OLD DOMINION UNIVERSITY

Darden College of Education of Professional Education

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate UIN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please attach to final evaluation and return with end of semester paperwork.**

Summary of Teacher Candidate Performance:

Developing Professional Educators

 Content Assessment of Teacher Candidate Interns

***Teaching English as a Second Language K-12***

Darden College of Education and Professional Studies Telephone: 757-683-3348

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4301 Hampton Blvd.

Norfolk, VA 23529

**TESOL K-12**

The purpose of the student teaching “content assessment” is to provide more specific information to the Darden College of Education and Professional Studies faculty regarding teacher candidate skill levels on national and state performance standards.

Please evaluate the teacher candidate on the following professional content items. Place a check in the box next to the item that best represents the teacher candidates routine performance on the time below based on the criteria provided.

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| 1. **Professionalism**
 |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate identifies and engages in at least one professional development opportunity that strengthen their own linguistic and cultural competence by participating in conferences, webinars, workshops, reading journals, and using reflective practices related to their teaching |
|  | NEEDS IMPROVEMENT (1pts)- TESO teacher candidate identifies but does not engage in professional development opportunities that strengthen their own linguistic and cultural competence by participating in conferences, webinars, workshops, reading journals, and using reflective practices related to their teaching |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate cannot identify and does not engage in professional development opportunities that strengthen their own linguistic and cultural competence by participating in conferences, webinars, workshops, reading journals, and using reflective practices related to their teaching |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **2. Professionalism** |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate consistently works collaboratively with school staff and community to improve the learning environment, provide support, and advocate for ELL and their families. |
|  | NEEDS IMPROVEMENT (1pts)- TESOL teacher candidate occasionally works collaboratively with school staff and community to improve the learning environment, provide support, and advocate for ELL and their families. |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate does not works collaboratively with school staff and community to improve the learning environment, provide support, and advocate for ELL and their families. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **3. Language Acquisition and Language System** |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate consistently demonstrates a high level proficiency in teaching the language system (phonology, morphology, syntax, pragmatics, and semantics to support ELL s the acquire English literacy. |
|  | NEEDS IMPROVEMENT (1pts)- TESOL teacher candidate minimally demonstrates proficiency in teaching the language system (phonology, morphology, syntax, pragmatics, and semantics to support ELL s the acquire English literacy. |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate does not demonstrate a proficiency in teaching the language system (phonology, morphology, syntax, pragmatics, and semantics to support ELL s the acquire English literacy. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **4. Language Acquisition Theories and Instructional Practices** |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate consistently demonstrates an understanding of language acquisition at various developmental levels and utilizes a variety of instructional practices to address the needs of diverse language learners and create a supportive classroom learning environment that supports ELLs.. |
|  | NEEDS IMPROVEMENT (1pts)- TESOL teacher candidate minimally demonstrates an understanding of language acquisition at various developmental levels and utilizes a variety of instructional practices to address the needs of diverse language learners and create a supportive classroom learning environment that includes the ELLs. |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate does not demonstrates an understanding of language acquisition at various developmental levels and utilizes a variety of instructional practices to address the needs of diverse language learners and create a supportive classroom learning environment that includes the ELLs. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
|  |
| **5. Cultures, Literatures, Cross-Disciplinary Concepts** |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate consistently integrates other disciplines into TESOL instruction and identifies distinctive viewpoints accessible only through the target language and integrates cultural literature/materials from the target language and uses the materials to reflect and connect on the perspectives of the target culture. |
|  | NEEDS IMPROVEMENT (1pts)- TESO teacher candidate minimally integrates other disciplines into TESOL instruction and identifies distinctive viewpoints accessible only through the target language and integrates cultural literature/materials from the target language and uses the materials to reflect and connect on the perspectives of the target culture. |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate does not integrates other disciplines into TESOL instruction and identifies distinctive viewpoints accessible only through the target language and integrates cultural literature/materials from the target language and uses the materials to reflect and connect on the perspectives of the target culture. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| **6. Planning and Assessment** |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate consistently demonstrates an understanding of multiple methods of assessment and believe that effective assessment is on-going.  |
|  | NEEDS IMPROVEMENT (1pts)- TESOL teacher candidate minimally demonstrates an understanding of multiple methods of assessment and believe that effective assessment is on-going. |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate does not demonstrates an understanding of multiple methods of assessment and believe that effective assessment is on-going. |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| 8. Planning and Assessment |
|  | MEETS STANDARD (2pts)- TESOL teacher candidate consistently analyzes results of assessments and uses results to plan for and adjust instruction. |
|  | NEEDS IMPROVEMENT (1pts)- TESOL teacher candidate minimally analyzes results of assessments and uses results to plan for and adjust instruction |
|  | UNACCEPTABLE (0pts)- TESOL teacher candidate does not analyze results of assessments and uses results to plan for and adjust instruction |
|  | Not Observed (No) – Did not have the opportunity to demonstrate skills. |
| Comments: |

k:/educ/educ teacher education services/professional attributes and instructional scales/2012-2013 professional attributes and instructional scales/ESL\_updated\_12-20-10