



**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: _____
Cooperating Teacher or
University Instructor: _____

USBID: _____
Grade: _____

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.

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.

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.

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

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence in teaching (student teaching only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

Stony Brook University - Professional Education Program

Rubric: TESOL Disciplinary Standard Form- Evidence of Planning & Teaching

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
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					
Domain 1 Language	1.a.1. Demonstrates knowledge of the components of language and language as an integrative system	Candidates do not understand or are aware of the components of language and language as an integrative system.	Candidates are aware of the components of language and language as an integrative system.	Candidates can use the components of language and language as an integrative system to inform instruction with ELLs.	Candidates 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 on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English	<ul style="list-style-type: none"> • Candidates do not understand elements of phonology and do not recognize stages of phonological development in ESOL learners. • Candidates do not recognize and can not describe similarities and major differences between the phonology of English and those of languages commonly spoken by their students. • Candidates do not understand the nature and importance of phonemic awareness and of sounds-symbol correspondence with respect to early literacy development 	<ul style="list-style-type: none"> • Candidates understand elements of phonology and recognize stages of phonological development in ESOL learners. • Candidates recognize and can describe similarities and major differences between the phonology of English and those of languages commonly spoken by their students. • Candidates understand the nature and importance of phonemic awareness and of sounds-symbol correspondence with respect to early literacy development 	<ul style="list-style-type: none"> • Candidates apply knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for their students, noting how ESOL students' L1 and identity may affect their English pronunciation. • Candidates develop contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills. • Candidates incorporate a variety of instructional techniques to assist ESOL students in developing phonemic awareness as well as other reading skills 	<ul style="list-style-type: none"> • Candidates help ESOL students develop strategies to monitor and develop proficiency in difficult aspects of English phonology. • Candidates assist ESOL students in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
<p>Domain 1 Language</p>		<ul style="list-style-type: none"> • Candidates do not understand how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners. • Candidates do not recognize and can not describe similarities and major differences between the morphology of English and those of languages commonly spoken by their students . • Candidates do not understand the role of morphological cueing systems and cognates in reading and writing. • Candidates do not understand that sentences are composed of ordered sets of words and that the components and order of these sets are rule governed and help determine meaning. • Candidates do not identify the major syntactic structures of English. • Candidates do not recognize stages of syntactic development among ESOL learners. 	<ul style="list-style-type: none"> • Candidates understand how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners. • Candidates recognize and can describe similarities and major differences between the morphology of English and those of languages commonly spoken by their students . • Candidates understand the role of morphological cueing systems and cognates in reading and writing. • Candidates understand that sentences are composed of ordered sets of words and that the components and order of these sets are rule governed and help determine meaning. • Candidates identify the major syntactic structures of English. <p>Candidates recognize stages of syntactic development among ESOL learners.</p> <ul style="list-style-type: none"> • Candidates identify basic aspects of English syntax and can explain how these are similar to and different languages commonly spoken by their students. 	<ul style="list-style-type: none"> • Candidates apply knowledge of developmental and contrastive morphology to facilitate ESOL students’ acquisition of English oral and literacy skills. • Candidates design contextualized activities to provide input and practice of patterns of English word formation • Candidates design contextualized instruction to help ESOL students understand, notice, us, acquire, and practice English syntactic structures. • Candidates draw on their knowledge of developmental and contrastive aspects of English syntax to systematically build ESOL students’ ability to use English syntactic structures. • Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas. • Candidates apply knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English. 	<ul style="list-style-type: none"> • Candidates help ESOL students develop effective strategies to monitor their own syntactic structures in spoken and written form. • Candidates help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
Domain 1 Language		<ul style="list-style-type: none"> • Candidates do not identify basic aspects of English syntax and can explain how these are similar to and different languages commonly spoken by their students. • Candidates do not understand the role of morphological cueing systems and cognates in reading and writing. 	<ul style="list-style-type: none"> • Candidates understand the system of semantics and have reasonable expectations for ELLs' semantic and lexical development. • Candidates recognize differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas. • Candidates understand how cognates and false cognates, idioms, and other non-literal expressions can affect ESOL students' understanding and acquisition of spoken and written English. 	<ul style="list-style-type: none"> • Candidates design instructional activities to help ESOL students to understand and use vocabulary appropriately in spoken and written language. • Candidates provide ESOL students with timely input and sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations. 	
		<p>Candidates do not recognize language variation in terms of politeness conventions, use of nonverbal communication (e.g.) gestures and facial expressions), slang, colloquial expressions, humor, text style, and organization</p> <ul style="list-style-type: none"> • Candidates do not understand these pragmatic variations with respect to spoken and written contexts. 	<ul style="list-style-type: none"> • Candidates recognize language variation in terms of politeness conventions, use of nonverbal communication (e.g.) gestures and facial expressions), slang, colloquial expressions, humor, text style, and organization • Candidates understand these pragmatic variations with respect to spoken and written contexts. 	<ul style="list-style-type: none"> • Candidates help ELLs understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback. • Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes. 	<ul style="list-style-type: none"> • Candidates help ELLs develop and practice strategies to acquire and monitor their own use of spoken and written English for a variety of purposes.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
Domain 1 Language	1.a.3. Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.	<ul style="list-style-type: none"> •Candidates do not recognize a variety of discourse features and rhetorical patterns characteristic of written and spoken English. •Candidates do not understand 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. 	<ul style="list-style-type: none"> •Candidates recognize a variety of discourse features and rhetorical patterns characteristic of written and spoken English. •Candidates understand 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. 	•Candidates use a variety of strategies to help ELLs acquire discourse features and rhetorical patterns characteristic of written and spoken English.	•Candidates design instructional activities that help ELLs develop strategies to monitor their own use of English genres, rhetorical patterns, discourse structures, and writing conventions.
Domain 1 Language	1.a.4. Demonstrate proficiency in English and serve as a good language	• Candidates do not demonstrate proficiency in most aspects of English.	• Candidates demonstrate proficiency in most aspects of English.	• Candidates demonstrate proficiency in all aspects of English.	• Candidates serve as good models for English for ELLs and as good models for the L1 where possible.
	1.a.9. Locate and use linguistic resources to learn about the structure of English and of students' home languages.	• Candidates do not understand that resources describing linguistic features of English and of their students' languages exist and are available in print and electronic media.	• Candidates understand that resources describing linguistic features of English and of their students' languages exist and are available in print and electronic media.	• Candidates locate and use resources that describe the specific linguistic traits of English and of their ESOL students' home languages.	• Candidates help ESOL students locate resources that describe linguistic elements of English, and help these students apply this information to their learning.
	1.a.10 Demonstrate proficiency in English and serve as a good language model for ESOL students.	• Candidate do not demonstrate proficiency in most aspects of English.	• Candidates demonstrate proficiency in most aspects of English.	• Candidates demonstrate proficiency in oral and written, and social and academic English, and serve as good language models for ESOL students.	• Candidates serve as good English and home language models for ESOL students.
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.					

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
Domain 1 Language	1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.	<ul style="list-style-type: none"> • Candidates do not understand research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms. 	<ul style="list-style-type: none"> • Candidates understand some aspects of language acquisition theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms. 	<ul style="list-style-type: none"> • Candidates apply their knowledge of L1 and L2 acquisition to ESOL learning. 	<ul style="list-style-type: none"> • Candidates use their understanding of language acquisition theory and research to provide optimal learning environments for their ELLs and to conduct theory-based research in their own classrooms.
	1.b.2 Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.	<ul style="list-style-type: none"> • Candidates do not understand aspects of language and literacy development. 	<ul style="list-style-type: none"> • Candidates understand some aspects of language and L1 and L2 literacy development. 	<ul style="list-style-type: none"> • Candidates understand and apply their knowledge of L1 and L2 and literacy development by providing appropriate input, interaction, practice and focused feedback opportunities for ESOL learners. 	<ul style="list-style-type: none"> • Candidates use their understanding of language and L1 and L2 literacy development theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms.
	1.b.3. Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.	<ul style="list-style-type: none"> • Candidates do not allow ESOL students to use their home language to facilitate their understanding or participation in class. 	<ul style="list-style-type: none"> • Candidates allow ESOL students to use their home language to facilitate their understanding or participation in class. 	<ul style="list-style-type: none"> • Candidates understand the importance of ESOL students' home language and encourage families to use their strongest language with their children at home. • Whenever possible candidates use the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support 	<ul style="list-style-type: none"> • Candidates provide regular opportunities for ESOL students to read, learn, and express themselves in their home language in class. • Candidates use the home language in the classroom to support literacy and content learning.
	1.b.4. Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.	<ul style="list-style-type: none"> • Candidates do not acknowledge the socio-cultural and political variables within a community of ESOL learners 	<ul style="list-style-type: none"> • Candidates acknowledge the socio-cultural and political variables within a community of ESOL learners 	<ul style="list-style-type: none"> • Candidates understand the complex social and political nature of learning an L2 in school. • Candidates apply knowledge of socio-cultural and political variables to inform instruction and improve communication with ESOL students and their families. 	<ul style="list-style-type: none"> • Candidates understand ESOL students' and their families' hopes and expectations for their life in the United States and show empathy for their ESOL learners' current home situations and past immigration experiences. • Candidates serve as advocates for their ESOL students in and out of school.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.	<ul style="list-style-type: none"> • Candidates do not recognize individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status) 	<ul style="list-style-type: none"> • Candidates recognize individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status) 	<ul style="list-style-type: none"> • Candidates know their ESOL students and understand 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. • Candidates vary their teaching style to accommodate students' different learning styles 	<ul style="list-style-type: none"> • Candidates use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ESOL learners • Candidates assist ESOL students in monitoring their own learning.
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					
Domain 2 Culture	2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.	<ul style="list-style-type: none"> • Candidates are not aware that cultural values and beliefs have an effect on ESOL student learning.. 	<ul style="list-style-type: none"> • Candidates are aware that cultural values and beliefs have an effect on ESOL student learning.. 	<ul style="list-style-type: none"> • Candidates teach using a variety of concepts about culture, including acculturation, assimilation accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice including stereotyping. 	<ul style="list-style-type: none"> • Candidates consistently design and deliver instruction that incorporates cultural concepts. • Candidates foster student and family appreciation of various cultural values and beliefs.
	2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	<ul style="list-style-type: none"> • Candidates are not aware that racism and discrimination have effects on ESL teaching and learning. 	<ul style="list-style-type: none"> • Candidates are aware that racism and discrimination have effects on ESL teaching and learning. 	<ul style="list-style-type: none"> • Candidates design and deliver instruction that includes anti-bias materials and develop a classroom climate in which antiracism, anti-bias, and anti-stereotyping are purposefully addressed. 	<ul style="list-style-type: none"> • Candidates consistently use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	<p>2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’</p>	<p>Candidates are not aware that cultural conflicts and home events affect interpersonal classroom relationships and ELL learning.</p>	<p>Candidates are aware that cultural conflicts and home events affect interpersonal classroom relationships and ELL learning</p>	<p>Candidates teach cross-cultural appreciation by addressing cross-cultural conflicts and establishing high learning expectations of ELLs’ interactions across cultures.</p>	<p>Candidates design and deliver instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.</p> <p>Candidates integrate conflict resolution techniques into their instruction.</p>
	<p>2.d. Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.</p>	<ul style="list-style-type: none"> • Candidates are not aware of effective home/school communication. • Candidates do not recognize the importance of family participation and support in their child’s education. 	<ul style="list-style-type: none"> • Candidates are aware of effective home/school communication. • Candidates recognize the importance of family participation and support in their child’s education. 	<ul style="list-style-type: none"> • Candidates incorporate effective home/school communication techniques, including using the home language, as appropriate, to communicate with and build partnerships with students’ families. • Candidates design and employ activities that welcome and inform families and that encourage participation and support in their child’s education. • Candidates design and conduct classroom and school events that encourage participation of families and community cultural leaders. 	<ul style="list-style-type: none"> • Candidates communicate in a culturally responsive and linguistically appropriate manner with students’ families. • Candidates establish ongoing partnerships with the community’s adults and leaders by including them in curriculum and classroom activities

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	2.e. Understand and apply concepts about the interrelationship between language and culture.	<ul style="list-style-type: none"> •Candidates are not aware of the links between language and culture. 	<ul style="list-style-type: none"> • Candidates are aware of the links between language and culture. 	<ul style="list-style-type: none"> • Candidates’ choice of techniques and materials reflect their sensitivity of the interdependence of language and culture (e.g., different cultures express numbers and colors differently.) 	<ul style="list-style-type: none"> • Candidates consistently integrate cultural issues when teaching ESL. • Candidates prepare students to independently extend their knowledge about one another’s languages and cultures. • Candidates act as facilitators to help students transition between the home culture and language and the U.S./school culture and language.
Domain 2 Culture	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.	<ul style="list-style-type: none"> •Candidates do not have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding. 	<ul style="list-style-type: none"> • Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding. 	<ul style="list-style-type: none"> • Candidates use a range of resources about major cultural groups to design and deliver instruction. • Candidates integrate different ways of learning and different cultural perspectives into their ESL curriculum and instruction. 	<ul style="list-style-type: none"> • Candidates continually expand their knowledge of their students’ cultures and consistently integrate knowledge of cultural groups into their 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.	<ul style="list-style-type: none"> • Candidates are not aware that ESOL students individual’s cultural identities will affect their learning. 	<ul style="list-style-type: none"> • Candidates are aware that ESOL students individual’s cultural identities will affect their learning and academic progress. 	<ul style="list-style-type: none"> • Candidates plan and deliver instruction that values and adapts for students’ different culture perspectives. 	<ul style="list-style-type: none"> • Candidates consistently provide in-class opportunities for students and families to share and apply their cultural perspectives to learning objectives. • Candidates consistently provide in-class opportunities for students and families to share and apply their cultural perspectives to learning objectives.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
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.					
Domain 3 Planning, Implementing and Managing Instruction	3.a.1. Plan standards-based ESL and content instruction.	<ul style="list-style-type: none"> • Candidates are not aware of standards-based ESL and content instruction. 	<ul style="list-style-type: none"> • Candidates are aware of standards-based ESL and content instruction. 	<ul style="list-style-type: none"> • Candidates plan standards-based ESL and content instruction. 	<ul style="list-style-type: none"> • Candidates inform and work with their colleagues to plan standards-based instruction.
	3.a.2. Create supportive, accepting classroom environments.	<ul style="list-style-type: none"> • Candidates do not recognize ESOL students' various approaches to learning • Candidates are not knowledgeable about effective program models, including those that are standards based 	<ul style="list-style-type: none"> • Candidates recognize ESOL students' various approaches to learning • Candidates are knowledgeable about effective program models, including those that are standards based 	<ul style="list-style-type: none"> • Candidates establish classroom routines during which students demonstrate appreciation for one another. • Candidates implement standards-based programs and instructional models appropriate to student needs. 	<ul style="list-style-type: none"> • Candidates systematically plan ESL and content instruction that is student centered. • Candidates plan lessons such that students can meet learning objectives and assist one another.
	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.	<ul style="list-style-type: none"> • Candidates are not aware of students' language proficiency in English and L1 and prior knowledge when planning ESL and content-learning activities. • Candidates do not understand that different cultures approach the education of children in different ways. 	<ul style="list-style-type: none"> • Candidates are aware of students' language proficiency in English and L1 and prior knowledge when planning ESL and content-learning activities. • Candidates understand that different cultures approach the education of children in different ways. 	<ul style="list-style-type: none"> • Candidates plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles. • Candidates use students' prior knowledge in planning ESL and content instruction. 	<ul style="list-style-type: none"> • Candidates plan multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	<p>3.a.4. Provide for particular needs of students with interrupted formal education (SIFE).</p>	<ul style="list-style-type: none"> • Candidates do not identify communication strengths of SIFE students. • Candidates do not plan a few teaching strategies appropriate for SIFE students 	<ul style="list-style-type: none"> • Candidates identify communication strengths of SIFE students. • Candidates plan a few teaching strategies appropriate for SIFE students. 	<ul style="list-style-type: none"> • Candidates plan ESL and content instruction to meet reading and writing needs of SIFE students in ESL and content areas. • Candidates plan visually supportive, text-rich environments using appropriate materials that include students’ personal and shared experiences. • Candidates plan assessment of SIFE students’ competence with text. •Candidates plan communication that SIFE students will understand. 	<ul style="list-style-type: none"> • Candidates plan ways to motivate and guide SIFE students to successful academic experiences. •Candidates plan learning tasks specific to the needs of SIFE students.
	<p>3.a.5 Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives.</p>	<ul style="list-style-type: none"> •Candidates are not aware of assessments to measure students’ degrees of mastery of learning objectives 	<ul style="list-style-type: none"> •Candidates are aware of assessments to measure students’ degrees of mastery of learning objectives. 	<ul style="list-style-type: none"> •Candidates plan lessons that scaffold and link students’ prior knowledge to newly introduced learning objectives. •Candidates continually monitor students’ progress toward learning objectives with formal and informal assessments. •Following formal and informal assessments, candidates reteach, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives. 	<ul style="list-style-type: none"> •Candidates assist colleagues by sharing additional techniques and assessments to meet individual students’ learning needs. •Candidates connect ELLs with additional supports for learning, such as after-school tutoring, homework clubs, or homework buddies.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
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.					
Domain 3 Planning, Implementing and Managing Standards-Based ESL and Content Instruction	3.b.1. Organize learning around standards-based subject matter and language learning objectives.	<ul style="list-style-type: none"> • Candidates are not familiar with standards relevant to ESL and content instruction at the national, state, and local levels. 	<ul style="list-style-type: none"> • Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels. 	<ul style="list-style-type: none"> • Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks. 	<ul style="list-style-type: none"> • Candidates aid their colleagues in teaching from a standards-based perspective 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	<ul style="list-style-type: none"> • Candidates are not aware of the need for authentic uses of language in ESL and content-area learning and the need to design activities and assessments that incorporate both. 	<ul style="list-style-type: none"> • Candidates are aware of the need for authentic uses of language in ESL and content-area learning and the need to design activities and assessments that incorporate both. 	<ul style="list-style-type: none"> • Candidates incorporate activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives. 	<ul style="list-style-type: none"> • Candidates design authentic language tasks, as students access content-area learning objectives. • Candidates collaborate with non-ESL classroom teachers to develop authentic uses of language and activities in content areas.
	3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.	<ul style="list-style-type: none"> • Candidates are not aware that integrated learning activities build meaning through practice. 	<ul style="list-style-type: none"> • Candidates are aware that integrated learning activities build meaning through practice. 	<ul style="list-style-type: none"> • Candidates provide integrated learning activities using authentic sources that build meaning through practice. • Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content). 	<ul style="list-style-type: none"> • Candidates design activities that integrate skill and content areas through thematic and inquiry-based units.
	3.b.4. Develop students' listening skills for a variety of academic and social purposes.	<ul style="list-style-type: none"> • Candidates are not aware of the need to assist students in making use of what they know in order to listen effectively. 	<ul style="list-style-type: none"> • Candidates are aware of the need to assist students in making use of what they know in order to listen effectively. 	<ul style="list-style-type: none"> • Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively. 	<ul style="list-style-type: none"> • Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts. • Candidates help students develop and use listening strategies. Candidates collaborate with non-ESL classroom teachers to select listening goals for content areas.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	<p>3.b.5. Develop students' speaking skills for a variety of academic and social purposes.</p>	<ul style="list-style-type: none"> • Candidates do not provide opportunities for students to interact socially. • Candidates do not monitor and correct student speech as appropriate. 	<ul style="list-style-type: none"> • Candidates provide opportunities for students to interact socially. • Candidates monitor and correct student speech as appropriate. 	<ul style="list-style-type: none"> • Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities 	<ul style="list-style-type: none"> • Candidates adapt activities to assist ESOL students' social and academic speaking skills. • Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.
	<p>3.b.6. Provide standards-based instruction that builds upon students' oral English to support learning to read and write.</p>	<ul style="list-style-type: none"> • Candidates are not familiar with ways in which oral language influences reading and writing acquisition for ESOL students. 	<ul style="list-style-type: none"> • Candidates are familiar with ways in which oral language influences reading and writing acquisition for ESOL students. 	<ul style="list-style-type: none"> • Candidates provide standards-based instruction that builds and integrates learners' reading and writing as their oral language develops. 	<ul style="list-style-type: none"> • Candidates develop a variety of ways to integrate learners' reading and writing as their oral language develops.
	<p>3.b.7. Provide standards-based reading instruction adapted to ELLs</p>	<ul style="list-style-type: none"> • Candidates do not identify specific literacy needs of ELLs. Candidates do not choose literature for instruction from limited sources. • Candidates are not aware of instructional activities designed to assist students with reading in standards-based, content-area texts 	<ul style="list-style-type: none"> • Candidates identify specific literacy needs of ELLs. Candidates choose literature for instruction from limited sources. • Candidates are aware of instructional activities designed to assist students with reading in standards-based, content-area texts. 	<ul style="list-style-type: none"> • Candidates design reading instruction that includes various cueing systems appropriate for ELLs. • Candidates design and model standards-base reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages • Candidates use a variety of texts, including literature and other content materials, to support and aid ESOL students' reading development. • Candidates explain and model explicit reading strategies that assist students with standards-based texts from content-area course work. 	<ul style="list-style-type: none"> • Candidates engage ELLs who are having difficulty developing their English reading skills. • Candidates develop lessons around texts in a variety of genres related to students' studies in content-area classes. • Candidates collaborate with non-ESL classroom teachers to select reading goals for content areas.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	<p>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.</p>	<ul style="list-style-type: none"> • Candidates are not aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. • Candidates are not aware of the need for explicit writing strategies for ELLs. 	<ul style="list-style-type: none"> • Candidates are aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. • Candidates are aware of the need for explicit writing strategies for ELLs. 	<ul style="list-style-type: none"> • Candidates design and model 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 home languages. • Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their home language. • Candidates provide opportunities for written assignments that are ungraded, including interactive journals. • Candidates provide instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing. 	<ul style="list-style-type: none"> • Candidates adapt activities to assist ESOL students' social and academic speaking skills. • Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.
<p>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.</p>					
<p>Domain 3 Planning, Implementing and Managing Standards-Based ESL and Content Instruction</p>	<p>3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.</p>	<ul style="list-style-type: none"> • Candidates are not aware that materials should be appropriate for students' age and language proficiency. 	<ul style="list-style-type: none"> • Candidates are aware that materials should be appropriate for students' age and language proficiency. 	<ul style="list-style-type: none"> • Candidates select and adapt print and visual materials that are appropriate for students' age and language proficiency. • Candidates use materials that are appropriate for students' learning styles. 	<ul style="list-style-type: none"> • Candidates use students' community and family to locate and develop culturally appropriate materials. • Candidates build on students' culture in selecting, adapting, and sequencing ESL and content-area materials.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	<p>3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.</p>	<ul style="list-style-type: none"> • Candidates are not aware of differences between content-area materials for ESOL learners and those for NSs. • Candidates select materials from existing content-area texts appropriate for ESOL learners. 	<ul style="list-style-type: none"> • Candidates are aware of differences between content-area materials for ESOL learners and those for NSs. <p>Candidates select materials from existing content-area texts appropriate for ESOL learners.</p>	<ul style="list-style-type: none"> • Candidates incorporate a variety of resources, including selections from or adaptations of materials from content-area texts. • Candidates use a variety of levels of content-area materials, either adapted or commercially produced. • Candidates use materials in students' L1 as appropriate. 	<ul style="list-style-type: none"> • Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.
	<p>3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.</p>	<ul style="list-style-type: none"> • Candidates are not aware of the usefulness of a variety of materials and resources in English and the home language. 	<ul style="list-style-type: none"> • Candidates are aware of the usefulness of a variety of materials and resources in English and the home language. 	<ul style="list-style-type: none"> • Candidates find and/or create instructional materials in English and the home language for student instruction and use. • Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction. 	<ul style="list-style-type: none"> • Candidates use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students' home languages.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	<p>3.c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.</p>	<ul style="list-style-type: none"> • Candidates are not aware of ways in which computers and other technological resources can improve ELLs learning. • Candidates are not familiar with software for use in the ESL and content classroom. • Candidates are not familiar with Internet resources for language teachers and learners. 	<ul style="list-style-type: none"> • Candidates are aware of ways in which computers and other technological resources can improve ELLs learning. • Candidates are familiar with software for use in the ESL and content classroom. • Candidates are familiar with Internet resources for language teachers and learners. 	<ul style="list-style-type: none"> • Candidates use technological resources to enhance instruction to meet ELLs’ language and content learning needs. • Candidates use basic technological resources to select, create, and/or adapt instruction for students. • Candidates advocate for ELLs’ equal access to technological resources. • Candidates evaluate, select, and use software and Web resources based on their appropriateness for ESOL students. 	<ul style="list-style-type: none"> • Candidates assist students in learning how to use technological resources for their own academic purposes. • Candidates teach students to evaluate and use software and Internet sites for their own needs.
<p>Domain 4. Assessment - Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.</p>					
<p>Domain 4 Assessment</p>	<p>4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.</p>	<ul style="list-style-type: none"> • Candidates are not aware that there are various purposes of assessment e.g., diagnostic, achievement, L1 and L2 proficiency). 	<ul style="list-style-type: none"> • Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency). 	<ul style="list-style-type: none"> • Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment. • Candidates use L1 assessment to provide benchmarks for student learning. 	<ul style="list-style-type: none"> • Candidates share their knowledge and experience about the purposes of assessment with colleagues.

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	<p>4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ELLs.</p>	<ul style="list-style-type: none"> • Candidates are not aware of a variety of purposes and procedures for assessment of ELLs (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement). • Candidates are not aware of the importance of using multiple measures to accurately assess ELLs. • Candidates are not aware of the differences between performance-based or authentic measures and traditional assessment. 	<ul style="list-style-type: none"> • Candidates are aware of a variety of purposes and procedures for assessment of ELLs (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement). • Candidates are aware of the importance of using multiple measures to accurately assess ELLs. • Candidates are aware of the differences between performance-based or authentic measures and traditional assessment. 	<ul style="list-style-type: none"> • Candidates use 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). • Candidates understand that procedures intended for native English speakers may not apply to English learners. . • Candidates use performance-based or traditional measures, as appropriate. 	<ul style="list-style-type: none"> • Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes. • Candidates can create performance-based and traditional measures that are standards based, valid, and reliable, as appropriate.
	<p>4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.</p>	<ul style="list-style-type: none"> • Candidates are not aware of technical aspects of assessment (e.g., validity and reliability). 	<ul style="list-style-type: none"> • Candidates are aware of technical aspects of assessment (e.g., validity and reliability). 	<ul style="list-style-type: none"> • Candidates can explain why tests are valid and reliable and use this knowledge in making assessment-related decisions. 	<ul style="list-style-type: none"> • Candidates can create assessment measures that are standards based, valid, and reliable, as appropriate

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	<p>4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.</p>	<ul style="list-style-type: none"> • Candidates are not aware of some of the limitations of assessment instruments for ELLs. 	<ul style="list-style-type: none"> • Candidates are aware of some of the limitations of assessment instruments for ELLs. 	<ul style="list-style-type: none"> • Candidates understand obstacles ELLs commonly face and have strategies to help them in such situations. • Candidates know state-allowed test accommodations for ELLs and apply them when appropriate. • Candidates accommodate for cultural bias (e.g., unfamiliar images and references). • Candidates accommodate for linguistic bias (e.g., test translations, specific test formats). • Candidates use L1 assessment results to determine language dominance. 	<ul style="list-style-type: none"> • Candidates evaluate formal and informal assessment measures for psychological, cultural, and linguistic limitations and create strategies to help ELLs in such situations.
	<p>4.a.5. Distinguish among ELLs' language differences, giftedness, and special education needs.</p>	<ul style="list-style-type: none"> • Candidates do not recognize some similarities between a language difference and a learning problem for ELLs (e.g., delayed language production, limited vocabulary and reading skills). • Candidates do not recognize how cultural bias may misinform results of such assessments. 	<ul style="list-style-type: none"> • Candidates recognize some similarities between a language difference and a learning problem for ELLs (e.g., delayed language production, limited vocabulary and reading skills). • Candidates recognize how cultural bias may misinform results of such assessments 	<ul style="list-style-type: none"> • Candidates work with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish between language differences, giftedness, and a learning problem for ELLs. • Candidates understand appropriate diagnostic processes and are able to document ELLs growth and performance required before considering referral for gifted and talented or special education assessment. 	<ul style="list-style-type: none"> • Candidates are able to assess and instruct ELLs who are gifted and talented and/or have special learning needs. • Candidates share with colleagues their knowledge and experience about gifted and talented and special learning needs of ELLs.
<p>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.</p>					

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Domain 4 Assessment	4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.	<ul style="list-style-type: none"> • Candidates do not understand national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying, reclassifying, and exiting ESOL students from language support programs. 	<ul style="list-style-type: none"> • Candidates understand national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying , reclassifying, and exiting ESOL students from language support programs. 	<ul style="list-style-type: none"> • Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state mandates. • Candidates involve families in program decisions for ESOL students. 	<ul style="list-style-type: none"> • Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ESOL students with their colleagues.
	4.b.2. Understand develop, and use norm-referenced assessments appropriately with ELLs.	<ul style="list-style-type: none"> • Candidates are not familiar with norm-referenced assessments but have not used them to make decisions about ESOL students. 	<ul style="list-style-type: none"> • Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ESOL students. 	<ul style="list-style-type: none"> • Candidates understand the nature of norm-referenced assessments and use this information to make decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities). 	<ul style="list-style-type: none"> • Candidates evaluate the strengths and weaknesses of norm-referenced assessments for use with ESOL students. • Candidates share this knowledge with their colleagues.
	4.b.3. Assess ELLs' language skills and communicative competence using multiple sources of information.	<ul style="list-style-type: none"> • Candidates do not use simple measures and a limited number of sources of information to assess ESOL learners' individual language skills and communicative ability. 	<ul style="list-style-type: none"> • Candidates use simple measures and a limited number of sources of information to assess ESOL learners' individual language skills and communicative ability. 	<ul style="list-style-type: none"> • Candidates assess ESOL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures. • Candidates use multiple measures and sources of information to assess ESOL learners and to determine if they have special needs (e.g., gifted and talented or learning disabilities not based on language). 	<ul style="list-style-type: none"> • Candidates create multiple performance-based measures to assess students' language skills and communicative competence across the curriculum. • Candidates share these measures with their colleagues.
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.					

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Domain 4 Assessment	4.c.1. Use performance-based assessment tools and tasks that measure ELLs' progress.	<ul style="list-style-type: none"> • Candidates do not use a limited set of performance-based tasks to assess ELLs' language and content-area learning. 	<ul style="list-style-type: none"> • Candidates use a limited set of performance-based tasks to assess ELLs' language and content-area learning. 	<ul style="list-style-type: none"> • Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ELLs' progress toward state and national standards. 	<ul style="list-style-type: none"> • Candidates design performance-based tasks and tools to measure ELLs' progress. • Candidates share these tools with their colleagues.
	4.c.2. Understand and use criterion-referenced assessments appropriately with ELLs.	<ul style="list-style-type: none"> • Candidates are not familiar with criterion-referenced assessments but have not used them to make decisions about ELLs. 	<ul style="list-style-type: none"> • Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ELLs. 	<ul style="list-style-type: none"> • Candidates use authentic and traditional criterion-referenced measures to assess ELLs' language and content-area learning. • Candidates use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities). 	<ul style="list-style-type: none"> • Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ELLs' learning. • Candidates share 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.	<ul style="list-style-type: none"> • Candidates are not aware of instruments and techniques to assess the content-area knowledge of ELLs, who are at varying levels of English language and literacy abilities. 	<ul style="list-style-type: none"> • Candidates are aware of instruments and techniques to assess the content-area knowledge of ELLs, who are at varying levels of English language and literacy abilities. 	<ul style="list-style-type: none"> • Candidates use 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. • Candidates use test adaptation techniques, (e.g., simplifying the language of assessment measures and directions). • Candidates make corresponding adaptations in the scoring and interpretation of the results of such assessments. 	<ul style="list-style-type: none"> • Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ELLs' content learning at all levels of language proficiency and literacy. • Candidates share these techniques with their colleagues.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	4.c.4. Prepare ELLs to use self- and peer-assessment techniques when appropriate.	<ul style="list-style-type: none"> • Candidates do not encourage ELLs to monitor their own performance and provide feedback to other learners. 	<ul style="list-style-type: none"> • Candidates encourage ELLs to monitor their own performance and provide feedback to other learners. 	<ul style="list-style-type: none"> • Candidates model self and peer-assessment techniques and provide opportunities for students to practice these in the classroom. 	<ul style="list-style-type: none"> • Candidates embed self and peer-assessment techniques in their instruction and model them across the curriculum. • Candidates share self peer assessment techniques with their colleagues.
	4.c.5. Use a variety of rubrics to assess ELLs' language development in classroom settings.	<ul style="list-style-type: none"> • Candidates are familiar with some basic rubrics that can be used to assess ELLs' language development. 	<ul style="list-style-type: none"> • Candidates are familiar with some basic rubrics that can be used to assess ELLs' language development. 	<ul style="list-style-type: none"> • Candidates use a variety of rubrics to assess ELLs' language development. 	<ul style="list-style-type: none"> • Candidates develop and adapt a variety of rubrics to assess ELLs' language development.
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.					
Domain 5: Professionalism	5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.	<ul style="list-style-type: none"> • Candidates are not familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area. 	<ul style="list-style-type: none"> • Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area. 	<ul style="list-style-type: none"> • Candidates use their knowledge of the evolution and research base of the field of ESL to design effective instruction. 	<ul style="list-style-type: none"> • Candidates use their extensive knowledge of the research and evolution of the field of ESL to make instructional decisions and conduct their own classroom-based research.
	5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	<ul style="list-style-type: none"> • Candidates are not aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL. 	<ul style="list-style-type: none"> • Candidates are aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL. 	<ul style="list-style-type: none"> • Candidates use their knowledge of the laws, policies, and guidelines that have had an impact on the ESL profession to design appropriate instruction for students. 	<ul style="list-style-type: none"> • Candidates assist schools to design ESL instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.
	5.a.3. Demonstrate ability to read and conduct classroom research.	<ul style="list-style-type: none"> • Candidates are not familiar with the basics of classroom research. 	<ul style="list-style-type: none"> • Candidates are familiar with the basics of classroom research. 	<ul style="list-style-type: none"> • Candidates are able to conduct classroom research 	<ul style="list-style-type: none"> • Candidates design and implement classroom research that will affect their instruction.
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.					

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Domain 5: Professionalism	5.b.1. Participate in professional growth opportunities.	• Candidates are not aware of ESOL local or national professional associations.	• Candidates are aware of professional growth opportunities, including local and national ESOL organizations.	•Candidates participate in local professional growth opportunities. •Candidates participate in ESOL organizations. .	•Candidates assist others' professional growth by sharing their expertise and mentoring others. • Candidates take active roles in their professional association(s).
	5.b.2 Establish professional goals.	• Candidates can not formulate professional development plans based on their interests.	• Candidates formulate professional development plans based on their interests.	• Candidates implement 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.	• Candidates engage 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 staff to provide comprehensive, challenging educational opportunities for ELLs in the school.	• Candidates do not understand the importance of Establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.	• Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.	• Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ESOL students at a variety of English proficiency levels.	• Candidates provide leadership to staff in scheduling appropriate classes and instructional opportunities for ESOL Students
	5.b.4. Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.	• Candidates do not study and do not practice a variety of collaborative teaching models (e.g., parallel teaching, station teaching, alternative teaching, team teaching).	• Candidates study and practice a variety of collaborative teaching models (e.g., parallel teaching, station teaching, alternative teaching, team teaching).	• Candidates teach and plan collaboratively with other teachers to assist ESOL students as they transition into general education and content-area special education, and gifted classrooms.	• Candidates continue to learn about other content areas , special education, and gifted instruction. so they may share greater responsibility for effective instruction and student success in those classes.
	5.b.5. Advocate for ELLs' access to academic classes, resources, and instructional technology.	• Candidates do not understand the importance of ensuring ESOL students' access to academic access, school resources, including technology.	• Candidates understand the importance of ensuring ELLs' access to academic classes, school resources, including technology.	•Candidates share with colleagues the importance of ELLs' equal access to academic classes, educational resources, including technology.	•Candidates assist colleagues to appropriately select, adapt, and customize academic instruction and other resources for use by ELLs.

TESOL Domain	Performance Indicators	Does Not Meet Standards	Minimally Meets Standards	Meets Standards	Exceeds Standards
	5.b.6 Support ELL families.	<ul style="list-style-type: none"> • Candidates are not familiar with community language education and other resources available to ESOL students and their families • Candidates do not assist families to participate fully in their school and community. 	<ul style="list-style-type: none"> • Candidates are familiar with community language education and other resources available to ESOL students and their families. • Candidates assist families to participate fully in their school and community. 	<ul style="list-style-type: none"> • Candidates provide contact information and support for ESOL students and help their families access community language education and other resources. • Candidates provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families. 	<ul style="list-style-type: none"> • Candidates support ESOL students and their families as they make decisions and advocate for themselves in the schools and community. • Candidates create the circumstances and environment that support ESOL student and family empowerment.
	5.b.7. Serve as professional resource personnel in their educational communities.	<ul style="list-style-type: none"> • Candidates do not understand ways to facilitate cooperation among ESOL professionals, families, administrators community members, and their ESOL students. 	<ul style="list-style-type: none"> • Candidates understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members and their ESOL students. 	<ul style="list-style-type: none"> • Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students. • Candidates keep current with media reports about the education of ESOL students. 	<ul style="list-style-type: none"> • Candidates help other teachers and school administrators' work effectively with ESOL students. • Candidates provide instruction and professional growth activities for colleagues, sharing skills for working with ESOL students. • Candidates assist policy makers to understand the curricula and instructional approaches that best meet the needs of ESOL students in their community.