TEACHING of ENGLISH to SPEAKERS of OTHER LANGUAGES
STANDARDS FOR THE RECOGNITION OF INITIAL TESOL PROGRAMS IN P–12 ESL TEACHER EDUCATION

Prepared &Developed by the TESOL/NCATE P-12 ESL Teacher Education Program Standards Team & TESOL's ESL Program Coordinator for P–12 Teacher Education Programs

Use the rubric below. Please read carefully. *This rubric is intended to be developmental.* Note the intentional growth over time: beginning with limited awareness; to "emerging," beginning understanding and attempts to apply; then "ready to teach," application at the level of readiness to be "the teacher"; and then, "exceeds readiness," demonstrating the understanding and behaviors of *a teacher who has been teaching for the better part of a year*, at least.

This evaluation is used with our candidates in their Methods Practicum *and* in their Student Teaching.

1 - 4 = Limited: The teacher candidate demonstrates little awareness of the expectations of the standard element.

5 - 8 = Emerging: The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

9 - 12 = Ready to Teach: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

13 - 16 = Exceeds Readiness: The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

8/23/18

1—Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. "language as a system," and 1.b, "language acquisition and development," do not prescribe an order.	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Standard 1a-Language as a System Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.					
1.a.1 Demonstrates knowledge of the components of language and language as an integrative system.		Candidate is aware of the components of language as an integrative.	Candidate can use the components of language and language as an integrative system to inform instruction with ELLS.	Candidate can use the components of language and language as an integrative system to create instructional plans for ELLs.	

1.a.2 Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context of language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English.		Candidate understands elements of phonology, morphology, syntax, semantics, and pragmatics and recognizes stages of English language development in ELLs. Candidate recognizes and can describe similarities and major differences between English and the native languages commonly spoken by his/her students.	Candidates apply knowledge of developmental phonology, morphology, syntax, semantics, and pragmatics to identify aspects of English that are difficult for his/her students, noting how ELLs' L1 and identify may affect their English learning. Candidate assists ELLs in recognizing, using, and acquiring the English sound system and other communication skills, thus enhancing oral skills. Candidate teaches syntactic structures that ELLs need to communicate effectively for social and academic purposes. Candidate incorporates a variety of instructional techniques to assist ELLs in developing literacy skills. Candidate incorporates a variety of instructional techniques to help ELLs understand and use vocabulary appropriately in spoken and written language. Candidate provides ELLs with timely input and sufficient contextualized practice with idioms, cognates, and collocations. Candidate designs contextualized instruction using formal and informal language to assist ELLs in using and acquiring language for a variety of purposes.	Candidate designs instructional strategies that incorporate their knowledge of the English language system to aid ELLs' learning. Candidates differentiate ELL learning to accommodate challenging aspects of English language acquisition. Candidate helps ELLs develop strategies to monitor difficult aspects of the English language system.	
1.a.3 Demonstrate knowledge of rhetorical discourse structures as applied to ESOL learning.		Candidate recognizes a variety of discourse features and rhetorical patterns characteristic of written and spoken English. Candidate understands that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their ELLs differ from English.	Candidate uses a variety of strategies to help ELLs acquire discourse features and rhetorical patterns characteristic of written and spoken English.	Candidate designs instructional activities that help ELLs develop strategies to monitor their own use of English genres, rhetorical patterns, discourse structures, and writing conventions.	

1.a.4 Demonstrate proficiency in English and serve as a good language model for ELLs.		Candidate demonstrates proficiency in most aspects of English.	Candidate demonstrates proficiency in all aspects of English.	Candidate serves as a good model for English for ELLs and as a good model for the L1 where possible.	

Standard 1b-Language Acquisition & Development
Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

1.b.1 Demonstrates understanding of current and historical theories and research in language acquisition as applied to ELLs.		Candidate understands some aspects of language acquisition theory and research.	Candidate applies their knowledge of L1 and L2 acquisition to ESOL learning.	Candidate uses their understanding of language acquisition theory and research to provide optimal learning environments for their ELLs and to conduct theory-based research in his/her own classrooms.	
1.b.2 Candidate understands theories and research that explain how L1 literacy development differs from L2 literacy development.		Candidate is aware of theories and research that explain how L1 literacy development differs from L2 literacy development.	Candidate uses theories and research that address how L1 literacy development differs from L2 literacy development to inform their teaching.	Candidate uses theories and research that explain how L1 literacy development differs from L2 literacy development to design instruction and to conduct his/her own classroom.	
1.b.3 Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.		Candidate allows ELLs to use their L1 to facilitate their understanding or participation in class.	Candidate understands the importance of ELLs' L1 and encourage families to use that language with his/her children at home. Whenever possible, candidate uses the L1 as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support.	Candidate provides regular opportunities for ELLs to read, learn, and express themselves in their L1 in class. Candidate uses the L1 in the classroom to support literacy and content learning.	
1.a.4 Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.		Candidate is aware of the sociocultural psychological and political variables within a community of ELLs.	Candidate understands the complex social, psychological, and political nature of learning an L2 in school and integrate this knowledge in his/her teaching.	Candidate applies knowledge of sociocultural, psychological, and political variables to design instruction and improve communication with ELLs and their families. Candidate investigates variables that affect language learning.	

| 1.b.5 Understand and apply knowledge of the role of individual learner variables in the process of learning English. | | Candidate recognizes individual differences among their ELLs (e.g., age, L1 literacy level, personality, motivation, socioeconomic status). | Candidate knows his/her ELLs and understands that individual variables can have important effects on the process and level of L2 learning.

Candidates apply this knowledge by setting high but reasonable expectations for individual students varying instructional objectives and strategies, and monitoring student success. Candidate varies his/her teaching style to accommodate students' different learning styles. | Candidate uses his/her understanding of learning variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ELLs. | |

InTASC Standard 1

Domain 2: CULTURE

2—Candidates know, understand use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Standard 2-Culture as It Affects English Language Learning Candidates know, understand, and use major .theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school environment.					
2.a Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.		Candidate is aware that cultural values and beliefs have an effect on ELL learning.	Candidate teaches using a variety of concepts about culture, including acculturation, assimilation, biculturalism, and the dynamics of prejudice, including stereotyping.	Candidate consistently designs and delivers instruction that incorporates students' cultural values and beliefs.	
2.b Understand and apply knowledge about the effects of fascism, stereotyping, and discrimination to teaching and learning.		Candidate is aware that racism and discrimination have effects on teaching and learning.	Candidate consistently uses an anti-bias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	Candidate designs and delivers instruction that includes anti-bias materials and develops a classroom climate that purposely addresses bias, stereotyping, and oppression.	
2.c Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.		Candidate is aware that cultural conflicts and home events affect interpersonal classroom relationships and ELL learning.	Candidate teaches cross-cultural appreciation by addressing cross-cultural conflicts and establishing high expectations of ELLs' interactions across cultures.	Candidate designs and delivers instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities. Candidate integrates conflict resolution techniques into their instruction.	

2.d Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnership with ESOL families.		Candidate is aware of effective techniques for communication between home and school. Candidate recognizes the importance of family participation and support in their children's education.	Candidate incorporates effective techniques for communication between home and school, including using the L1 as much as possible in their instruction. Candidate is able to communicate with and build partnerships with students' families. If candidate is not fluent in their students' L1, he/she makes use of bilingual paraprofessionals and/or volunteers.	Candidate communicates in a culturally respectful and linguistically appropriate manner with students' families. Candidate establishes ongoing partnerships with the community's adults and leaders by including them in curriculum and classroom activities. Candidate designs and conducts classroom activities that encourage families to participate in their children's education.	
2.e Understand and apply concepts about the interrelationship between language and culture.		Candidate is aware of the links between language and culture.	Candidate's choice of techniques and materials reflect their knowledge of the interdependence of language and culture. Candidate acts as facilitator to help students' transition between the home culture and language and U.S. and school culture and language.	Candidate designs classroom activities that enhance the connection between home and school culture and language. Candidate acts as an advocate to support students' home culture and heritage language.	
2.f Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.		Candidate has a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding.	Candidate uses a range of resources about major cultural groups to deliver instruction. Candidate integrates different ways of learning and different cultural perspectives into their curriculum and instruction.	Candidate consistently designs activities that are based on their knowledge of cultural groups and incorporate them in his/her teaching.	
2.g Understand and apply concepts of cultural competency particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.		Candidate is aware that ELLs' cultural identities will affect their learning.	Candidate plans and delivers instruction that values and adapts to students' different cultural perspectives.	Candidate consistently designs in-class activities and opportunities for students and families to share and apply their cultural perspectives to learning objectives.	

InTASC Standard 2

Domain 3: PLANNING, IMPLEMENTING, and MANAGING INSTRUCTION

3—Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standard-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Candidate knows, understands, and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standard-based ESL and content curriculum.	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Standard 3a-Planning for Standards-Based ESL and CONTENT Instruction Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in supportive learning environments for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.					
3.a.1 Plan standards-based ESL and content instruction.		Candidate is aware of standards-based ESL and content instruction. Candidate is knowledgeable about effective program models, including those that are standards based.	Candidate plans standards-based ESL and content instruction.	Candidate designs standards-based ESL and content instruction. Candidate work with their colleagues to plan standards-based instruction.	
3.a.2 Create supportive, accepting classroom environments.		Candidate recognizes ELLs various approaches to learning.	Candidate implements standards-based programs and instructional models appropriate to individual students needs.	Candidate systematically designs ESL and content instruction that is student centered. Candidate designs lesson such that students work collaboratively to meet learning objectives.	
3.a.3 Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.		Candidate is aware of students' language proficiency, learning styles, and prior knowledge when planning ESL and content-learning activities.	Candidate plans activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles. Candidate uses students' prior knowledge in planning ESL and content instruction.	Candidate designs multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.	
3.a.4 Provide for particular needs with interrupted formal education (SIFE).		Candidate is aware that SIFE have unique characteristics that necessitate the use of specialized teaching strategies.	Candidate plans learning tasks specific to the needs of SIFE. Candidate plans ESL and content instruction to meet reading and writing needs of SIFE. Candidate plans assessment of SIFE competence with text.	Candidate designs ways to motivate and guide SIFE to successful academic experiences. Candidate designs visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences, language, and culture.	

3.a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.		Candidate is aware of assessments to measure students' degrees of mastery of learning objective.	Candidate plans lessons that scaffold and link students' prior knowledge to newly introduced learning objectives. Candidate continually monitor students' progress toward learning objectives with formal and informal assessments. Following formal and informal assessments, candidate reteaches, using alternative materials, techniques, and assessments for students who need additional time and approaches to master learning objectives.	Candidate assists colleagues by sharing additional techniques and assessments to meet individual students' learning needs. Candidate connect ELLs with additional supports for learning such as after-school tutoring, homework clubs, or homework buddies.

Standard 3b-Implementing and Managing Standards-Based ESL and Content Instruction
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

3.b.1 Organize learning around standards-based subject matter and language learning objectives.		Candidate is familiar with standards relevant to ESL and content instruction at the national, state, and local levels.	Candidate provides standards-based ESL and content instruction from relevant national, state, and local frameworks.	Candidate aids their colleagues in teaching from a standard-based perspectives that meets national, state, and local objectives.
3.b.2 Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.		Candidate is aware of the need for authentic uses of academic language in ESL and content-area learning and the need to design activities and assessment that incorporate both.	Candidate plans for and implements activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives.	Candidate designs and implements activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material Candidate collaborates with non-ESL classroom teachers to develop authentic uses of academic language and activities in content areas.
3.b.3 Provide activities and materials that integrate listening, speaking, reading, and writing.		Candidate is aware that integrated learning activities build meaning through practice.	Candidate provides integrated learning activities using authentic sources that build meaning through practice. Candidate models activities to demonstrate ways students may integrate skills (e.g., language and/or content).	Candidate designs activities that integrate skill and content areas through thematic and inquiry-based units.

3.a.4 Develop students' listening skills for a variety of academic and social purposes.		Candidate is aware of the need to assist students in making use of what they know in order to listen effectively.	Candidate provides a variety of activities and settings to assist students in making use of what they know in order to listen effectively.	Candidate provides practice and assists students in learning to assess their own listening skills in a variety of contexts. Candidate helps students develop and use listening strategies. Candidate collaborates with non-ESL classroom teachers to select listening goals for content areas.	
3.b.5 Develop students' speaking skills for a variety of academic and social purposes.		Candidate provide opportunities for students to interact socially. Candidate monitors and corrects student speech as appropriate.	Candidate provides opportunities for students to practice a variety of speech registers linked to academic and social activities.	Candidate adapts activities to assist ELLs' social and academic speaking skills. Candidate collaborates with non-ESL classroom teachers to select speaking goals for content areas.	
3.b.6 Provide standards-based instruction that builds on students' oral English to support learning to read and write.		Candidate is familiar with ways in which oral language influences reading and writing acquisition for ELLs/	Candidate provides standards-based instruction that builds and integrates learners' reading and writing as their oral language develops.	Candidate develops a variety of ways to integrate learners' reading and writing as their oral language develops.	
3.b.7 Provide standards-based reading instruction adapted to ELLs.		Candidate identifies specific literacy needs of ELLs. Candidate chooses literature for instruction from limited resources. Candidate is aware of instructional activities designed to assist students with reading in standards-based, content-area texts.	Candidate plans for and provides reading instruction that includes various cueing systems appropriate for ELLs. Candidate models standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s. Candidate uses a variety of texts including literature and other content materials, to support and aid ELLs reading development. Candidate explain and model explicit reading strategies that assist students with standards-based texts from content-area course work.	Candidate engages ELLs who are having difficulty developing their English reading skills. Candidate develop lessons around texts in a variety of genres related to students' studies in content-area classes. Candidate collaborate with non-ESL classroom teachers to select reading goals for content areas.	

3.b.8 Provide standards-based writing instruction adapted to ELLs. Develop students' writing through a range of activities from sentence formation to expository writing.		Candidate is aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. Candidate is aware of the need for explicit writing strategies for ELLs.	Candidate models standards-based writing activities using different genres (e.g., narrative expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s. Candidate when appropriate, instructs students regarding contrasts between English and the writing systems of the L1. Candidate provides opportunities for written assignments that are ungraded including interactive journals. Candidate provides instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing.	Candidate designs standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s. Candidate collaborates with non-ESL classroom teachers to select writing goals and activities in content areas.	

Standard 3c-Using Resources and Technology Effectively in ESL and Content Instruction
Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL content teaching.

3.c.1 Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.		Candidate is aware that materials should be appropriate for students' age and language proficiency.	Candidate selects print and visual materials that are appropriate for students' age, learning style, and language proficiency. They adapt these materials if necessary.	Candidate builds on students' culture in selecting, adapting, and sequencing ESL and content-area materials. Candidate uses students' community and family to locate and develop culturally appropriate materials.	
3.c.2 Select materials and other resources that are appropriate to students' developing language and content-area abilities including appropriate use of L1.		Candidate is aware of differences between content-area materials for ELLs and those for native speakers of English. Candidate selects materials appropriate for ELLs from existing content-area texts.	Candidate incorporates a variety of resources at multiple proficiency levels including selections from adaptations of materials from content-area texts. Candidate uses materials in students' L1 as appropriate.	Candidate collaborates with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.	
3.c.3 Employ a variety of materials for language learning, including books, visual aids, props, and realia.		Candidate is aware of the usefulness of a variety of materials and resources in English and the L1.	Candidate provides instructional materials in English and the L1 for student instruction and use. Candidate enables students to use a variety of learning tools, including hands-on visual, and multimedia means on instruction.	Candidate uses a variety of resources (e.g., community, family, students) to obtain and create materials that promote language, and literacy, and content development in English and, whenever possible, the students' L1s.	

| 3.c.4 Use technological resources (e.g Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs. | | Candidate is aware of ways in which computers and others technological resources can improve ELLs' learning. | Candidate uses technological resources to enhance, create, and/or adapt instruction to meet ELLs language and content learning needs. | Candidate assist students in learning how to evaluate and use technological resources for their own academic purposes. | |

InTASC Standard 7 & Standard 8

Domain 4: ASSESSMENT

4—Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs..					
Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodation in formal testing situations.	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Standard 4a-Issues of Assessment for English Language Learners **Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.**					
4.a.1 Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.		Candidate is aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency).	Candidate understands and can identify and explain the different purposes for assessment. Candidate prepares their students appropriately for the type of assessment being used,, including technology-based assessment.	Candidate shares their knowledge and experience about the purposes of assessment with colleagues and parents.	
4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs.		Candidate is aware of a variety of purposes and procedures for assessment of ELLs (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement). Candidate is aware of the importance of using multiple measures to accurately assess ELLs.	Candidate uses multiple & appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer). Candidate understands that procedures intended for native English speakers may not apply to English learners.	Candidate designs and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes.	
4.a.3 Demonstrate an understanding of key indicators of good assessment instruments.		Candidate is aware of technical aspects of assessment (e.g., validity and reliability).	Candidate can explain why tests are valid and reliable and use this knowledge in making assessment-related decisions.	Candidate can create assessment measures that are standards based, valid, reliable, as appropriate.	

4.a.4 Demonstrate understanding of the advantages of limitations of assessment, including accommodations for ELLs.		Candidate is aware of some of the advantages and limitations of assessment for ELLs.	Candidate understands obstacles ELLs commonly face and have strategies to help them in such situations. Candidate knows state-allowed test accommodations for ELLs and apply them when appropriate.	Candidate evaluates formal and informal assessment measures for psychological, cultural, and linguistic limitations and create strategic to help ELLs in such situations.	
4.a.5 Distinguish among ELLs' language differences, giftedness, and special education needs.		Candidate recognizes some similarities between a language difference and a learning disability for ELLs (e.g., delayed language production, limited vocabulary skills). Candidate recognizes how cultural and linguistic bias may misinform results of such assessments.	Candidate works with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish among language differences, giftedness, and a learning disability for ELLs. Candidate understands appropriate diagnostic processes and are able to document ELL growth and performance required before considering referral for gifted and talented or special education assessment.	Candidate works collaboratively with assessment personnel to assess ELLs who are gifted and talented and/or have special learning needs. Candidate shares with colleagues their knowledge and experience about gifted and talented special learning needs of ELLs.	

Standard 4b-Language Proficiency Assessment
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

4.b.1 Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.		Candidate understands national and state requirements (e.g., L1 surveys or benchmarks) for identifying, reclassifying, and exiting ELLs from language support programs.	Candidate makes informed decisions regarding placement and reclassification of students in ESOL programs based on national and state requirements. Candidate involves families in program decisions for ELLs.	Candidate shares their knowledge and expertise regarding identification, placement, reclassification, and exiting of ELLs with their colleagues.	
4.b.2 Understand the appropriate use of norm-referenced assessment with ELLs.		Candidate is familiar with norm-referenced assessments but have not used them to make decisions about ELLs.	Candidate understands norm-referenced assessments, including their strengths and weaknesses, and use this information to make decisions about ELLs (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities.	Candidate shares this knowledge with their colleagues.	

4.b.3 Assess ELLs' language skills and communicative competence using multiple sources of information.		Candidate uses simple measures and a limited number of sources of information to assess ELLs' individual language skills and communicative ability.	Candidate assesses ELLs' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.	Candidate creates multiple performance-based measures to assess students' language skills and communicative competence across the curriculum. Candidate shares these measures with their colleagues.	

Standard 4c-Classroom-Based Assessment for ESL
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for the classroom.

4.c.1 Use performance-based assessment tools and tasks that measure ELLs' progress.		Candidate uses a limited set of performance-based tasks to assess ELLs' language and content-area learning.	Candidate uses a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ELLs' progress.	Candidate designs performance-based tasks and tools to measure ELLs' progress.	
4.b.2 Understand and use criterion-referenced assessments appropriately with ELLs.		Candidate is familiar with criterion-referenced assessments but have not used them to make decisions about ELLs.	Candidate uses authentic and traditional criterion- referenced procedures to assess ELLs' language and content area learning. Candidate appropriately uses these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).	Candidate constructs and evaluates a range of criterion-referenced measures and item types to assess ELLs' learning. Candidate shares this knowledge with their colleagues.	
4.c.3 Use various instruments and techniques to assess content area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.		Candidate is aware of instruments and techniques to assess the content-area knowledge of ELLs, who are at varying levels of English language and literacy abilities.	Candidate uses a variety of instruments and techniques including technology-based assessment, to assess ELLs knowledge in the content areas at varying levels of English language and literacy ability. Candidate uses test adaptations techniques (e.g., simplifying the language of assessment measures and directions).	Candidate develops and adapts a variety of techniques and instruments when appropriation to assess ELLs' content learning at all levels of language proficiency and literacy.	
4.c.4 Prepare ELLs to use self- and peer-assessment techniques when appropriate.		Candidate encourages ELLs to monitor their own performance and provide feedback to other learners.	Candidate models self- and peer-assessment techniques and provides opportunities for students to practice these in the classroom.	Candidate embed self- and peer-assessment techniques in their instruction and model them across the curriculum. Candidate shares self- and peer-assessment techniques with their colleagues.	

| 4.c.5 Use a variety of rubrics to assess ELLs' language development in classroom settings. | | Candidate is familiar with some basic rubrics that can be used to assess ELLs language development. | Candidate uses a variety of rubrics to assess ELLs language development. | Candidate develops and adapts a variety of rubrics to assess ELLs' language development. | |

InTASC Standard 6

5—Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.					
Candidates demonstrate knowledge of history, research, education public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Standard 5a-ESL Research & History Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.					
5.a.1 Demonstrate knowledge of language teaching methods in their historical contexts.		Candidate is familiar with different well-established teaching methodologies and theories in their historical contexts.	Candidate uses their knowledge of the evolution and research in the field of ESL to provide effective instruction and can articulate their personal educational philosophy in this area.	Candidate uses their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions and conduct their own classroom-based research.	
5.a.2 Demonstrate knowledge of the evolution of laws and policy in the ESL profession.		Candidate is aware of the laws, judicial decisions, policies, and guidelines that have shaped the field of ESL.	Candidate uses their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced that ESL profession to provide appropriate instruction for students.	Candidate uses their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to design appropriate instruction for students. Candidate participates in discussion with colleagues and the public concerning federal, state, and local guidelines, laws, and policies that affect ELLs.	
5.a.3 Demonstrate ability to read and conduct classroom research.		Candidate is familiar with the basics of classroom research.	Candidate is able to conduct classroom research.	Candidate designs and implements classroom research that will affect their instruction.	
Standard 5b-Professional Development, Partnerships, and Advocacy Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.					

5.b.1 Participate in professional growth opportunities.		Candidate is aware of professional growth opportunities , including local and national ESOL organizations.	Candidate participates in local professional growth opportunities. Candidate participates in ESOL organizations.	Candidate assists others' professional growth by sharing their expertise and mentoring others. Candidate takes an active role in his/her professional association(s).	
5.b.2 Establish professional goals.		Candidate formulates professional development plans based on their interests.	Candidate implements a personal professional development plan based on interests and reflection, taking advantage of opportunities to support these goals in professional associations and other academic organizations.	Candidate engages in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis.	
5.b.3 Work with other teachers and		Candidate understands the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.	Candidate collaborates with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ELLs at a variety of English proficiency levels.	Candidate provides leadership to staff in establishing appropriate instructional opportunities for ELLs.	
5.a.4 Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.		Candidate is aware of a variety of collaborative teaching models.	Candidate teaches collaboratively with other teachers to assist ELLs in general education, content-area, special education, and gifted classrooms.	Candidate provides leadership to staff in developing collaborative instructional models for ELLs.	
5.b.5 Advocate for ELLs' access to academic classes, resources, and instructional technology.		Candidate understands the importance of advocating for ELLs, including full access to school resources and technology and appropriate instruction for students with special needs or giftedness.	Candidate advocates for ELLs and their families including full access to school resources and technology and appropriate instruction for students with special needs or giftedness. Candidate shares with colleagues the importance of ELLs' equal access to	Candidate serves as an advocate and ESOL resources to support ELLs and their families make decisions in the schools and community. Candidate helps colleagues appropriately select, adapt, and customize resources	
5.b.6 Support ELL families.		Candidate is familiar with community language education and other resources available to ELLs and their families.	Candidate provides ELLs and their families with information, support, and assistance as they advocate together for the students and their families. Candidate helps families participate fully in their school and community. Candidate engages with community members and policymakers with respect to issues affecting ELLs.	Candidate helps create empowering circumstances and environments for ELLs and their families. Candidate take leadership roles with community members and policy makers with respect to issues affecting ELLs.	

| 5.b.7 Serve as professional resource in their educational communities. | | Candidate understands ways to facilitate cooperation among ESOL professionals, families, administrators, community members, policymakers and their ELLs. | Candidate models for their colleagues a variety of techniques and attitudes needed to work effectively with ELLs.

Candidate keeps current with media reports about the education of ELLs. | Candidate helps other teachers and school administrators' work effectively with ELLs.

Candidate provide instructional and professional growth activities for colleagues and share skills for working with ELLs.

Candidate helps policymakers understand the curricula and instructional approaches that best meet the needs of ELLs in their community. | |

InTASC Standard 9 & Standard 10

Student Teaching Narrative Feedback: See the separate directions, with examples.

Methods Practicum, EDUC 324: The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:
- Candidate strengths
- Areas identified as particular needs for improvement