

WARNER TEACHING PHILOSOPHY

Candidate's name: _____ Evaluator's name: _____

Semester: _____ Course # _____

Teaching Statement Rubric

TESOL standards for teacher candidates*

[Note: TESOL standards are being addressed here for NCATE accreditation purposes, in that this assignment serves as one of the formal assessments to be included in our accreditation review, but these standards apply to all students in the course. Among parallel ACTFL standards that this assignment addresses, ACTFL Standard 6a Engaging in professional development is the most relevant.]

Please evaluate the extent to which the candidate has met each of the following standards identified by the TESOL professional association for ESOL teacher candidates, using the following rubrics:

1. **Insufficient** – i.e., you have observed behavior that indicates that this standard was not met.
2. **Emergent/needs improvement** – i.e., you have observed behavior that indicates that this standard was partially met or met inconsistently.
3. **Basic proficiency**– i.e., you have observed behavior consistent with this standard at least once.
4. **Outstanding performance** – i.e., you have observed behavior consistent with this standard consistently.

<i>TESOL Standards:</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Domain 1 – Language.				
1a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.				
1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.				
Domain 2 – Culture.				
2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.				
2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.				

TESOL Standards:	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Domain 3 – Planning, Implementing and Managing Instruction.				
3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.				
3b. Managing and Implementing 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, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.				
3c. Using Resources 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.				
Domain 5 – Professionalism.				
5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.				
5c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.				