Criteria: Professional Demeanor	
Exemplary ☐ **(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 conductive to ESL learning.
Competent ☐ **(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 conductive to ESL learning.
Acceptable ☐ **(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 conductive to ESL learning.
Unacceptable ☐ **(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 conductive to ESL learning.

NCATE/TESOL Standards for P-12 Teacher Education Programs

Standards related to knowledge and skills for beginning teachers of ESL students

1. Language

1.a.   Describing Language

1.a.1.	Apply knowledge of phonology sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English,	1.a.6.	Demonstrate ability to help ESOL students develop social academic language skills in English.
1.a.2.	Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English,	1.a.7.	Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.
1.a.3.	Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English.	1.a.8.	Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.
1.a.4.	Apply understanding of semantics (word/sentence meaning and productively using a wide range of vocabulary in English,	1.a.9.	Locate and use linguistic resources to learn about the structure of English and of students' home languages,
1.a.5.	Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purpose in spoken and written language, and in formal and informal settings.	1.a.10.	Demonstrate proficiency in English and serve as a good language model for ESOL students.

1.b.   Language Acquisition and Development

1.b1.	Provide rich exposure to English,	1.b.8.	Understand and apply knowledge of sociocultural and political variable to facilitate the process of learning English.
1.b.2.	Provide comprehensible input and scaffolding,	1.b.9.	Understand and apply knowledge of the role of individual learner variable in the process of learning English.
1.b.3.	Provide opportunities for meaningful interaction,	1.b.10.	Provide appropriate instruction and feedback.
1.b4	Create a secure, positive, and motivating learning environment.	1.b.11.	Help ESOL students to communicate in socially and culturally Appropriate ways.
1.b.5.	Understand and apply current theories and research in language and literacy development.	1.b.12.	Help ESOL students develop academic language proficiency.
1.b.6.	Recognize and build on the processes and stages of English language and literacy development.	1.b.13.	Help ESOL students develop effective language learning strategies.
1.b.7.	Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.		

2. Culture

2.a   Nature and Role of Culture

2.a.1.	Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.	2.a.3.	Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.
2.a.2.	Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.	2.a.4.	Understand and apply concepts about the interrelationship between language and culture.

2.b   *Cultural Groups and Identity*

2.b1.	Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.	2.b.4.	Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.
2.b.2.	Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.	2.b.5.	Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.
2.b.3.	Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.		

3. Planning, Implementing, and Managing Instruction

3.a   *Planning for Standards-Based ESL and Content Instruction*

3.a.1.	Plan standards-based ESL and content instruction.	3.a.3.	Plan students' learning experiences based on assessment of language proficiency and prior knowledge.
3.a.2.	Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.	3.a.4.	Provide for particular needs for students with limited formal schooling (LFS) in their L1.

3.b   *Managing & Implementing for Standards-Based ESL*

3.b1.	Organize learning around standards-based subject matter and language learning objectives.	3.b.5.	Develop students' speaking skills for a variety of academic and social purposes.
3.b.2.	Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	3.b.6.	Provide standards-based instruction that builds upon students' oral English to support learning to read and write.
3.b.3.	Provide activities and materials that integrate listening, speaking, reading, and writing.	3.b.7.	Provide standards-based reading instruction adapted to ESOL learners.
3.b.4.	Develop students' listening skills for a variety of academic and social purposes.	3.b.8.	Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.

3.c   *Using Resources Effectively in ESL & Content Instruction*

3.c.1.	Select, adapt, and use culturally respective, age-appropriate, and linguistically accessible materials.	3.c.4.	Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).
3.c.2.	Select materials and other resources that are appropriate to students' developing language and content area abilities, including appropriate use of L1.	3.c.5	Use software and Internet resources effectively in ESL and content instruction.
3.c.3.	Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.		

4. Assessment

4.a   Issues for Assessment for ESL

4.a.1.	Demonstrate an understanding of the purpose of assessment as they relate to ESOL learners and use results appropriately.	4.a.3.	Demonstrate an understanding of the limitation of assessment situation and make accommodations for ESOL students.
4.a.2.	Demonstrate an understanding of the quality indicators of assessment instruments.	4.a.4.	Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.

4.b   Language Proficiency Assessment

4.b.1.	Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	4.b.4.	Understand, construct, and use assessment measures for a variety of purposes for ESOL students.
4.b.2.	Understand, develop, and use norm-referenced assessments appropriately with ESOL learners.	4.b.5.	Assess ESOL learners' language skills and communicative competence using multiple sources of information.
4.b.3.	Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.		

4.c   Classroom-Based Assessment for ESL

4.c.1.	Used performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.	4.c.3.	Prepare ESOL students to use self-and peer-assessment techniques when appropriate.
4.c.2.	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels for language and literacy development.		

5. Professionalism

5.a   ESL Research and History

5.a.1.	Demonstrate knowledge of language teaching methods in their historical contexts.	5.a.2.	Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

5.b   Partnerships and Advocacy

5.b.1.	Advocate and serve as language and education resources for students and families in their schools and communities.	5.b.3.	Advocate for ESOL students' access to all available academic resources, including instructional technology.
5.b.2.	Serve as professional resource personnel in their educational communities.		

5.c   Professional Development and Collaboration

5.c.1.	Establish professional goals and pursue opportunities to grow in the field of ESL.	5.c.3.	Engage in collaborative teaching in general education and content-area classroom.
5.c.2.	Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.	5.c.4.	Model academic proficiency in the English language.