Professional Education Program
Disciplinary Standards Form – TESOL Education Program

TESOL'S P-12 PROFESSIONAL Standards – Performance Evidence

Teacher Candidate: _____   **USBID:** _____

Cooperating Teacher or
University Instructor: _____   **Grade:** _____

○ **Methods I**   ○ **Methods II**   **Student Teaching Placement:**   ○ **P- 6**   ○ **7-12**

DIRECTIONS:
The Teachers of English to Speakers of Other Languages (TESOL) requires all accredited education programs to provide performance evidence showing how well teacher candidates can plan and deliver instruction aligned with the TESOL Professional Standards. This form is one means for gathering this information. Stony Brook instructors use this form to evaluate lesson and unit planning in the methods courses, and it is also used to assess the classroom performance of our student teachers.

We ask that all cooperating teachers complete this form for their student teachers at the end of the placement. Since cooperating teachers are in the best position to assess the ability of the student teacher to meet the standards in an authentic classroom setting, feedback from cooperating teachers is especially important for the continued development of our teacher candidate. This form also provides the TESOL program with useful information about the strengths and weaknesses of our program.

FOR COOPERATING TEACHERS
On the following pages, please check the box which best reflects the teacher candidate's ability to plan and deliver instruction pertaining to the individual standards. Student teacher performance should be assessed in relation to standards for beginning teachers. We strongly encourage the use of narrative comments to expand upon candidate strengths and weaknesses in the individual standards. We also appreciate your willingness to provide narrative comments.

RUBRIC

1	2	3	4
Does not meet standards	**Minimally meets standards**	**Meets standards**	**Exceeds standards**
Does not address the standard, does not understand the standard or use it properly in a lesson or unit where it should be taught, and/or does not adequately design instruction with respect to this standard.	**Addresses the standard, but may not adequately capture the significance of the standard for the topic being taught and/or effectively communicate it to the students.**	**Standard is addressed where appropriate in the unit or course and the main underlying ideas are effectively communicated to the students.**	**Standard is addressed where appropriate and the main understandings are communicated by relating them to the topic in a sophisticated manner and employing well-conceived learning activities.**

Teacher Candidate: _____   **USBID:** _____

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	1	2	3	4

DOMAIN 1: LANGUAGE

Standard 1.a. 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	2	3	4
Evidence in planning (all courses):	○	○	○	○
Evidence in teaching (student teaching only)	○	○	○	○

Comments:

Standard 1.b. Language Acquisition and 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	2	3	4
Evidence in planning (all courses):	○	○	○	○
Evidence in teaching (student teaching only)	○	○	○	○

Comments:

DOMAIN 2: CULTURE

Standard 2. Culture as It Affects Student 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 achievement.

	1	2	3	4
Evidence in planning (all courses):	○	○	○	○
Evidence in teaching (student teaching only)	○	○	○	○

Comments:

DOMAIN 3: PLANNING, IMPLEMENTING, and MANAGING INSTRUCTION

Standard 3.a. Planning for Standards-Based ESL and Content Instruction-Candidates know, understand, and apply 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 standards-based ESL and content curriculum

	1	2	3	4
Evidence in planning (all courses):	○	○	○	○
Evidence in teaching (student teaching only)	○	○	○	○

Comments:

Standard 3.b. 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.

Evidence in planning (all courses):	O	O	O	O
Evidence in teaching (student teaching only)	O	O	O	O

Comments:

Standard 3.c. 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 and content teaching.

Evidence in planning (all courses):	O	O	O	O
Evidence in teaching (student teaching only)	O	O	O	O

Comments:

DOMAIN 4: ASSESSMENT

Standard 4.a. 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.

Evidence in planning (all courses):	O	O	O	O
Evidence in teaching (student teaching only)	O	O	O	O

Comments:

Standard 4.b. 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.

Evidence in planning (all courses):	O	O	O	O
Evidence in teaching (student teaching only)	O	O	O	O

Comments:

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

Evidence in planning (all courses):   O   O   O   O
Evidence in teaching (student teaching only) O   O   O   O

Comments:

DOMAIN 5: PROFESSIONALISM

Standard 5.a. ESL Research and 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

Evidence in planning (all courses):   O   O   O   O
Evidence in teaching (student teaching only) O   O   O   O

Comments:

Standard 5.b. 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.

Evidence in planning (all courses):   O   O   O   O
Evidence in teaching (student teaching only) O   O   O   O

Comments: