

## M.ED. in TESL COMPREHENSIVE ASSESSMENT PORTFOLIO

### Performance Area 1: Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help emergent bilinguals 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 1a language as a system, and 1b language acquisition and development do not prescribe an order.

(TESOL Standard 1a: Language as a System; TESOL Standard 1b: Language Acquisition and Development; FSEHD 1, 2; RIPTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.2, 8.1, 8.5, 10.2)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
<p><b>a.</b> Structure of language: Candidate <b>first</b> demonstrates knowledge ranging from the components of language to more sophisticated understanding of how language works to communicate meaning and nuance as an integrative system and <b>second</b> applies this knowledge to help emergent bilinguals develop oral, reading, and writing skills (including mechanics) in English. <b>Third</b>, the candidate applies knowledge of the structure of language to foster biliteracy, bilingualism, and second language acquisition.</p> <p>TESOL Standard 1a</p>	<p>Candidate is aware of the components of language (phonology, morphology, syntax, semantics, and pragmatics) and language as an integrative system.</p> <p>Candidate recognizes stages of English language development in emergent bilinguals.</p> <p>Candidate recognizes and can describe similarities and major differences between English and the home languages commonly spoken by their students.</p> <p>Candidate recognizes a variety of discourse features and rhetorical patterns characteristic of written and spoken English.</p> <p>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 emergent bilinguals differ from English.</p>	<p>Candidate can use the components of language (phonology, morphology, syntax, semantics, and pragmatics) and language as an integrative system to inform instruction with emergent bilinguals.</p> <p>Candidate applies knowledge of developmental phonology, morphology, syntax, semantics, and pragmatics to identify aspects of English that are difficult for their students, noting how emergent bilinguals' home languages and identity interact with English learning. Candidate encourages the use of translanguaging to help emergent bilinguals access content, while also using home language transfer to help emergent bilinguals understand connections across languages and to foster bilingualism.</p> <p>Candidate assists emergent bilinguals in recognizing, using, and acquiring the English sound system when necessary to improve communicative intelligibility, and also support development of other communication skills, thus enhancing oral skills.</p> <p>Candidate targets syntactic structures that emergent bilinguals need to communicate effectively for social and academic purposes.</p> <p>Candidate incorporates a variety of instructional techniques and sufficient contextualized practice to assist emergent bilinguals in developing literacy skills and to understand and use vocabulary appropriately in spoken and written language, appropriate to shoring up current English proficiency level and targeting growth.</p> <p>Candidate designs contextualized instruction using social and academic language to assist emergent bilinguals in using and acquiring language for a variety of purposes.</p> <p>Candidate uses a variety of strategies to help emergent bilinguals acquire discourse features and rhetorical patterns characteristic of written and spoken English.</p>	<p>Candidate can use the components of language (phonology, morphology, syntax, semantics, and pragmatics) and language as an integrative system to create instructional plans for emergent bilinguals.</p> <p>Candidate designs instructional strategies that incorporate their knowledge of the English language system to aid emergent bilinguals' learning.</p> <p>Candidate differentiates emergent bilinguals' learning to accommodate challenging aspects of English language acquisition.</p> <p>Candidate helps emergent bilinguals develop strategies to monitor difficult aspects of the English language system.</p> <p>Candidate designs instructional activities that help emergent bilinguals develop strategies to monitor their own use of English genres, rhetorical patterns, discourse structures, and writing conventions.</p>

<p>b. Candidate demonstrates understanding of <b>current and historical theories and research in language acquisition</b> as applied to emergent bilinguals, as well as <b>theories and research regarding literacy development in home language and target language</b>.</p> <p>TESOL Standard 1b</p>	<p>Candidate understands some aspects of language acquisition theory and research.</p> <p>Candidate is aware of theories and research that explain how home language literacy development differs from target language literacy development.</p>	<p>Candidate applies their knowledge of home language and target language acquisition to learning.</p> <p>Candidate uses theories and research that address how home language literacy development differs from target language literacy development to inform their teaching.</p>	<p>Candidate uses their understanding of language acquisition theory and research to provide optimal learning environments for their emergent bilinguals and to conduct theory-based research in their own classrooms.</p> <p>Candidate uses theories and research that explain how home language literacy development differs from target language literacy development to design instruction and to conduct their own classroom research.</p>
<p>c. Candidate recognizes the <b>importance</b> of emergent bilinguals' <b>home languages</b> and language varieties and <b>builds on</b> these skills to foster bilingualism, biliteracy, and second language acquisition.</p> <p>TESOL Standard 1b</p>	<p>Candidate encourages emergent bilinguals to use their home language to facilitate their understanding or participation in class.</p>	<p>Candidate understands the importance of emergent bilinguals' home languages, and encourages families to use that language with their children at home.</p> <p>Candidate adopts a translanguaging stance and uses home languages in the classroom both as a foundation and resource for learning target language and to foster bilingualism.</p> <p>Candidate provides regular opportunities for emergent bilinguals to read, learn, and express themselves in their home language in class.</p> <p>Candidate uses the home language in the classroom to support literacy and content learning.</p>	<p>Candidate engages in active research to deepen understanding of home languages and areas of home language transfer.</p>
<p>d. Candidate understands and <b>applies</b> knowledge of <b>sociocultural, psychological, and political variables</b> to facilitate the process of second language acquisition and to foster biliteracy and bilingualism.</p> <p>Candidate understands and <b>applies</b> knowledge of the role of <b>individual learner variables</b> to facilitate the process of second language acquisition and to foster biliteracy and bilingualism.</p> <p>TESOL Standard 1b</p>	<p>Candidate is aware of the sociocultural, psychological, and political variables within a community of emergent bilinguals.</p> <p>Candidate recognizes individual differences among their emergent bilinguals (e.g., age, home language literacy level, personality, motivation, socioeconomic status).</p> <p>Candidate recognizes individual differences among their emergent bilinguals (e.g., age, home language literacy level, personality, motivation, socioeconomic status).</p>	<p>Candidate applies knowledge of sociocultural, psychological, and political variables to design instruction and improve communication with emergent bilinguals and their families.</p> <p>Candidate investigates variables that affect language learning (e.g., age, home language literacy level, personality, motivation, socioeconomic status).</p> <p>Candidate knows their emergent bilinguals and understands that individual variables can have important effects on the process and level of target language learning and developing bilingualism and biliteracy.</p> <p>Candidate applies this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. Candidate varies their teaching style to accommodate students' different learning styles.</p>	<p>Candidate uses their understanding of learner variables (e.g., age, home language literacy level, personality, motivation, socioeconomic status) to consistently provide individualized language and content-learning goals and appropriate instructional environments for emergent bilinguals.</p>
<p>Suggested Artifacts: Language Sample Analysis, Language Learning Biography, Lesson/Unit Plans, Blogs /Discussion Board Posts, Quizzes &amp; Tests, Case Studies, Observation Reports, Tutoring Project  <u>Teacher Candidate Notes:</u></p>			

## Performance Area 2: Culture

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for emergent bilingual students. (TESOL Standard 2: Culture as It Affects Student Learning; FSEHD 1, 2, 3; RIPTS 1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 10.2)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
a. Candidate <b>explores and understands the specific role of cultural practices</b> in teaching and learning and <b>discusses implications</b> of these practices in teaching and learning from an asset-based perspective, using concepts, principles, theories and research.	Candidate engages in limited exploration of role of cultural practices and shows limited understanding of the role of these practices in teaching and learning. Discussion of students demonstrates lack of knowledge of asset-based perspectives. Concepts, principles, theories and research are absent or limited.	Candidate engages in satisfactory exploration of the role of cultural practices, and is clear about the implications of cultural practices in teaching and learning. Discussions are offered from an asset-based perspective. Concepts, principles and theories receive attention in the evidence presented.	Candidate engages in extensive exploration of the role of cultural practices, offering strong linkage of the implications of cultural practices in teaching and learning. Discussions are positioned from an asset-based perspective. Concepts, principles and theories receive extensive attention in the evidence presented. Candidate self-reflection is extensive, and clearly shows an understanding of why concepts discussed are critical to an equitable education for emergent bilinguals.
b. Candidate <b>discusses students from asset-based perspective</b> , recognizing and respecting the interaction of linguistic and cultural practices in the formation of cultural identities, and <b>discusses the implications for teaching and learning</b> .	Candidate discusses students' abilities, learning features, and background characteristics from a deficit-based perspective. Linguistic and cultural practices receive limited recognition as they pertain to their role in teaching and learning.	Candidate discusses students' abilities, learning features and characteristics from an asset-based perspective. Linguistic and cultural practices receive ample recognition as they pertain to their role in teaching and learning.	Candidate discusses students' abilities, learning features and background characteristics from an asset-based perspective. Linguistic and cultural practices receive extensive recognition as they pertain to their role in teaching and learning. Candidate makes recommendations and suggestions aimed at developing more supportive instructional environments for emergent bilingual students.
c. Candidate <b>designs instruction that recognizes students' cultural identities</b> , using a combination of cultural appreciation strategies, embedded in appropriate and effective teaching techniques for emergent bilingual students.	Candidate designs instruction that shows limitations in cultural considerations. An appreciation for students' identities is absent or limited. Teaching strategies do not reflect effective teaching techniques for emergent bilingual students.	Candidate designs instruction that reflects cultural considerations aligned with students' identities. An appreciation for students' identities is evident. Candidate offers culturally appropriate and effective teaching strategies for emergent bilingual students.	Candidate designs instruction that reflects cultural considerations aligned with students' identities. An appreciation for students' identities is evident. Cultural content such as values, beliefs, expectations, roles, status, socialization, humanities and arts are addressed in positive ways. Candidate offers culturally appropriate, creative, and effective teaching strategies for emergent bilingual students.
d. Candidate <b>understands the importance of family and community</b> as they relate to cultural background in the teaching and learning of emergent bilinguals. Candidate <b>involves family and community members</b> in ways that <b>foster critical discourse, address structural issues that students face</b> , and utilize a multiplicity of approaches to address these issues.	Candidate does not include or has limited understanding of the importance of family and community as they relate to cultural background in the teaching and learning of Emergent bilinguals. Families and community members are not involved or minimally involved.	Candidate understands the importance of family and community as they relate to cultural background in the teaching and learning of Emergent bilinguals. Family and or community members are involved in ways that foster critical discourse, address structural issues that students face, and utilize a multiplicity of approaches to address these issues.	Candidate understands and provides extensive discussion around the importance of family and community as they relate to cultural background in the teaching and learning of emergent bilinguals. Family and/or community members are involved in creative ways that foster critical discourse, address structural issues that students face, and utilize a multiplicity of approaches to address these issues.

Suggested Artifacts: Teaching Philosophy; Community Inquiry Project, Tutoring Project-Identification and Student Data Collection Portion; Descriptions of Their Class; Unit Plan; Any artifact that they discuss translanguaging and how they incorporate translanguaging in lesson, Interviews for Funds of Knowledge- Resource List- Lessons which include parents or any other professionals- Lessons that allow students to interview relatives or other professionals--Community Mapping)

Teacher Candidate Notes:

**Performance Area 3: Planning, Implementing, and Managing Instruction**

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based language 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 emergent bilingual learners.

(TESOL Standard 3a: Planning for Standards-Based ESL and Content Instruction; TESOL Standard 3b: Implementing and Managing Standards-Based ESL and Content Instruction; TESOL Standard 3c: Using Resources and Technology Effectively in ESL and Content Instruction; FSEHD 1, 2, 4, 5; RIPTS 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.5, 6.1, 6.5, 6.6, 7.1, 8.1, 8.3, 9.3, 9.4, 9.5, 9.6)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
<p><b>a. Planning for Standards- Based Language and Content Instruction</b></p> <p>Candidate knows, understands, and applies <b>concepts, research, and best practices, including home language use, to plan classroom instruction</b> in a supportive learning environment for emergent bilingual students.</p> <p>Candidate <b>plans for differentiated learning experiences</b> for learners with diverse backgrounds and varying academic and language proficiency levels using standards-based language and content curriculum.</p> <p><b>Lesson and unit objectives are measurable</b>, and <b>formative and summative assessments</b> planned will <b>gather appropriate data</b> to track student growth.</p> <p>TESOL Standard 3a</p>	<p>Candidate shows some evidence of planning standards-based language and content instruction.</p> <p>Candidate shows limited ability to plan language and content instruction based on students’ language proficiency, learning styles, and prior knowledge.</p> <p>Candidate shows limited ability to plan lessons that scaffold and link students’ prior knowledge to learning objectives in language and content instruction.</p> <p>Candidate shows limited ability to monitor students’ progress toward measurable learning objectives using formative and summative assessments.</p>	<p>Candidate plans standards-based language and content instruction.</p> <p>Candidate designs multilevel activities and appropriate grouping at the appropriate academic and language levels, integrating students’ cultural backgrounds and learning styles.</p> <p>Candidates plan lessons that scaffold and link students’ prior knowledge to learning objectives in language and content instruction.</p> <p>Candidate continually monitors students’ progress toward measurable learning objectives with well-designed and differentiated formative and summative assessments.</p>	<p>Candidate designs standards-based language and content instruction.</p> <p>Candidate works with colleagues to plan standards-based instruction.</p> <p>Candidate designs multilevel activities and flexible grouping to meet instructional needs of linguistically and culturally diverse student populations.</p> <p>Candidate continually monitors students’ progress toward measurable learning objectives with very well-designed formative and summative assessments that are consistently differentiated for individual learners.</p>

(Area 3 continues on following page.)

<p><b>b. Implementing and Managing Standards-Based Language and Content Instruction to Develop Biliteracy and Language Proficiency</b></p> <p>Candidate knows, manages, and <b>implements a variety of standards-based teaching strategies and techniques, including home language use</b>, for developing and integrating biliteracy and English language development.</p> <p>Candidate <b>implements and manages research- and standards-based instruction that develops students' listening and speaking skills</b> for a variety of academic and social purposes, including to support the development of reading and writing.</p> <p>Candidate <b>implements</b> and manages <b>research- and standards-based reading and writing instruction adapted to the diverse needs of emergent bilingual students</b>.</p> <p>Candidate <b>implements</b> and manages instruction that <b>integrates authentic opportunities</b> to engage in and develop speaking, listening, reading, and writing at varying academic and language proficiency levels.</p> <p>TESOL Standard 3b</p>	<p>Candidate is familiar with standards relevant to language and content instruction at the national, state, and local levels.</p> <p>Candidate is aware of the need for authentic uses of academic language in language and content-area learning and the need to design activities and assessments that incorporate both.</p> <p>Candidate is aware that integrated learning activities build meaning through practice.</p> <p>Candidate shows some evidence of implementing and managing research- and standards-based instruction that develops, or somewhat develops, students' listening and speaking skills for a variety of academic and social purposes, which may or may not include supporting the development of reading and writing.</p> <p>Candidate shows some evidence of implementing and managing research- and standards-based reading and writing instruction adapted, or somewhat adapted, to the diverse needs of emergent bilingual students.</p>	<p>Candidate provides standards-based language and content instruction from relevant national, state, and local frameworks.</p> <p>Candidate plans for and implements activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives.</p> <p>Candidate shows ample evidence of implementing and managing research- and standards-based instruction that develops students' listening and speaking skills for a variety of academic and social purposes, including to support the development of reading and writing.</p> <p>Candidate shows ample evidence of implementing and managing research- and standards-based reading and writing instruction adapted to the diverse needs of emergent bilingual students.</p> <p>Candidates provide integrated learning activities using authentic sources that build meaning through practice.</p> <p>Candidate models activities to demonstrate ways students may integrate skills (e.g., language and/or content).</p>	<p>Candidate aids colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.</p> <p>Candidate designs and implements activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material.</p> <p>Candidate collaborates with general education classroom teachers to develop authentic uses of academic language and activities in content areas.</p> <p>Candidate shows extensive evidence of implementing and managing research- and standards-based instruction that develops students' listening and speaking skills for a variety of academic and social purposes, including to support the development of reading and writing, as well as providing guidance to colleagues.</p> <p>Candidate shows extensive evidence of implementing and managing research- and standards-based reading and writing instruction adapted to the diverse needs of emergent bilingual students, as well as providing guidance to colleagues as well. Candidate designs activities that integrate skill and content areas through thematic and inquiry-based units.</p>
<p><b>c. Implementing and Managing Standards- Based Language and Content Instruction to Access Core Curriculum</b></p> <p>Candidate <b>supports emergent bilingual students' access to the core curriculum</b> by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and by utilizing the home language as a resource for accessing content in the classroom.</p> <p>TESOL Standard 3b</p>	<p>Candidate shows limited ability in implementing and managing research- and standards-based instruction that provides emergent bilingual students' access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and/or by utilizing the home language as a resource for accessing content in the classroom.</p>	<p>Candidate implements and manages research- and standards-based instruction that provides emergent bilingual students' access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and by utilizing the home language as a resource for accessing content in the classroom.</p>	<p>Candidate implements and manages research- and standards-based instruction that provides emergent bilingual students' access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and by utilizing the home language as a resource for accessing content in the classroom. Candidate collaborates with colleagues to enhance emergent bilinguals' access to the core curriculum.</p>

<p><b>d. Using Resources, Materials, and Technology Effectively in Language and Content Instruction</b></p> <p>Candidate is <b>familiar with a wide range of standards-based materials, resources, and technologies</b>, including materials in the home language, and chooses, adapts, and uses them in effective language and content teaching.</p> <p>TESOL Standard 3c</p>	<p>Candidate shows some ability to select, adapt, and use culturally responsive, age- appropriate, and linguistically accessible materials, including home language materials.</p> <p>Candidate demonstrates limited ability to employ a variety of materials in instruction, including books, visuals, props, realia, and multimedia.</p> <p>Candidate demonstrates limited ability to use high-quality technological resources to enhance, create, and/or adapt instruction to meet emergent bilingual students' language and content learning needs. Technological resources may be low-quality, or poorly matched to students' needs.</p>	<p>Candidate selects, adapts, and uses culturally responsive, age- appropriate, and linguistically accessible materials, including home language materials.</p> <p>Candidate employs a variety of materials in instruction, including books, visuals, props, realia, and multimedia.</p> <p>Candidate uses high-quality technological resources to enhance, create, and/or adapt instruction to meet emergent bilingual students' language and content learning needs.</p>	<p>Candidate selects, adapts, and uses culturally responsive, age- appropriate, and linguistically accessible materials, including home language materials. Candidate engages with families and communities to secure resources, and/or provides support to colleagues in selecting materials.</p> <p>Candidate consistently employs a wide variety of materials in instruction, including books, visuals, props, realia, and multimedia.</p> <p>Candidate consistently uses a wide range of high-quality technological resources to enhance, create, and/or adapt instruction to meet emergent bilingual students' language and content learning needs.</p>
<p><b>e. Using Resources Beyond the Classroom to Enhance ESL and Content Instruction</b></p> <p>Candidate <b>expands learning opportunities beyond the classroom</b> to develop language, literacy, and content learning.</p> <p>TESOL Standard 3c</p>	<p>Candidate shows limited ability to expand learning opportunities beyond the classroom, including field trips, outside speakers, community walks, and/or community engagement activities, to develop language, literacy, and content learning for emergent bilingual students.</p>	<p>Candidate provides ample opportunities to expand learning beyond the classroom, including field trips, outside speakers, community walks, and/or community engagement activities, to develop language, literacy, and content learning for emergent bilingual students.</p>	<p>Candidate provides extensive opportunities to expand learning beyond the classroom, including field trips, outside speakers, community walks, and community engagement activities, to develop language, literacy, and content learning for emergent bilingual students and/or entire school community.</p>
<p>Suggested Artifacts: Literacy-Related Projects (e.g., Book Lists for Emergent Bilinguals), Literacy-Oriented Lessons/Thematic Units, Tutoring Project, Blogs or Journals, PD Presentation, Unit Plan, Content-based Lesson Plans/Units, Needs Assessment and Course Syllabus, Self-Reflective Teaching Journals</p> <p><u>Teacher Candidate Notes:</u></p>			

## Performance Area 4: Assessment

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with emergent bilingual learners.

(TESOL Standard 4a: Issues of Assessment for English Language Learners; TESOL Standard 4b: Language Proficiency Assessment; TESOL Standard 4c: Classroom-Based Assessment for ESL; FSEHD 1, 2, 4, 5; RIPTS 2.1, 4.1, 4.2, 7.1, 7.2, 8.1, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
<p>a. Candidate demonstrates an understanding of the <b>purposes of assessment</b> as they relate to emergent bilinguals and <b>use results appropriately</b>; candidate is knowledgeable about and able to use a <b>variety</b> of assessment procedures, including home language assessments, to <b>assess language and content learning</b> of emergent bilinguals.</p> <p>TESOL Standard 4a</p>	<p>Candidate is aware that there are various purposes of assessment (e.g., diagnostic, achievement, home language and target language proficiency).</p> <p>Candidate is aware of a variety of purposes and procedures for assessment of emergent bilinguals (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement).</p> <p>Candidate is aware of the importance of using multiple measures to accurately assess emergent bilinguals.</p>	<p>Candidate understands and can identify and explain the different purposes for assessment, including home language assessments.</p> <p>Candidate prepares students appropriately for the type of assessment being used, including technology-based assessment.</p> <p>Candidate uses multiple and 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).</p> <p>Candidate understands the importance of assessing both home and target language proficiency to holistically understand the skills and needs of the learner.</p>	<p>Candidate shares their knowledge and experience about the purposes of assessment with colleagues and families, including home language assessments.</p> <p>Candidate designs and adapts performance-based, formative, and summative assessment measures to make them appropriate for emergent bilinguals.</p>
<p>b. Candidate demonstrates an understanding of <b>key indicators</b> of good assessment instruments as well as the <b>advantages and limitations</b> of assessments, including accommodations for emergent bilinguals.</p> <p>Candidate distinguishes among emergent bilinguals' <b>language differences, learning abilities</b>, including Special Education needs, and academic readiness.</p> <p>TESOL Standard 4a</p>	<p>Candidate is aware of technical aspects of assessment (e.g., validity and reliability).</p> <p>Candidate recognizes similarities and differences between features of language acquisition and a learning disability for emergent bilinguals (e.g., delayed language production in home and target language, limited vocabulary and reading skills).</p> <p>Candidate recognizes how cultural and linguistic bias may misinform results of such assessments.</p>	<p>Candidate can explain why tests are valid and reliable and use this knowledge in making assessment-related decisions.</p> <p>Candidate understands obstacles commonly facing emergent bilinguals, including assessment procedures that may not have been intended for them, and have strategies to help in such situations.</p> <p>Candidate knows state-allowed assessment accommodations for emergent bilinguals and applies them when appropriate.</p> <p>Candidate works with a variety of resources, including home language assessment and knowledgeable colleagues, to distinguish among language differences and a learning disability for emergent bilinguals.</p> <p>Candidate understands appropriate diagnostic processes and is able to document emergent bilingual growth and performance required before considering referral for gifted and talented or special education assessment.</p>	<p>Candidate can create assessment measures that are standards based, valid, and reliable, as appropriate.</p> <p>Candidate evaluates formal and informal assessment measures for psychological, cultural, and linguistic limitations and creates strategies to help emergent bilinguals in such situations.</p> <p>Candidate works collaboratively with assessment personnel to assess emergent bilinguals who have special learning needs.</p> <p>Candidate shares their knowledge and experience about language differences, learning abilities, including special learning needs, and academic readiness of emergent bilinguals with colleagues and families.</p>

<p>c. Candidate understands and <b>implements national and state requirements</b> for identification, reclassification, and exit of emergent bilingual learners from language support programs.</p> <p>Candidate <b>understands the appropriate use</b> of norm-referenced assessments with emergent bilinguals and <b>uses</b> this understanding to assess <b>language skills and communicative competence</b> using <b>multiple</b> sources of information.</p> <p>TESOL Standard 4b</p>	<p>Candidate understands national and state requirements (e.g., home language surveys or benchmarks) for identifying, reclassifying, and exiting emergent bilinguals from language support programs.</p> <p>Candidate is familiar with norm-referenced assessments but has not used them to make decisions about emergent bilinguals.</p> <p>Candidate uses simple measures and a limited number of sources of information to assess emergent bilinguals' individual language skills and communicative ability.</p>	<p>Candidate makes informed decisions regarding placement and reclassification of students in language support programs based on national and state requirements.</p> <p>Candidate involves families in program decisions for emergent bilinguals.</p> <p>Candidate understands norm-referenced assessments, including their strengths and weaknesses, and uses this information to make decisions about emergent bilinguals (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities).</p> <p>Candidate assesses emergent bilinguals' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately in home and target language using performance-based measures.</p>	<p>Candidate shares their knowledge and expertise regarding identification, placement, reclassification, and exiting of emergent bilinguals with their colleagues.</p> <p>Candidate shares knowledge of state requirements and the results of norm-referenced assessments, including their limitations with colleagues and families.</p> <p>Candidate creates multiple performance-based measures to assess students' language skills and communicative competence across the curriculum and shares these measures with their colleagues.</p>
<p>d. Candidate understands and <b>uses</b> a variety of classroom-based assessments, including assessments in home language, with emergent bilinguals to assess <b>content area knowledge</b> at varying levels of language and literacy development.</p> <p>Candidate understands and <b>uses</b> a variety of language assessments, including home language assessments, with emergent bilinguals to assess <b>language and literacy development</b>.</p> <p>TESOL Standard 4c</p>	<p>Candidate uses a limited set of performance-based tasks to assess emergent bilinguals' language and content-area learning.</p> <p>Candidate is familiar with criterion-referenced assessments but has not used them to make decisions about emergent bilinguals.</p> <p>Candidate is aware of instruments and techniques to assess the content-area knowledge of emergent bilinguals, who are at varying levels of English language and literacy abilities.</p> <p>Candidate encourages emergent bilinguals to monitor their own performance and provide feedback to other learners.</p> <p>Candidate is familiar with some basic rubrics that can be used to assess emergent bilinguals' language development.</p>	<p>Candidate uses a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure emergent bilinguals' progress.</p> <p>Candidate uses authentic and traditional criterion-referenced procedures to assess emergent bilinguals' language and content-area learning.</p> <p>Candidate appropriately uses these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).</p> <p>Candidate uses a variety of instruments and techniques, including technology-based assessment, to assess emergent bilinguals' knowledge in the content areas at varying levels of language development and literacy ability.</p> <p>Candidate uses test adaptation techniques (e.g., simplifying the language of assessment measures and directions).</p> <p>Candidate models self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.</p> <p>Candidate uses a variety of rubrics to assess emergent bilinguals' language development.</p>	<p>Candidate designs performance-based tasks and tools to measure emergent bilinguals' progress.</p> <p>Candidate constructs and evaluates a range of criterion-referenced measures and item types to assess emergent bilinguals' learning. Candidate shares this knowledge with their colleagues.</p> <p>Candidate develops and adapts a variety of techniques and instruments when appropriate to assess emergent bilinguals' content learning at all levels of language proficiency and literacy.</p> <p>Candidate embeds self- and peer-assessment techniques in their instruction and models them across the curriculum.</p> <p>Candidate shares self- and peer-assessment techniques with their colleagues.</p> <p>Candidate develops and adapts a variety of rubrics to assess emergent bilinguals' language development.</p>
<p>Suggested Artifacts: Assessment Case Study, Well-Constructed Rubric Project, Tutoring Project, Lesson/Unit Plans, Blogs, Discussion Boards, Formal Test Evaluation  <u>Teacher Candidate Notes:</u></p>			



## Performance Area 5: Professionalism

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 emergent bilinguals and their families.

(TESOL Standard 5a: ESL Research and History; TESOL Standard 5b: Professional Development, Partnerships, and Advocacy; FSEHD 1, 2, 3, 4, 5, 6; RIPTS 1.1, 1.2, 1.3, 2.1, 4.3, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
<p>a. Candidate <b>demonstrates knowledge</b> of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education and <b>applies this knowledge</b> to inform teaching and learning.</p> <p>TESOL Standard 5a</p>	<p>Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education.</p>	<p>Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education and applies this knowledge to inform teaching and learning. Candidate articulates their personal educational philosophy in these areas.</p>	<p>Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education and applies this knowledge to inform teaching and learning. Candidate articulates their personal educational philosophy in these areas, and uses this knowledge to make instructional and assessment decisions.</p>
<p>b. Candidate demonstrates ability to <b>conduct classroom research</b>, and collects useful data to <b>inform instruction</b>.</p> <p>TESOL Standard 5a</p>	<p>Candidates are familiar with the basics of classroom research.</p>	<p>Candidate conducts classroom research, and collects useful data to inform instruction.</p>	<p>Candidate designs and conducts classroom research, and uses data collected to inform school-wide instruction.</p>
<p>c. Candidate takes advantage of <b>professional growth opportunities</b> (e.g., reading, conducting classroom-based research, PD, joining professional organizations or learning communities).</p> <p>Candidate demonstrates the <b>ability to build partnerships</b> with colleagues and other professionals in the field to advance their professional development.</p> <p>TESOL Standard 5b</p>	<p>Candidates are aware of professional growth opportunities, including local and national professional organizations.</p> <p>Candidate understands the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.</p>	<p>Candidates participate in local professional growth opportunities.</p> <p>Candidates participate in professional organizations and/ or learning communities.</p> <p>Candidate collaborates with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for emergent bilingual learners at a variety of English proficiency levels.</p>	<p>Candidates assist others' professional growth by sharing their expertise and mentoring others.</p> <p>Candidates take active roles in their professional association(s).</p> <p>Candidate provides leadership to staff in establishing appropriate instructional opportunities for emergent bilingual learners.</p>
<p>d. Candidate demonstrates the <b>ability to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities</b>, for the benefit of teaching and learning in the classroom.</p> <p>TESOL Standard 5b</p>	<p>Candidate demonstrates a limited understanding of how to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of teaching and learning in the classroom.</p>	<p>Candidate demonstrates the ability to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of teaching and learning in the classroom.</p>	<p>Candidate demonstrates the ability to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of their own classroom and the entire school community.</p>

<p>e. Candidate demonstrates the <b>ability to serve as a community resource</b>, and <b>advocate for emergent bilingual students and families</b> to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level.</p> <p>Candidate's community and advocacy work <b>demonstrates an understanding of public issues</b> that affect the education of emergent bilinguals, and <b>supports emergent bilinguals and their families socially and politically</b>, as well as at the school level, including to promote a school environment that values diverse student populations and provides equitable access to resources for emergent bilingual students.</p> <p>TESOL Standard 5b</p>	<p>Candidate demonstrates a limited understanding of how to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level.</p> <p>Candidate's community and advocacy work demonstrates a limited understanding of public issues that affect the education of emergent bilinguals, and provides limited support to emergent bilinguals and their families socially and politically, as well as at the school level.</p>	<p>Candidate demonstrates the ability to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level.</p> <p>Candidate's community and advocacy work demonstrates an understanding of public issues that affect the education of emergent bilinguals, and supports emergent bilinguals and their families socially and politically, as well as at the school level, including to promote a school environment that values diverse student populations and provides equitable access to resources for emergent bilingual students.</p>	<p>Candidate consistently demonstrates the ability to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level in various contexts.</p> <p>Candidate's community and advocacy work demonstrates a thorough understanding of public issues that affect the education of emergent bilinguals, and supports emergent bilinguals and their families socially and politically, as well as at the school level, including to promote a school environment that values diverse student populations and provides equitable access to resources for ELLs.</p>
<p>Suggested Artifacts: Teaching Philosophy, Letters from School Administrators, Correspondence with Parents, Feedback from Colleagues, Documentation of Advocacy Efforts, Evidence of Advocacy for Parent and Community Engagement, Action Research Project</p> <p><u>Teacher Candidate Notes:</u></p>			