

Teaching English to Speakers of Other Languages (TESOL) Content Checklist

Candidates in the TESOL K-12 program must demonstrate competence in many content areas in order to be able to prepare students to meet the standards of the NYS Student Learning Standards. Please indicate your assessment of your student teacher's content knowledge by completing the following checklist. Check the answer that most frequently describes your student teacher's ability in each of the curricular content areas. Please complete this checklist at the mid point and at the end of the experience for each student teacher. Please use the following scale:

- 0 = Indicators Not Met
 - 1 = Indicators Not Met, But Some are Emerging – See Comments
 - 2 = Indicators Met, But Some Developing – See Comments
 - 3 = Indicators Met at Target Level
 - 4 = Outstanding (This level is for the top 5% who achieve exceptional performance in the classroom.)
- Please Comment On Specific Ratings.**

Student Teacher Name _____ Grade Level _____

Cooperating Teacher / College Supervisor (Circle One) _____ Date _____ Mid-Point Final

Teachers of English to Speakers of Other Languages (TESOL) Content Assessment

	Indicator Not Met Some Competencies Are Emerging 1	Indicator Met Some Competencies Need Development 2	Indicator Met 3	Outstanding Performance (Provide Justification) 4
TESOL 1 Language	<p>Indicator Not Met</p> <p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p> <p>See comments.</p>	<p>Indicator Met</p> <p>Some Competencies Need Development</p> <p>2</p> <p>See comments.</p>	<p>Indicator Met</p> <p>3</p> <p>Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.</p> <p>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.</p> <p>1B. Language Acquisition & Development.</p>	<p>Outstanding</p> <p>Performance (Provide Justification)</p> <p>4</p> <p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>

<p>TESOL 2 Culture</p>	<p>Candidate has significant gaps in his/her understanding of these concepts, skills and/or dispositions; and/or is unable or unwilling to make them meaningful to students.</p>	<p>See comments.</p>	<p>See comments.</p>	<p>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.</p>	<p>Candidate displays performance expected of an exemplary master teacher (see justification below).</p>	
				<p>Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.</p> <p>2A. Nature & 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.</p> <p>2B. Cultural Groups & Identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.</p>		

Comments: