Cleveland State University
College of Education and
Human Services

The teacher as a responsive, reflective professional: a partner in learning
Professionalism/Inquiry/Contextualism/Partnership

EST 573
Practicum in Teaching English to Speakers of Other Language (TESOL)
3 credits

Instructor	*Office hours*
Meeting Days, Time, Location	
Credits: 3 Hours	

COURSE DESCRIPTION
This is a university-supervised practicum experience working with English learners/ multilingual language learners. Successful completion requires demonstration of competencies necessary for English learners/ multilingual language learners.

COURSE RATIONALE
This course is one of the TESOL courses in the TESOL program needed for TESOL endorsement, certification and/or TESOL specialization.

1. Candidates engage in supervised teaching to apply and develop their professional practice.
2. Candidates know, understand, and apply knowledge of second language theories and language processes to support and plan lessons for English learners/multilingual learners learning.
3. Candidates know, understand, and apply knowledge of a variety of classroom-based assessments, to plan content and language goals that support English learners/multilingual learners learning.
4. Candidates know, understand, and apply knowledge of effective collaboration to plan ways to support English learners/multilingual learners learning.
5. Candidates know, understand, and apply knowledge of self-assessment and reflection to make adjustments for self-improvement and plan for continuous professional development

Standards Alignment Information:

TESOL/CAEP standards: https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=23f3ffdc_6

Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs addressed in this course
STANDARD 5: PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION
Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

STANDARD 4: ASSESSMENT AND EVALUATION
Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families

Student Learning Outcomes	Assignment	Alignment
Candidates engage in supervised teaching to apply and develop their professional practice.	- Lesson reflections - Observation Journal and Critical Incidents Reflections - Instructor and Mentor Observations - Practicum Portfolio	TESOL 5a, 5b, 5c, 5d
Candidates know, understand, and apply knowledge of second language theories and language processes to support and plan lessons for English learners/multilingual learners learning.	- Lesson reflections - Instructor and Mentor Observations - Practicum Portfolio	TESOL 3
Candidates know, understand, and apply knowledge of a variety of	- Lesson reflections - Observation Journal and	TESOL 4

classroom-based assessments, to plan content and language goals that support English learners/multilingual learners learning.	Critical Incidents Reflections • Instructor and Mentor Observations • Practicum Portfolio	
Candidates know, understand, and apply knowledge of effective collaboration to plan ways to support English learners/multilingual learners learning.	• Observation Journal and Critical Incidents Reflections • Practicum Portfolio	TESOL 5a
Candidates know, understand, and apply knowledge of self-assessment and reflection to make adjustments for self-improvement and plan for continuous professional development	• Lesson reflections • Instructor and Mentor Observations • Practicum Portfolio	TESOL 5d

COURSE REQUIREMENTS

You are required to complete 80-120 hours in an ESL classroom over the semester. Licensed teachers are required to do 80-100 hours and pre-service teachers must complete 120 hours. You should observe your mentor teacher teaching the ESL students, and eventually teach a unit of 4 lessons developed by you. Your primary responsibility is to learn as much about being an ESL teacher from your mentor teacher as you can. You should only observe for the first days of class, then teach one unit at least. After each lesson you will write reflections on your teaching and keep these in a folder for your mentor and supervisor. The unit that you develop must include a summative assessment given at the end of the teaching sequence. The purpose of this assessment is for you to determine if the students have achieved the goals of your unit (See instructions about this part of your practicum experience in the Teacher work sample handout). All lessons must be planned in conjunction with your mentor teacher. Your lesson plans should be submitted to the mentor teacher at **least 48 hours** prior to the lesson, so that he/she can give you some feedback.

Timeline for Practicum Events

       Mentor: A TESOL certified teacher who supervises the practicum student
       CSU instructor: A CSU faculty who supervises the practicum student

Time	Activity
Beginning of practicum	Initial triad: CSU instructor/supervisor, mentor teacher, and practicum student • **Please set up a date for the initial triad in conjunction with your mentor asap.**
During the practicum	Practicum student teaches at least one unit, if not more. All lessons should be shared with mentor and/or CSU instructor depending on who is observing, 48 hours in advance. Two formal observations from your mentor. Two formal observations from your CSU instructor with a possible 2nd observation. The formal observation form will be used by your mentor and CSU instructor/supervisor to document the observation and share feedback.

	After each observation, the intern will meet with whomever observed them (CSU instructor/supervisor or mentor teacher) for a post-lesson conference. After the lesson and the post-lesson conference, the intern will write a after teaching analysis. **Please set up a date for the two formal observations with the CSU instructor in conjunction with your mentor asap.**
At the end of the practicum	Final triad: CSU instructor/supervisor, mentor teacher, and practicum student. During this meeting, the CSU instructor/supervisor and mentor teacher will provide feedback to the intern using the **Please set up a date for the final triad in conjunction with your mentor asap.**

GRADING PROCEDURES

The grading scale for this class is as follows:

Scale for converting graded components to a CSU letter grade

Graduate	Points or %
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C	60-79
F	Below 60

Earned total points that fall outside of the percentage range will be rounded up or down based on the candidate's professionalism, participation, and attitude as determined by the instructor and as documented in anecdotal notes.

Incompletes

The grade of "Incomplete" will only be used for a student who (1) is regularly attending the class and has potential to pass; (2) has not completed all assignments and/or has stopped attending/participating for reasons deemed justified by the instructor; and (3) has notified the instructor prior to the end of the grading period.

	Assignment	*Points*	*Due Date; Submission Method*
1.	Lesson reflections	20	May 2, Blackboard
2.	Observation Journal and Critical Incidents Reflections	20	May 1, Blackboard
3.	Instructor and Mentor Observations (2 from your instructor, 2 from your mentor)	20	Multiple dates
4.	Practicum Portfolio	40	May 1: Blackboard and Taskstream
5.	Timesheet with hours signed by mentor	0	This carries no points, but without it a grade cannot be assigned.
	Total	100	

COURSE REQUIREMENTS

1) Lesson Reflections/Analysis

After each lesson you should write a self-evaluation. Try to write this immediately after you have taught the lesson. Your mentor teacher should provide written feedback about each lesson they observe you teach. Please use the following lesson analysis questions for your lesson reflection.

After teaching analysis
- Did all the students meet the learning objectives? If not, which students struggled?   - What part of the learning experience was problematic? Did the students have misconceptions or gaps in their prior knowledge that caused problems?   - What experience will help the students meet those learning objectives?   - What did you learn about the students? How will you use this knowledge to plan future teaching segments?

2) Observation Journal and Critical Incidents Reflections

You will keep an observation journal in which you are required to write 5 entries which should include critical analyses of what you have observed in the field rather than only a description of what happened.:

Journal #1 Develop a School and Class Profile. Describe in details the school setting and the ESL classroom. You should include information about the students' language, social and racial background. In addition think about any observational techniques you might use to become familiar with what the students already know in terms of the four language skills.

Journal #2 Reflections on Classroom Management Techniques. Observe the cooperating teacher (mentor teacher) and describe the classroom routines, procedures and behaviors. How does the teacher manage to encourage desirable behaviors? How does he/she manage inappropriate behavior? How does your knowledge in child growth and development help you understand the children's behavior in class?

Journal #3 Reflecting on Achievement of Learning Goals. Describe the teaching techniques your cooperating teacher (mentor teacher) uses in class. Your reflections should be based on observing the teacher working on a whole teaching unit, which usually consists of several lessons. Think about the techniques you have learned in your methods class. Are any of these being used in this particular classroom? If you were to teach this unit would you change anything in the presentation of the content?

Journal # 4 Reflections on Student - Teacher Interaction Observe the way the teacher establishes and maintains rapport with his/her students. Pay attention to the classroom interactions. How does the teacher provide input and feedback? What kind of error correction does s/he use in teaching the language? How does he/she encourage students to extend their thinking?

Journal # 5 <u>Reflections on Grading Criteria.</u> Observe the way the teacher implements alternative ways of assessment. Make a photocopy of a student's assignment and grade it. Compare your grade with that of the mentor teacher. Discuss with the teacher the criteria s/he uses in grading. Interview the teacher about different methods of evaluating students' performance that s/he uses in their work.

Journal # 6 <u>Online teaching.</u> Observe the way the teacher teaches online. What tools are used and how? Discuss with the teacher the opportunities and challenges on online ESL teaching. Reflect on what you learned from the discussion and what would like to do for your own online ESL teaching.

3) Instructor and Mentor Observations
The instructor will observe and evaluate two lessons. The mentor will conduct two formal observations.

4) Practicum Portfolio to be submitted to Taskstream
The steps in completing this project are as follows:
- The candidate completes a description of the students he/she is teaching as well as the classroom and school setting.
- The candidate chooses the focus for a **unit** that they will teach and that will consist of at least 4 lessons. The unit will be used to assess their impact on student learning.
- The candidate completes a well thought out written **rationale** for choosing this unit, explaining how the unit relates to students' prior knowledge, skills, and interests, and to the overall curriculum.
- The candidate identifies and writes three to five **objectives** (outcomes) that students are expected to achieve through this unit. The candidate writes a rationale for why they think each objective is appropriate for these students, including how it relates to the appropriate state approved or recommended TESOL standards.
- The candidate writes an **assessment plan** for how they will assess each of the three to five objectives. The assessment plan **must include a variety of assessment** types to be used for:
    - <u>pre-assessment</u>: to determine the status of each of the students on each objective prior to or at the start of your unit;
    - <u>formative assessment</u>: to monitor student progress during the unit for the purposes of keeping students informed and adjusting instruction as needed;
    - <u>post-assessment</u>: to determine the status of each of the students on each objective at the conclusion of the unit.
- The candidate writes a **detailed plan** for the methods, materials, and activities that will be used during the unit.
- The candidate conducts the <u>**pre-assessments**</u> related to the objectives and records the pre- assessment results for each individual student and for the class as a whole.
- The candidate t**eaches** the unit, carefully considering the students taught, the teaching context,   and formative assessment data generated during the unit.
- The candidate conducts <u>**post-assessments**</u> during or soon after the completion of the unit. They   make a record of post-assessment results for each individual student and for the class as a whole
- The candidate writes an in-depth **reflection** of their experiences in completing this project

Lesson Plan Format (Please feel free to use any lesson plan format)

Name: _____ Date:_____

Course Name: _____ Grade: _____ Period: _____

English Proficiency level: _____

Language category of study:

_____

I. Goal/s: Describe one or more general learning goal/s for this lesson.

II. Language objectives: Describe the concrete language learning objectives for this lesson. They should be observable and measurable. Start your objectives with statements like, "Students will be able to…"

III. Materials: textbook, handouts, overheads, etc.

IV. Prior Knowledge: List knowledge students will need from previous lesson to enable them to understand the new language structure and successfully complete the activities you have planned.

V. Procedures (Describe all activities in detail and state the time you will need for each of the activities listed in this section. The lesson should be 45 minutes.)
      A. Warm -up
      B. Development
      D. Closure

VI. Assessment: Summarize the assessment for this lesson. Is it being used: (a) to assess student knowledge? (b) to motivate students to learn? (c) to evaluate student knowledge? and/or (d) to determine the focus of the next lesson/s or unit? Explain how your assessment will give you the information you are seeking.

VII. Follow-up: Describe any homework or other activities that will be used to reinforce the new material or skills developed in this lesson.

Criteria	TESOL Standards	Improvements Needed to Approach Standard	Approaches Standard (1.0)	Meets Standard (2.0)	Exceeds Standard (3.0)	Score
Understanding of language	1a	There are no activities that include clear application of knowledge of language to support ELs' language learning.	There are activities that include application of knowledge of language to support ELs' language learning	There are activities and objectives that include application of knowledge of language to support ELs' language and content learning.	There are activities that include clear application of knowledge of language to support ELs' content and language learning (oral, reading, and writing skills). Candidate explains the application.	
Description of students.	2	Characteristics are omitted and all included are unclear.	Candidates have information about their students' backgrounds to choose appropriate and effective teaching techniques. They use their knowledge of cultural diversity to foster critical thinking and improve student achievement.	Candidates use information about their students' backgrounds to choose appropriate and effective teaching techniques. They use their knowledge of cultural diversity to foster critical thinking and improve student achievement.	Candidates use information about their students' backgrounds to choose appropriate and effective teaching techniques. They use their knowledge of cultural diversity to foster critical thinking and improve student achievement. They can explain how they used the information about the students and the knowledge of culture.	
Rationale for choosing project or unit	3a	Rationale statement does not explain how the activities relate to students' prior knowledge, language proficiency levels, learning styles, prior formal educational experiences, culture, skills, and interests, and to the overall curriculum.	Rationale statement explains how the activities relate to students' prior knowledge or language proficiency levels, or learning styles or prior formal educational experiences or skills.	Rationale statement explains how the activities relate to students' prior knowledge, language proficiency levels, learning styles, prior formal educational experiences, culture, skills, and interests, and to the overall standards.	Rationale statement explains how the activities relate to students' prior knowledge, language proficiency levels, learning styles, prior formal educational experiences, culture, skills, and interests, and to the overall standards and curriculum.	
Objectives	3a	There are no objectives for the unit.	There either unit or lesson objectives that state desired learning outcome.	Unit and lesson objectives explicitly state desired learning outcome.	Unit and lesson objectives state desired learning outcome and are logically related to the state and local standards-based ESL and content instruction.	
Plan for methods, materials, and activities	3b	Plan has no standards-based content or language learning activities. Activities do not integrate listening, speaking, reading, and writing skills.	Plan has standards-based content or language learning activities. Activities integrate listening, speaking, reading, and writing skills.	Plan has standards-based content and language learning activities. Activities integrate listening, speaking, reading, and writing skills. Activities are based on student interests and	Plan has standards-based content and language learning activities. Activities integrate listening, speaking, reading, and writing skills. Activities are based on student interestsand personal experiences to	

				personal experiences to enhance comprehension.	enhance comprehension. Candidates planned in collaboration with other content-area teacher to develop authentic activities.	
Assessment Plan	4c	Plan does not include an assessment plan or the assessment plan only has assessment instruments without explanations.	Assessment plan includes: • Assessment instruments • Formal and informal activities and instruments to evaluate learning and inform instruction; • Summative assessment • Scoring procedures	Assessment plan includes: • Assessment instruments and procedures • Explanation of congruence with objectives; • Formal and informal activities and instruments to evaluate learning and inform instruction; • Summative assessment • Scoring procedures	Assessment plan includes: • Assessment instruments and procedures • Congruence with objectives; • How a variety of formal and informal activities and instruments will be used to evaluate learning and inform instruction; • Scoring procedures, and directions to assess; • Methods to explain and report strategies and results students, administrators, parents, and other audiences	
ESL Research and Theory	5a	Candidate is not familiar with different well established teaching methodologies and cannot explain their methodological choices.	Candidate is familiar with different well established teaching methodologies and theories in their historical contexts.	Candidate explains how they used 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.	
Reflection	5b	Candidate reflect on the unit planning or implementation.	Candidate reflect on the unit, its planning, implementation and reaching of the stated goals.	Candidate reflect on the unit, its planning, implementation and reaching of the stated goals. Candidates create a personal professional development plan based on their reflection.	Candidate reflect on the unit, its planning, implementation and reaching of the stated goals. Candidates discuss their continuous cycle of ESL professional development.	

Intern: Mentor Teacher:

Supervisor: Date: Observation Number:

Did you provide lesson plan feedback to the Intern Teacher prior to observation?   Yes   No
Did you complete a post-lesson conference with the Intern Teacher? Yes   No

During the observation, please indicate positive aspects and growth areas for the candidate. Aligns with CPAST form.

1.   Knowledge about the language (language structures and discourses; SLA; content specific language)

Positives	Growth Areas

2.   Context (ELL's academic characteristics; knowing and learning about the students)

Positives	Growth Areas

3. **Instruction (objectives; differentiated activities; resources and activities that support ELs language and content learning; student-centered; evidence-based practices)**

Positives	Growth Areas

4. **Assessment (classroom based- assessments: formative and summative assessments; feedback to learners; scaffolded assessments; assessment accommodations)**

Positives	Growth Areas

5. **Dispositions and Professionalism (collaboration; punctuality; meets deadlines; preparation; advocacy; incorporates feedback; reflects on teaching)**

Positives	Growth Areas

6. **Suggestions**

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_____   _____

Supervisor Signature   Student Teacher Signature

Intern:		Date of Lesson:		Date of Post-Conference:	
School:		Grade Level/Subject:			
Mentor/CTE:		Supervisor:			
Completed by:		Observation #:			

Note: All items must be scored for each observation using the available evidence for sub-items.

Standard Description	Improvements Needed to Approach Standard	Approaches Standard	Meets Standard	Exceeds Standard	Score
	0	1	2	3	
A. Knowledge about Language					
1a. Knowledge of English language structures to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate is not aware of the components of language and language as an integrative system.	Candidate is aware of the components of language and language as an integrative system.	Candidate can use the components of language and language as an integrative system to inform instruction with ELLs. Candidate serves as language models for ELLs.	Candidate can use the components of language and language as an integrative system to create instructional plans for ELLs that promote acquisition of reading, writing, speaking, and listening skills across content areas; candidate can explain these decisions. Candidate serves as language models for ELLs.	
1b. SLA theory and developmental process of language	Candidate is not aware of SLA theory and developmental process of language.	Candidate is aware of SLA theory and developmental process of language.	Candidate uses SLA theory and developmental process of language to set expectations for and facilitate language learning.	Candidate accounts for SLA theory and developmental process of language to set expectations for and facilitate language learning; candidate can explain these decisions.	

1c. Knowledge of language processes (e.g., interlanguage and language progressions)	Candidate is not aware of language processes (e.g., interlanguage and language progressions).	Candidate is aware of language processes (e.g., interlanguage and language progressions).	Candidate knows the role of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.	Candidate knows and can explain the role of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.	
1d. Knowledge of English language functions, content-specific language and discourse structures	Candidate does not account for knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	Candidate is aware of knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	Candidate accounts for knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	Candidate accounts for knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content area; candidate can explain these decisions.	
B. Context					
2.c. ELL's academic characteristics	Candidate is not aware of ELL's academic characteristics, including background knowledge, educational history, and/or current performance dat.	Candidate is aware of ELL's academic characteristics, including background knowledge, educational history, and/or current performance data.	Candidate devises and implements methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.	Candidate devises and implements methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs. Candidates can explain their decisions.	
2.d. Learning about personal characteristics of the individual ELLs	Candidate is not aware of methods to learn about personal characteristics of the individual ELL.	Candidate is aware of methods to learn about personal characteristics of the individual ELL.	Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.	Candidate devises and implements methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices. Candidate can explain their methods and processes.	
C. Instruction					

3.b. Evidence-based, student-centered, and developmentally appropriate interactive approaches for ELLs.	Candidate is not aware of ELL instruction that is evidence-based student-centered, developmentally appropriate interactive approaches.	Candidate is aware of instruction that is student-centered, developmentally appropriate interactive approaches for ELLs	Candidate instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches. Candidate can explain their approaches.	
3.c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate is not aware of how to differentiate and adjust instruction based on individual ELLs' learning outcomes.	Candidate is aware of how to differentiate and adjust instruction based on individual ELLs' learning outcomes.	Candidate adjusts and differentiates instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate adjusts and differentiates instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. Candidates can explain decisions.	
3.e. Materials	Candidate does not use and/or adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication,	Candidate uses and/or adapts relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate uses and adapts relevant materials and resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.	Candidate uses and adapts relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas. Candidate can model materials use to peers.	
D. **Assessment**					
4.a. Interpret student data	Candidate does not apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources,	Candidate applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidate does not make informed instructional decisions based in the data.	Candidate applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidate makes informed instructional decisions that support language learning.	Candidate applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidate makes informed instructional decisions that support language learning. Candidates can explain decisions.	
4.b. Language and content learning goals based on assessment data	Candidate does not demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English	Candidate does not demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English	Candidate demonstrates understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English	Candidate demonstrates understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English	

	language and content assessment.	language and content assessment.	language and content assessment. Candidate determines language and content learning goals based on assessment data.	language and content assessment. Candidate determines language and content learning goals based on assessment data. Candidates can explain decisions.	
4.c. Knowledge of state-approved administrative considerations for ELLs.	Candidate is not aware of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	Candidate is aware of knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	Candidate demonstrates knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	Candidate demonstrates knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments. Candidate can explain the impact of these considerations.	
5.b. Policies and legislation that impact ELLs' educational rights	No testimonies on candidate's knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	Candidate is aware of school, district, and governmental policies and legislation that impact ELLs' educational rights and is not aware that they can advocate for ELLs.	Candidate is aware of school, district, and governmental policies and legislation that impact ELLs' educational rights and is aware that they can advocate for ELLs.	Candidate applies knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	
E. **Professionalism**					
5.c. Reflection and plan for continuous professional development	Candidate does not practice self-assessment and reflection and make adjustments for self improvement.	Candidate does not practice self-assessment and/or reflection and/or make adjustments for self improvement.	Candidate practices self-assessment and reflection, make adjustments for self improvement.	Candidate practices self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching.	
5.d: Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.	Candidate engages in supervised teaching but does not apply and develop their professional practice using self-reflection and feedback.	Candidate engages in supervised teaching. Candidates listens to feedback from their cooperating teachers and supervising faculty but does not reflect or implement it.	Candidate engages in supervised teaching to apply and develop their professional practice using feedback from their cooperating teacher.	Candidate engages in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teacher(s) and supervising faculty.	