



**PROFILE OF PERFORMANCE:
EDSL 551 METHODS OF TEACHING ESL –20hrs
PROFESSIONAL FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate _____

Field School Teacher _____ **School** _____

Subjects / Grade Levels / Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Competent	Does Not Meet Expectations
A1: Demonstrates An Understanding Of Appropriate Content Standards (Pennsylvania Academic Standards, English Proficiency Standards, Can-Do descriptors)			
A2. Identifies Key Principles And Concepts Of Subject Matter			
A3. Uses Examples To Support Basic Principles Of Content			
A4. Links Content To Students' Prior Experiences And To Related Subject Areas (Reading, Writing, Speaking, Listening)			
B. PREPARATION FOR INSTRUCTION			
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills			
B2. Plans Address The Unique Characteristics Of Individual Students (English Language Learners (ELL), Limited Formal Schooling (LFS), Students Interrupted Formal Education (SIFE) Among Others)			
B3. Formulates Clear Learning Outcomes That Are Appropriate For ELL Student			
B4. Plans Appropriate Methods to Meet Learning Outcomes (i.e. Technology, Cooperative Learning, Etc); Selects, Analyzes and Adapts a Variety of Authentic Interactions			
B5. Plans Assessments Of Learning Outcomes			
C. INSTRUCTIONAL PERFORMANCE			
C4. Makes Procedures And Outcomes Clear To Students			
C5. Presents Content Accurately and Effectively			
C6. Models Appropriate Language Usage			
C7. Provides Appropriate Accommodations and Differentiates Instruction; explains and models explicit comprehension and learning strategies			
C8. Provides Opportunities For Content Application			
C9. Checks For Understanding Using A Variety of Formal or Informal Assessment Techniques			
C10. Uses Instructional Time Effectively			
D. REFLECTION & EVALUATION–IMPACT ON STUDENT LEARNING			
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning			
D3. Seeks And Uses Information From Professional Sources Instructional Coach, Colleagues, And/Or Research) To Improve Instruction			
E. PROFESSIONALISM			
The practicum student demonstrates personal and professional behaviors that support student learning and/or the performance of other professional responsibilities (check all that apply) _____ Is responsible and dependable _____ Shows initiative _____ Is punctual and regular in attendance _____ Exhibits the ability to make decisions _____ Displays mature judgment and self-control _____ Maintains confidentiality _____ Demonstrates enthusiasm for teaching _____ Has compassion for students _____ Sets appropriate priorities and meet deadlines _____ Dresses appropriately _____ Demonstrates professional behavior with students, families, and school personnel			

Dispositions of Caring, Reflective Practitioners

Instructions: Please rate the **consistency** and **quality** of the candidate's ability to demonstrate each disposition.
 3-Exemplary demonstration of this trait or behavior
 2-Competent demonstration of this trait or behavior
 1-Unacceptable demonstration of this trait or behavior

Responsibility

1. Is punctual and consistent in attendance	3	2	1
2. Sets appropriate priorities and meets deadlines	3	2	1
3. Presents a positive outlook	3	2	1
4. Demonstrates mature judgment and regulates emotions	3	2	1
5. Takes responsibility for actions	3	2	1
6. Demonstrates belief that each student can learn	3	2	1

Relationships

1. Listens actively to others	3	2	1
2. Demonstrates compassion and empathy towards others	3	2	1
3. Promotes justice in relationships	3	2	1
4. Willing to work with persons from a variety of perspectives and cultural/ethnic groups	3	2	1
5. Develops collaborative, positive relationships with peers and supervisors	3	2	1

Scholarship and Inquiry

1. Demonstrates curiosity/enthusiasm about learning	3	2	1
2. Asks pertinent questions	3	2	1
3. Applies knowledge in new settings or across settings	3	2	1
4. Analyzes and evaluates information across contexts	3	2	1
5. Considers issues from multiple perspectives	3	2	1
6. Recognizes bias and demonstrates fairness	3	2	1

Reflective Action

1. Responds well to criticism or suggestions	3	2	1
2. Applies feedback to personal and professional growth	3	2	1
3. Demonstrates a sound decision-making process using self-reflection as well as other inputs	3	2	1
4. Self-assesses, evaluates progress, sets realistic goals	3	2	1

Teaching boldly in a changing world through an ethic of care and critical reflection

Suggestions for Continuing Professional Development: Areas of Strength and Areas for Growth

Candidate	Date	Field School Teacher	Date
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Mail to EMU MA in Education Department upon completion of the practicum experience. **This form will be reviewed by the course instructor and shared with the candidate for purposes of reflective practice**



**PROFILE OF PERFORMANCE:
EDPC601 ESL PRACTICUM—60hrs
PROFESSIONAL FIELD EXPERIENCE
A CONTINUUM OF PROFESSIONAL DEVELOPMENT**

Candidate _____

Field School Teacher _____ **School** _____

Subjects / Grade Levels / Dates of Attendance _____

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**PROFILE OF PERFORMANCE:
CANDIDATE COMPETENCY EXIT
A CONTINUUM OF PROFESSIONAL DEVELOPMENT: FRAMEWORK FOR ESL**

Candidate _____

DATE: _____

A. LANGUAGE	Exemplary	Competent	Does Not Meet Expectations
A1: Ability to recognize language as an integrative system			
A2. Ability to support ELLs in communicating effectively for social and academic purposes			
A3. Ability to support ELLs in understanding and using appropriate register variation and language use with different contexts			
A4. Ability to develop a variety of instructional techniques to assist ELLs in developing and using vocabulary and L2 literacy appropriately in written and spoken language			
A5. Ability to apply knowledge of the principles of first and second language acquisition			
A6. Ability to apply strategies that recognize the role of students' L1s as a resource for language and literacy development			
B. CULTURE			
B1. Ability to demonstrate knowledge of the processes of negotiating one's cultural identity.			
B2. Ability to differentiate among the varied processes of cultural transition including acculturation, assimilation, biculturation and resistance.			
B3. Ability to identify negative effects of prejudice, stereotyping and ethnocentrism			
B4. Ability to recognize cultural bias in curriculum and materials and delivery of instruction			
B5. Ability to demonstrate effective intercultural communication skills to appreciate diverse cultures.			
B6. Ability to develop effective techniques for communication between home and school			
B7. Ability to demonstrate understanding of the independence of language and culture			
B8. Ability to integrate diverse ways of learning and multiple cultural perspectives			
C. OBSERVING, PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION			
C1. Ability to design standards-aligned instruction in English using PA Academic Standards, English Language Proficiency Standards and Can-Do descriptors			
C2. Ability to plan effective lessons in reading, writing, speaking and listening			
C3. Ability to plan ESL instruction and assessment specific to the reading and writing needs of students (LFS & SIFE)			
C4. Ability to recognize, plan and implement key elements of ESL lesson design			
C5. Ability to differentiate instruction based on formative assessment of student progress, re-teaching as necessary to meet learning outcomes			
C6. Ability to develop and implement communicative activities in K-12 classrooms			
C7. Ability to plan and provide evidence-based reading and writing instruction that includes various cueing systems (graphic, syntactic, and semantic cues)			
C8. Ability to select, analyze and adapt a variety of authentic sources and tools to enhance oral and literacy development			
C9. Ability to explain and model explicit comprehension and learning strategies			
C10. Ability to collaborate with and provide guidance to content teachers of ELLs using English language proficiency standards (ELPS)			

D. ASSESSMENT			
D1. Ability to use multiple and appropriate formative and summative assessment measures for a variety of purposes			
D2. Ability to apply appropriate testing practices for English language learners			
D3. Ability to recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels			
D4. Ability to identify and use multiple assessment resources and measures (Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards, and WIDA ACCESS)			
D5. Ability to implement a variety of assessment tools as part of classroom instruction (i.e. observation checklists, reading logs, video spreadsheet software, self and peer assessment)			
D6. ability to inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing			
D7. Ability to identify accountability measures and assessment targets in order to analyze real-time ELL data to make programmatic and instructional adjustments.			
D8. Ability to analyze data from various ELL groups to evaluate the effectiveness of an ESL program or teaching methodology			
D9. Ability to identify and use a variety of resources and research			
D10. Ability to understand and share multiple measures of assessment data, collected over time, to document ELL growth and progress before considering referral to special education or other remedial program			
D11. Ability to evaluate and share data with parents/family and other members of a team making informed decisions			
E. PROFESSIONALISM: Evaluated in EDSL 611 ESL Professional Development Portfolio			
E1. Ability to use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs			
E2. Ability to conduct focused action research in the classroom			
E3. Ability to create a personal professional development plan based on interests and reflection			
E4. Ability to collaborate with general and specialist school staff			
E5. Ability to recognize the need to advocate for ELLs and their families in including full access to school resources			
E6. Ability to develop classroom activities that could involve families and provide ELLs and their families with information, support, and assistance			
E7. Ability to model the use of culturally and linguistically responsive techniques and dispositions			

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