



## Distributed Teacher and Leader Education

### 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**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Does not meet standards</b>	<b>Minimally meets standards</b>	<b>Meets standards</b>	<b>Exceeds standards</b>
<b>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.</b>	<b>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.</b>	<b>Standard is addressed where appropriate in the unit or course and the main underlying ideas are effectively communicated to the students.</b>	<b>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.</b>

## TESOL'S PK-12 PROFESSIONAL Standards – Performance Evidence

### **STANDARD 1: KNOWLEDGE ABOUT LANGUAGE**

*Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.*

**1a.** Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>

Comments

**1b.** Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>

Comments

**1c.** Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> </ul>

	<ul style="list-style-type: none"> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<p><b>1d.</b> Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.</p>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>STANDARD 2: ELLs IN THE SOCIOCULTURAL CONTEXT</b>	
<p><i>Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.</i></p>	
<p><b>2a.</b> Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.</p>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	

<b>2b.</b> Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>2c.</b> Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>2d.</b> Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	

<b>2e.</b> Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION</b>	
<i>Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.</i>	
<b>3a.</b> Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs in the content areas.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	

<b>3b. Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.</b>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>3c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.</b>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>3d. Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.</b>	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	

<b>3e.</b> Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>STANDARD 4: ASSESSMENT AND EVALUATION</b>	
<i>Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.</i>	
<b>4a.</b> Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>4b.</b> Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> </ul>



	<ul style="list-style-type: none"> <li>Minimally Meets Standards</li> <li>Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>Exceeds Standards</li> <li>Meets Standards</li> <li>Minimally Meets Standards</li> <li>Does Not Meet Standards</li> </ul>
Comments	
<b>4c.</b> Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	
Evidence in Planning	<ul style="list-style-type: none"> <li>Exceeds Standards</li> <li>Meets Standards</li> <li>Minimally Meets Standards</li> <li>Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>Exceeds Standards</li> <li>Meets Standards</li> <li>Minimally Meets Standards</li> <li>Does Not Meet Standards</li> </ul>
Comments	
<b>4d.</b> Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.	
Evidence in Planning	<ul style="list-style-type: none"> <li>Exceeds Standards</li> <li>Meets Standards</li> <li>Minimally Meets Standards</li> <li>Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>Exceeds Standards</li> <li>Meets Standards</li> <li>Minimally Meets Standards</li> <li>Does Not Meet Standards</li> </ul>
Comments	
<b>STANDARD 5: PROFESSIONALISM AND LEADERSHIP</b>	
<i>Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.</i>	

<b>5a.</b> Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>5b.</b> Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	
<b>5c.</b> Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.	
Evidence in Planning	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Evidence in Teaching	<ul style="list-style-type: none"> <li>• Exceeds Standards</li> <li>• Meets Standards</li> <li>• Minimally Meets Standards</li> <li>• Does Not Meet Standards</li> </ul>
Comments	

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

Evidence in Planning	<ul style="list-style-type: none"><li>• Exceeds Standards</li><li>• Meets Standards</li><li>• Minimally Meets Standards</li><li>• Does Not Meet Standards</li></ul>
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Evidence in Teaching	<ul style="list-style-type: none"><li>• Exceeds Standards</li><li>• Meets Standards</li><li>• Minimally Meets Standards</li><li>• Does Not Meet Standards</li></ul>
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Comments

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Please provide us with narrative comments expanding upon the strengths and weaknesses of our teacher candidate in the space below.

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