**Department of Curriculum and Instruction**

**Evaluation for TESOL candidates in the *Student Teaching Residency* (ESTR-TESOL)**

Teacher Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentor Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Year (eg. 2017/18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Fall Residency \_\_\_\_\_\_\_\_\_\_\_\_\_Spring Residency \_\_\_\_\_\_\_\_\_\_*

Grade levels being observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ College Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The mentor teacher and college supervisor will collaboratively evaluate the candidate’s performance in the classroom based on the criteria indicated below. Individual scores will be entered into TK20. Candidates in the TESOL program must demonstrate competence in lesson planning, lesson implementation, and reflection on instruction in order to prepare K–12 students to meet the NYS Student Learning Standards. The ESTR-TESOL most closely examines TESOL/CAEP Standards 3a, 3b, 3c, 4b, 4c and 5b listed below:

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| **TESOL/CAEP Standard 3a: *Planning for standards-based ENL and content instruction***  Candidates know, understand and apply concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ENL and content curriculum.  **TESOL/CAEP Standard 3b: *Implementing and managing standards-based ENL 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. Candidates support ELLs’ access to the core curriculum by teaching language through academic content.  **TESOL/CAEP Standard 3c: *Using resources and technology effectively in ENL 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 ENL and content teaching.  **TESOL/CAEP Standard 4b: *Language proficiency assessment***  Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and inform their instruction. They demonstrate understanding of their uses for identification, placement and reclassification of ELLs.  **TESOL/CAEP Standard 4c: *Classroom-based assessment for ENL***  Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.  **TESOL/CAEP Standard 5b: *Professionalism***  Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families and serve as community resources and advocate for ELLs. |

This is the rubric for ESTR-TESOL observations. Additional feedback for the resident can be provided on this form. When the supervisor, resident and mentor teacher have completed the discussion about the evaluation, all sign, here:

Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***The Lesson Plan*** | |
| **TESOL/CAEP Standard 3a: *Planning for standards-based ENL and content instruction***  Candidates know, understand and apply concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ENL and content curriculum. | |
| ***(TESOL 3a)***ENL & Content Objectives | |
| 0 | There is not sufficient evidence of a connection in the lesson between ENL instruction and content instruction. Lesson objectives are not clear, not specific and/or not present. *(Ex: SWBAT analyze the effects of GMOs. \*There is no connection to ENL content.* OR *SWBAT identify past tense. \*There is no connection to academic content.)* |
| 1 | The connection in the lesson between ENL language instruction and content instruction is tenuous. Lesson objectives are present and clear. At least one specific ENL objective and one content objective are specified. *(Ex: SWBAT analyze the effects of GMOs. Students will be able to write an argumentative essay. \*The connection between the ENL instruction and content is not clear, but a connection is clear when the supervisor sees the lesson in person.)* |
| 2 | The ENL language objective is clear in how it assists in the comprehension of specific content instruction. Lesson objectives are present and clear. At least one specific ENL objective and one content objective are specified. *(Ex: SWBAT analyze the effects of GMOs by writing an argumentative essay. \*The content & ENL instruction are clear in how they connect; students are required to use specific academic vocabulary to discuss in a particular style of writing which side they agree with.)* |
| ***(TESOL 3a)*** Best Practices in Place | |
| 0 | There is not sufficient evidence of any scaffolding, modeling or differentiation. *(Ex: No example sentences of how to use vocabulary, no word walls in place, no individual L1 word to word help.)* |
| 1 | There is some evidence of scaffolding, modeling and/or differentiation for the whole class. *(Ex: Example sentences of how to use vocabulary are given on the document camera to the whole class.)* |
| 2 | There is ample evidence of scaffolding, modeling, and/or differentiation both at the individual level as well as the whole class. *(Ex: Level 1 example plus vocabulary words are provided in L1 for individual students where appropriate.)* |
| ***(TESOL 3a)*** Respect for All Cultures | |
| 0 | Lesson plans/discussions about lesson plans reveal a potential for creating disharmony by disadvantaging one group over another in terms of language, culture or English level. *(Ex: Teacher selects readings that only the students with the most English experience can access.)* |
| 1 | Lesson plans/discussions about lesson plans show that a supportive environment for multi-level ELLs is planned by creating a space and time for all students in all linguistic, cultural or English level groups to participate in lesson activities. *(Ex: All students of all levels participate in Kahoot.)* |
| 2 | Lesson plans/discussions about lesson plans show that a supportive environment for multi-level ELLs is planned by creating space & time for all students in all linguistic, cultural or English level groups to not only participate, but also produce something (RWLS, drawing) about their own personal & cultural experiences in connection with the lesson’s objectives. *(Ex: Students participate in Four Corners; all students share something of themselves or their culture during the activity.)* |
| ***(TESOL 3a)*** Technology Integration | |
| 0 | No standards-based materials, resources & technologies are integrated in the lesson OR student teacher integrates technology in an incongruous way to meet the objectives of the lesson. *(Ex: The lesson objective is about speaking and listening, but the resident uses Nearpod to have the students practice reading because s/he thought it would be more engaging.)* |
| 1 | Standards-based materials, resources or technology is integrated in the plan in basic ways. *(Ex: document camera, powerpoint on the board, students on laptops for word processing, etc.)* |
| 2 | Standards-based materials, resources & technology is integrated in the plan to incorporate students into the learning process. *(Ex: Apps, programs, or specific technologies are used to engage students in the material they have just learned and gather immediate data about how the whole group and individuals are doing.)* |
| **TESOL/CAEP Standard 4c: *Classroom-based assessment for ENL***  Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom. | |
| ***(TESOL 4c)*** planning for Assessment | |
| 0 | There is no assessment present OR the assessment does not sufficiently connect the ENL and content objectives OR no specific language modality is addressed in the lesson. *(Ex: Students learn about GMOs, but the assessment is to produce an argumentative essay.)* |
| 1 | There are one or two informal or formal assessments. The assessments gauge student growth in ENL language instruction as well as the content instruction for the lesson in at least two language modalities (RWLS). *(Ex: Students learn vocabulary about ancient China. They participate in two informal speaking activities and then are given a reading assessment using the vocabulary about China.)* |
| 2 | There are a variety of informal and formal assessments throughout the lesson. The assessments gauge student growth in ENL language instruction as well as the content instruction for the lesson in at least two language modalities (RWLS). Assessment drives instruction, and alternate paths are in place to accommodate assessment results. *(Ex: Level 1 plus the resident plans that if the students are not successful on the informal assessments, s/he will have students open their vocabulary books and test each other before the formal assessment, however if students are successful, they will continue on to the formal assessment.)* |

**ADDITIONAL COMMENTS on *THE LESSON PLAN*:**

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| ***IMPLEMENTATION OF THE LESSON PLAN*** | |
| **TESOL/CAEP Standard 3b: *Implementing and managing standards-based ENL 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. Candidates support ELLs’ access to the core curriculum by teaching language through academic content. | |
| ***(TESOL 3b)*** Respect and rapport with students | |
| 0 | There is little or no respect and rapport between the resident and the students. *(Ex: When the students enter, the resident does not greet them. Resident makes students feel embarrassed to ask or answer questions by snickering when a student gets a question wrong.)* |
| 1 | There is clear evidence that the classroom environment is one of respect and rapport between the resident and students. *(Ex: Resident greets the students as they enter. Resident is attentive and respectful when students ask or answer questions.)* |
| 2 | There is clear evidence that the classroom environment is one of respect and rapport between both the resident and students, as well as between the students themselves. Students are willing to take academic risks in the classroom. *(Ex: Level 1 plus students who are normally quiet in other classes feel comfortable to participate & speak in ENL class. Students are respectful of each other & listen when others speak.)* |
| ***(TESOL 3b)*** Classroom Management Techniques | |
| 0 | There are few or no classroom management techniques in place. *(Ex: Disruptive behavior is taking place while the resident continues on with the lesson without addressing it in any way.)* |
| 1 | There is evidence that classroom management techniques are in place and are developing. *(Ex: When disruptive behavior takes place, the resident says,`Make like a waterfall, shhhh shhhh,’ at which point most of the students start to quiet down.)* |
| 2 | There is clear evidence that classroom management techniques are in place and are consistently adhered to by the resident. In addition, students help enforce these classroom management techniques. *(Ex: Level 1 plus students turn to each other & say, “The teacher said shhhh,” and get other students to quiet down.)* |
| ***(TESOL 3b)*** Best Practices Implemented | |
| 0 | There is not sufficient evidence of any scaffolding, modeling or differentiation during the lesson.  *(Ex: No example sentences of how to use vocabulary.)* |
| 1 | There is some evidence of scaffolding, modeling and/or differentiation for the whole class. *(Ex: Example sentences of how to use vocabulary are given on the document camera to the whole class.)* |
| 2 | There is ample evidence of scaffolding, modeling, and/or differentiation both at the individual & class level throughout the lesson. *(Ex: Level 1 plus examples & vocabulary are provided in L1 for individuals.)* |
| ***(TESOL 3b)*** Language and Content During the Lesson | |
| 0 | There is not sufficient evidence of a connection between the ENL language instruction and the content instruction. *(Ex: Students analyze the effects of GMOs. \*There is no connection to ENL content.)* |
| 1 | The connection between the ENL language instruction in the lesson and the content instruction is tenuous. *(Ex: Students analyze the effects of GMOs. Students learn how to write an argumentative essay. \*The connection between the ENL instruction and content is not clear.)* |
| 2 | The ENL language objective is clear in how it assists in the comprehension of specific content instruction. *(Ex: Students analyze the effects of GMOs and then write an argumentative essay about whether GMOs are beneficial to consume. \*The content and ENL instruction are clear in how they connect.)* |
| ***(TESOL 3b)*** Student Engagement | |
| 0 | Students mostly receive information and are not asked to engage with the information through activities. *(Ex: Resident “stands and delivers” while students copy notes.)* |
| 1 | Activities are resident-centered and do not give students ownership of the work. *(Ex: Resident-led discussions in which all students speak, but the activity does not lend itself to having them explore the content themselves. They rely on the resident for the next steps.)* |
| 2 | Students show engagement through active participation in provided opportunities such as partner or grouped activities. AND Students know they are accountable for the information and take ownership of their work. *(Ex: Students are placed into groups. They must discuss the implications of GMOs in the community. When they are finished, they work together to create an infographic summarizing their discussion and each student finishes an exit ticket to place in their folder to keep them individually accountable.)* |
| **TESOL/CAEP Standard 3c: *Using resources and technology effectively in ENL 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 ENL and content teaching. | |
| ***(TESOL 3c)*** Technology Integration During the Lesson | |
| 0 | No standards-based materials, resources or technology is used in the lesson OR resident uses technology in an incongruous way to meet the objectives of the lesson. *(Ex: The lesson objective is about speaking and listening, but the resident uses Nearpod to have the students practice reading because s/he thought it would be more engaging.)* |
| 1 | Standards-based materials, resources or technology is used in superficial ways. *(Ex: document camera, powerpoint on the board, students on laptops for word processing, etc.)* |
| 2 | Standards-based materials, resources or technology is used to incorporate students into the learning process. *(Ex: Apps, programs, or specific technology are used to engage students and gather immediate data about how the whole group and individuals are doing.)* |

**COMMENTS on *IMPLEMENTATION OF THE LESSON PLAN:***

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| ***Reflection on the Lesson*** | | |
| **TESOL/CAEP Standard 5b: *Professionalism***  Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families and serve as community resources and advocate for ELLs. | | |
| ***(TESOL 5b)*** Reflection on Best Practices  Did the scaffolds, modeling, and/or differentiation work? What could have gone better and what worked well? | | |
| 0 | Resident is unable to reflect on specific aspects that were successful/unsuccessful.  *(Ex: “I thought everything went really well. I might have done better on some things but overall I felt pretty good.” \*This example is not specific at all, so it gets a 0.)* | |
| 1 | Resident discusses specific instances of scaffolds, modeling or differentiation that went well AND that need work. *(Ex: “I thought I did well on…. However, I know… did not go well. I think it was because...”)* | |
| 2 | Resident discusses specific instances of scaffolds, modeling or differentiation that went well AND that need work. Resident is able to provide next steps and potential improvements.  *(Ex: Level 1 plus,“In order to fix that, I will…next time…”)* | |
| ***(TESOL 5b)*** Reflection on Classroom Management Techniques  What classroom management techniques were in place? What could have gone better and what worked well? | | |
| 0 | Resident is unable to reflect on specific successful/unsuccessful classroom management techniques. *(Ex: “I thought everything went really well. I might have done better on some things, but overall I felt pretty good.” \*This example is not specific at all, so it gets a 0.)* | |
| 1 | Resident discusses specific instances of successful/unsuccessful classroom management techniques.  *(Ex: “I thought I did well on…. However, I know…did not go well…”)* | |
| 2 | Resident discusses specific instances of successful/unsuccessful classroom management techniques. Resident is able to provide next steps and potential improvements.  *(Ex: Level 1 plus, “In order to fix that, I will do…next time…”)* | |
| ***(TESOL 5b)*** Reflection on ENL & Content  Did you use content to further English as a New Language instruction & vice versa? | | |
| 0 | Resident is unable to reflect on specific aspects of ENL language instruction in association with content instruction. *(Ex: “I thought everything went really well. I might have done better on some things but overall I felt pretty good.” \*This example is not specific at all, so it gets a 0.)* | |
| 1 | Resident is able to discuss how the content and ENL language instruction did or did not support each other. *(Ex: “I thought I did well on…. However, I know…did not go well…”)* | |
| 2 | Resident is able to discuss how the content and ENL language instruction did or did not support each other. S/he is also able to discuss the specific ENL goal and specific content goal that were supposed to be addressed and how this was or was not successful in the lesson. *(Ex: Level 1 plus “In order to fix that, I will do…next time…”)* | |
| ***(TESOL 5b)*** Adapting Instruction in the Classroom Environment  Were you able to adapt your instruction if needed? | | |
| N/A | Resident did not need to adapt the lesson. *(Ex: Everything went according to plan and no adaptation was needed at all.)* | |
| 0 | Resident should have adapted the lesson but was unable to identify the need and was unable to reflect on that need. OR Resident adapted the lesson but not in a beneficial way. *(Ex: Students understand all of the vocabulary, and it is clear they quickly know the definitions, but the resident decides to adapt the lesson and spend ten extra minutes reviewing the vocabulary definitions.)* | |
| 1 | Resident should have adapted the lesson but did not identify the need during the lesson. However, after the fact, the resident was able to reflect on it. *(Ex: Students clearly did not understand how to write an argumentative essay, but the resident continued on and had them work unsuccessfully for the rest of the period. Resident is able to reflect after the fact and say that s/he should have adapted the lesson to provide more models of argumentative essays.)* | |
| 2 | Resident adapted the lesson and is able to explain why during reflection. *(Ex: The resident can see that students know all of the definitions to the vocabulary and they are getting bored. S/he adapts the lesson to skip the extra practice s/he had planned and move on to the reading activity.)* | |
| **TESOL/CAEP Standard 4b: *Language proficiency assessment***  Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and inform their instruction. They demonstrate understanding of their uses for identification, placement and reclassification of ELLs. | | |
| 0 | | Candidate’s plans/discussion about plans do not reveal knowledge of eitherwhat standards-based language proficiency assessments instruments that would show language growth look like and the plans include a description of how assessment instruments are/will be used in instruction and over the course of the student’s education.  *(Ex. Candidate cannot explain how the NYS tests for identification, placement or achievement tests, as relevant, are graded and can’t describe differences in student language at different levels.)* |
| 1 | | Candidate’s plans/discussion about plans reveal knowledge of *either*what standards-based language proficiency assessments instruments that would show language growth look like OR the plans include a description of how assessment instrument are/will be used in instruction and over the course of the student’s education. *(Ex. Candidate can explain how the NYS tests for identification, placement or achievement tests, as relevant, are graded and can describe differences in student language at different levels and plan for this explicitly; helping students understand how they are graded.)* |
| 2 | | Candidate’s plans/discussion about plans reveal knowledge of what standards-based language proficiency assessments instruments look like and the plans include a description of how assessment instruments are/will be used in instruction and over the course of the student’s education. *(Ex. Level 1 plus candidate can explain all of this to content teachers and other stakeholders in the school.)* |
| **TESOL 4c: *Classroom-based assessment for ENL***  Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom. | | |
| (TESOL 4c**)** Reflection on Assessment(What kinds of formal and informal assessments did you use? Why? How will you use the data from these assessments to inform instruction? How did your assessments show language growth individually or as a whole? Were your assessments mostly focused on ENL or content, or did you successfully integrate the two?) | | |
| 0 | Resident is unable to explain the reasons s/he assessed the students in the ways s/he did. Resident is unable to explain how the data will inform future instruction, as well as inform them about the class’s progress in language growth. *(Ex: “I used a formal assessment because my mentor teacher told me I should. I will look at the data from the class and show it to my mentor teacher.”)* | |
| 1 | Resident is able to explain some of the reasons why they assessed the students in the ways they did AND they are able to explain how the data will inform future instruction as well as inform them about the class’s progress in language growth.  *(Ex: “I chose Kahoot to assess the students on vocabulary to engage them. I used the data from Kahoot to determine that about half of the class still needs help with vocabulary so I will incorporate some extra practice for this group on Friday using Quizlet.”)* | |
| 2 | Resident successfully explains the reasons why they assessed the students in the ways they did AND they are able to explain how the data will inform future instruction as well as inform them about the class’s progress in language growth. *(Ex: “I chose Kahoot to assess the students on vocabulary to not only engage them, but to also make it so that Student X could participate, because he is very new. In addition, Kahoot provides me with data I can use. I used the data from Kahoot to determine that about half of the class still need help with vocabulary so I will incorporate some extra practice for this group on Friday using Quizlet.”)* | |
| ***(TESOL 4c)*** Reflection on Technology(How did the technology you used meet the purpose of the lesson? Why did you use those specific technologies in particular? How did the technology assist you in data collection?) | | |
| 0 | Resident is unable to explain why certain technologies were used to meet the purposes of the lesson. *(Ex: “I used the document camera because my mentor teacher uses it all of the time.”)* | |
| 1 | Resident is able to explain why s/he chose the technology to meet the specific purposes of the lesson. *(Ex: “I chose Quizlet because students are able to work at their own pace and take the quiz as many times as they want until they get the grade they were hoping for. Because they get to take the quiz again and again, the students who need it practice more and the students who already get it, can get a high grade and move on to the next activity.”* | |
| 2 | Resident can explain why s/he chose the technology to meet the specific purposes of the lesson as well as how that technology helped collect data for future use. *(Ex: “I used Nearpod because it gives me real time data while the students are reading the story. In this way I can see comprehension blocks as they happen, and I can address them. I also used the quiz at the end of the story to help me determine if I had successfully dispelled comprehension blocks for my students, or if we need more review help on Thursday before the test.”)* | |

**COMMENTS ON *REFLECTION ON THE LESSON***

**Mentor Teacher Check-in With the Supervisor**

Please rate your student teacher below with 5 being the highest and 1 being the lowest.

1. How well would you rate your student teacher’s ability to **listen to and implement feedback** you give?

1 2 3 4 5

Comments:

2. How well would you rate your student teacher’s **professionalism** in both demeanor and dress on a daily basis?

1 2 3 4 5

Comments:

3. How well would you rate your student teacher’s **classroom management skills**?

1 2 3 4 5

Comments:

4. How well would you rate your student teacher’s ability to be **timely** with lesson planning and other classroom duties you require?

1 2 3 4 5

Comments:

5. How well would you rate your student teacher’s **daily attendance** to school (on time)?

1 2 3 4 5

Comments:

6. Please leave a brief summary of how your student teacher is doing, including whether you feel that an impromptu visit from the supervisor is necessary.

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