

SCHOOL OF EDUCATION

MONMOUTH UNIVERSITY

WHERE LEADERS LOOK *forward*

**English as a Second Language (ESL) Endorsement
Teaching English to Speakers of Other Languages
(TESOL) Certificate**

2013-2014



**MONMOUTH UNIVERSITY
SCHOOL OF EDUCATION
ESL/TESOL Program**

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Student Information Website

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Table of Contents

Monmouth University Mission Statement	4
School of Education Candidate Proficiencies	4
TESOL Certification and ESL Endorsement Program Outcomes	6
Core Program Assessments	7
Curriculum Charts	9
Course Descriptions	12
Program Field and Clinical Experiences	14
Field Placement Application Process and Samples	16
Lesson Plan Template	17
Unit Plan Scoring Guide	18
OPI/WPT Testing Requirements	21
Professionalism	22
APA Style Requirements	23
Electronic Portfolio	24
Ecampus	25
Using e-FORMS	26
New Jersey Professional Standards for Teachers	28
TESOL Standards	37

MISSION STATEMENT

The School of Education mission is to be a regional leader in the preparation of highly competent, reflective teachers and other professional educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to lifelong learning.



School of Education Conceptual Framework

Candidate Proficiencies

1. Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.

2. Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.
3. Demonstrate an understanding of principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.
4. Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.
5. Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.
6. Demonstrate an understanding of the general goals and professional standards of one's professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.
7. Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to print, non print, and technological tools, to promote student learning.
8. Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media.
9. Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age and level appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes.
10. Analyze and reflect on the results of assessments to
 - 1) evaluate students' strengths and weaknesses;
 - 2) make decisions regarding future teaching/practice;
 - 3) communicate the results of student performance to all stakeholders; and
 - 4) provide opportunity for discussion with the community members, including families and other professionals, to support student learning.
11. Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.
12. Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self reflection on instructional/professional practice, and learning growth in the people they serve.

MU TESOL/ ESL Programs Outcomes

Outcomes	TESOL SPA Standards	NJPST
1. Understand language as a system and be able to help ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	1.a	P. 1, 2, 3, 8
2. 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.	1.b	P. 1, 2, 3, 5, 8
3. 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.	2.a	P. 1, 2, 3, 5, 7.
4. Use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.	2.b	P. 7
5. Serve as an English-language model, when planning for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	3.a	P. 3, 7
6. 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.	3.b	P. 2, 3, 9
7. Develop a familiarity with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	3.c	P. 3, 9
8. Apply an understanding of the various issues that may impact assessment in the design and implementation of language and content assessment: cultural and linguistic bias, political, social, and psychological factors.	4.a	P. 4
9. Understand the various issues in assessing ESOL students: IQ, and special education testing (including gifted and talented) and provide accommodation/modifications appropriately.	4.a	P. 4
10. Understand the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning and apply this understanding in the implementation of instruction and assessment.	4.b	P. 4
11. Understand and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	4.b	P. 4, 9
12. Use and be able to interpret a variety of performance-based assessment tools and techniques to inform instruction.	4.c	P. 4
13. Develop a knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	5.a	P. 10
14. Play the role of an ESL teacher as a professional resource, an advocate for ESOL students, and to build partnerships with students' families and/or communities.	5.b	P. 3, 6, 10
15. To collaborate with and be prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.	5.c	P. 3, 10

MU TESOL Assessments Charts

Outcomes	Assessments							
	1. GPA and Grades from EN 563/463; AN 380; ED 327/583; ED 328/584	2. Position Paper: Teaching ESL ED 327/583	3. Unit Plans ED 327/583	4. Evaluation of Field work ED 328/584	5. TWS from the field ED 328/584	6. Field Based Professional Development Plan ED 328/584	7. Assessment Plan ED 327/583	8. Resource Packet ED 328/584
1		x	x	X	x			x
2		x	x	X	x			
3		x	x	X	x			
4		x	x		x			
5		x	x	X	x		x	x
6		x	x	X	x		x	x
7		x	x	X	x			x
8		x	x		x		x	
9		x	x		x		x	
10		x	x	X	x		x	
11		x	x	X	x		x	
12		x	x		x		x	
13		x	x	X	x	x	x	
14		x	x	X	x	x	x	
15		x	x	X	x	x		

MU ESL Endorsement Core Assessments Undergraduate

Type or Form of Assessment	When the Assessment Is Administered
GPA and Grades	EN 463, AN 380, ED 320; EDL 327 or ED 319, ED 327, ED 328,
Position Paper on ESL Education	ED 327
Unit Plan	ED 327
Field Evaluation Report	ED 328
Teacher Work Sample	ED 328
Field-based Professional Development Plan	ED 328
Assessment Plan	ED 327
ESL Instructional Resource Packet	ED 328

MU ESL Endorsement Core Assessments Graduate

Type or Form of Assessment	When the Assessment Is Administered
GPA and Grades	EN 563, ED 606; ED 550; EDL 575 or ED 529, ED 583, ED 584
Position Paper on ESL Education	ED 583
Unit Plan	ED 583
Field Evaluation Report	ED 584
Teacher Work Sample	ED 584
Field-based Professional Development Plan	ED 584
Assessment Plan	ED 583
ESL Instructional Resource Packet	ED 584

MU TESOL Certification Core Assessments

Type or Form of Assessment	When the Assessment Is Administered
GPA and Grades	EN 563, ED 606; ED 550; EDL 575 or ED 529, ED 583, ED 584
Paper	ED 583
Unit Plan	ED 583
Field Evaluation Report	ED 584
Teacher Work Sample	ED 584
Field-based Professional Development Plan	ED 584
Assessment Plan	ED 583
ESL Instructional Resource Packet	ED 584

MONMOUTH UNIVERSITY

CURRICULUM CHART

**English as a Second Language (ESL) Endorsement
For Undergraduate Students following a content major coupled with an
Undergraduate Education Program**

Curriculum Chart 2010-2011 END.UG.ESL.09

REQUIREMENTS: 12 Credits

ED320: Teaching Students with Diverse Needs (Fulfilled in Education major Requirements)	0.0
EDL327: Literacy Instruction in an Educational Setting (5-12) Or	0.0
ED319: Content Literacy (Fulfilled in Education major Requirements)	0.0
AN380: American Diversity	3.0
EN463: Language and Linguistics	3.0
ED327: Theories and Practice of ESL I	3.0
ED328: Theories and Practice of ESL II	3.0
Total Credits	12.0

NOTE:

As part of the ESL certification process the New Jersey State Department of Education requires applicants to:

- **take the English Oral Proficiency Interview (OPI)**
- **pass the Writing Proficiency Test (WPT).**

**Contact the Language Testing International Center (www.languagetesting.com).
The Monmouth University School of Education requires a copy of the proficiency certificate for both the OPI and WPT.**

MONMOUTH UNIVERSITY

CURRICULUM CHART

English as a Second Language (ESL) Endorsement For Graduate Students Only

Curriculum Chart 2010-2011 END.GR.ESL.09

REQUIREMENTS: 18 Credits

EN563: Language and Linguistics	3.0
ED606: Diversity in Education	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
or	
ED529: Content Literacy	3.0
ED550: Teaching Diverse Populations	3.0
ED583: Theories and Practice of ESL Instruction, Part I	3.0
ED584: Theories and Practice of ESL Instruction, Part II	3.0
Total:	18.0

NOTE:

As part of the ESL certification process the New Jersey State Department of Education requires applicants to:

- hold a teaching certificate.
- take the English Oral Proficiency Interview (OPI)
- pass the Writing Proficiency Test (WPT).

Contact the Language Testing International Center (www.languagetesting.com). The Monmouth University School of Education requires a copy of the proficiency certificate for both the OPI and WPT.

No Monmouth University Certificate will be issued.

MONMOUTH UNIVERSITY

CURRICULUM CHART

**TESOL Certificate
For Graduate Students Only
Non-Certification**

REQUIREMENTS: 18 Credits

EN563: Language and Linguistics or EN 558: Teaching Composition	3.0
ED606: Diversity in Education	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
or	
ED529: Content Literacy	3.0
ED550: Teaching Diverse Populations	3.0
ED583: Theories and Practice of ESL Instruction, Part I	3.0
ED584: Theories and Practice of ESL Instruction, Part II	3.0
Total:	18.0

NOTE:

As part of the TESOL Certificate process applicants are required to:

- **take the English Oral Proficiency Interview (OPI)**
- **pass the Writing Proficiency Test (WPT).**

Contact the Language Testing International Center (www.languagetesting.com). The Monmouth University School of Education requires a copy of the proficiency certificate for both the OPI and WPT.

No Monmouth University Certificate or New Jersey State Department of Education endorsement will be issued.

Course Descriptions

Undergraduate Program

ED 320 Teaching Students with Diverse Needs

This writing intensive course is offered to address two issues in today's field of education: ESL students in mainstream classrooms and students with special needs in inclusion classrooms. The relevant topics will be explored to provide teacher candidates with a theoretical foundation, an understanding of their legal responsibility, and an opportunity to design instruction addressing various needs of diverse students in an inclusive setting. Limited to Education majors. Prerequisites: Education 250, Educational Leadership 326, and a minimum GPA of 2.75.

EDL 327 Literacy Instruction in an Educational Setting (5-12)

This course focuses on the literacy development of regular and special education children including those from diverse backgrounds in grades 5-12. going assessment and instructional strategies for integrating literacy in the content areas will be explored in various engaging educational settings. Prerequisite: A minimum GPA of 2.75.

AN 380 American Cultural Diversity

Explore the historical, social, and cultural backgrounds of immigrant groups found within the United States. Through lectures, readings, case studies, and discussions incorporated with service learning as fieldwork, students will be introduced to the complexity and diversity of American society.

EN 463 Language and Linguistics

A grounding in the structural aspects of general linguistics: morphology, syntax, semantics, phonology, and pragmatics. Examines the structure of the English language, including nouns and noun classes, ways of talking about actions and states, how ideas are combined into complex sentences, and how context and purpose affect how we use language. Also considers differences between learning a first and second language. Prerequisites: English 101, 102, either English 201 or 202; and 2 courses from English 204 - 209, or written permission of the instructor.

ED 327 Theories and Practice of ESL I

With an emphasis on teaching English through content, part one of this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional materials, services, and assessment measures will be introduced and practiced with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice with embedded language acquisition/learning theories and research studies carefully examined. Prerequisites: English 463, Anthropology 380, Education 319, Education 320 and either Education 365, 367, 369, 371, 374, 375 or Foreign Language 427, and a minimum GPA of 2.75.

ED 328 Theories and Practice of ESL II

A continuation of ED 327, examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies and techniques for teaching specific language skills in a standard-based content and ESL teaching program. Reflective practice is an integral part of the course. Prerequisites: Education 327 and a minimum GPA of 2.75.

Course Descriptions Graduate Program

EN 563 Linguistics and the English Language

Includes a grounding in the structural aspects of general linguistics: morphology, syntax, semantics, phonology, and pragmatics. Examines the structure of the English language, including nouns and noun classes, ways of talking about actions and states, how ideas are combined into complex sentences, and how context and purpose affect how we use language. Also considers differences between learning a first and second language.

EDL 575 Methods of Teaching Language Arts and Content Literacy at the Elementary Level

The course is designed to provide candidates with the knowledge of language as a medium for teaching and learning. Candidates will be introduced to strategies that facilitate an integrated approach to language arts and content literacy instruction. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the elementary level. Education 510, 550, 552 and Educational Leadership 503.

ED 529 Content Literacy

This course is designed to focus on theory, methods, strategies, and materials for teaching literacy in all content areas with an emphasis at the secondary level of education. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the secondary level.

ED 550 Teaching Diverse Populations

Addresses two issues in today's field of education: ESL students in mainstream classrooms and students with special needs in inclusion classrooms. The relevant topics will be explored from a multicultural perspective to provide teacher candidates with a theoretical foundation, an understanding of their legal responsibility, and an opportunity to design instruction addressing various needs of diverse students in an inclusive setting. Fieldwork is required. Prerequisite: Education 510.

ED 583 Theories and Practice of ESL Instruction Part I

With an emphasis on teaching English through content, part I of this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined. Prerequisites: Education 529, one method course in Education, and either English 563 or Liberal Arts 580.

ED 584 Theories and Practice of ESL Instruction Part II

A continuation of Education 583, the course will examine public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. While more approaches to ESL instruction will be introduced, a wide range of ESL instructional materials, services, and assessment measures will be introduced and explored. Prerequisite: Education 583.

ED 606 Diversity in Education

Dealing with cultural differences in multi-ethnic and pluralistic school settings. The nature of the school as a social system.

Field and Clinical Experiences

Each program incorporates integrated field experiences in the curriculum, enabling candidates to work with students in actual K-12 school settings and encouraging interactions with teachers, administrators, and community representatives. The field-based component of each program is implemented in collaboration with local K-12 school districts. Candidates are required to document school-based field work through signed evaluation forms, logs, observations by administrators, and artifacts.

ESL Endorsement for Undergraduates:

Course Code	Setting	Hours	Field Requirements
ED 319 Or EDL 327	K-12 ESL	15	To be Determined by the Professor
ED 327	K-12 ESL	15	Work with ESL learners and complete a case study on student learning by utilizing and reflecting on selected instructional/assessment strategies.
ED 328	K-12 ESL	25	Based on the field situation: 1. Create a Teacher Work Sample that includes Contextual Description, Assessment Plan, Instructional Design, and Analysis of Student Learning; 2. Construct a Professional Development Plan; 3. Have cooperating teacher complete a summative evaluation of the candidate's performance in the field. Candidates are expected to teach design and implement instruction in the field.
Total		55	

ESL Endorsement for Graduates and TESOL Certificate candidates:

Course Code	Setting	Hours	Field Requirements
EDL 575 or ED 529	K-12 ESL	15	To be Determined by the Professor
ED 583	K-12 ESL	15	Work with ESL learners and complete a case study on student learning by utilizing and reflecting on selected instructional/assessment strategies.
ED 584	K-12 ESL	25	Based on the field situation: 1. Create a Teacher Work Sample that includes Contextual Description, Assessment Plan, Instructional Design, and Analysis of Student Learning; 2. Construct a Professional Development Plan; 3. Have cooperating teacher complete a summative evaluation of the candidate's performance in the field. Candidates are expected to teach design and implement instruction in the field
Total		55	

FIELD PLACEMENT APPLICANTS

Please complete a field placement application for each semester in which you are taking courses that require field experience.

Complete the application as soon as possible and notify us of any changes in your schedule to ensure your field placement.

Review your course requirements, GPA, and prerequisites for field experience with your advisor. Please make sure that you leave enough time in your schedule to complete your field requirements. At a minimum you should set aside at least one morning and one afternoon per week, so plan your schedule accordingly. Some classes have specific requirements which are noted in Web Advisor.

Total field experience hours should not exceed 60 hours per semester without prior approval. Please see your education advisor.

Transfer students must complete the application process as soon as they register.

Requests for special considerations in placement or requests for placement at a worksite **MUST** be in writing and submitted separately. You can perform your field placement at your worksite if a letter from the school/district/agency is received by the Office of Certification, Field Placements, and School Partnerships stating the following:

1. that you are under a full time contract to the district/agency/school;
2. that you may continue employment while meeting your field experience requirements;
3. that the worksite is relevant to your area of certification and content area;
4. the first and last name of the person that will assume the role of cooperating teacher, as well as their e-mail address.

This change is not guaranteed.

State of New Jersey Requirements for Educators

1. Mantoux Test (May be required)
2. Criminal History Background Check (May be required)
3. Reporting Child Abuse in New Jersey (Required)

Lesson Plan Template

Monmouth University
School of Education
Department of Curriculum and Instruction

Teacher Candidate's Name:

Grade Level/Subject:

Unit Title:

Lesson Title:

Duration:

Learner Outcomes:

Standards: (NJCCCS)

Procedures: (Including Assessments linked to Learner Outcomes)

Modifications/Accommodations:

Materials:

Reflections:

A lesson plan is sometimes referred to as a blueprint, road map, or script; it guides you and your students through materials and activities used for instruction. The lesson plan is usually implemented during one period of instruction, but may carry over into one or more periods.

Always follow the Monmouth University School of Education Lesson Plan Template and make sure to include all the components listed above.

MU TESOL Assessment 3 Scoring Guide: Unit Plan
Targeting TESOL Standards: 1a; 1b; 2; 3a; 3b; 3c; 4b; 4c; 5a; 5b

ED 327/583 Dr. Wong

Unit Plan Rubric

Elements	Not Met	Met	Target	Score
Identifying information 5 points	Grade level/age, subject(s), or unit title is missing. * Description of students' English language proficiency levels and their cultural backgrounds is not clear. (0-1)	Grade level/age, subject(s), and unit title provided. * Description of students' English language proficiency levels and their cultural backgrounds is provided. (2-3)	Grade level/age, subject(s), and unit title provided. * Description of students' English language proficiency levels and their cultural backgrounds is clear, detailed, and succinct. (4-5)	
Description of Unit 10 points	*Description of the unit is unclear. *Explanation of how the lessons designed in the unit adhere to second language acquisition theories/principles is not convincing. (0-5)	*Description of the unit is provided. *Explanation of how the lessons designed in the unit adhere to second language acquisition theories/principles is somewhat convincing. (6-8)	*Description of the unit is clear, detailed, and succinct. *Explanation of how the lessons designed in the unit adhere to second language acquisition theories/principles is convincing. (9-10)	
Unit Standards 5 points	One of the standards is not provided. (0-1)	Content standards are provided. TESOL standards are provided. (2-3)	All content standards addressed in the unit are listed and accurate. All TESOL standards addressed in the unit are listed and accurate. (4-5)	
Lesson Plan: Lesson Title and Lesson	*Lesson title is missing. *Neither learner	* Lesson title is provided. *Learner outcomes can	*Lesson title is provided. *Learner outcomes and	

<p>Duration</p> <p>TESOL SPA: 3a; 3b</p> <p>@ 5points</p>	<p>outcomes or procedures can be demonstrated within the time frame that has been identified.</p>	<p>be achieved in the time frame that has been identified, but procedures cannot be completed or procedures can be implemented, but student outcomes cannot be achieved.</p>	<p>procedures can be achieved in the time frame that has been identified.</p>	
<p>Content and TESOL Standards</p> <p>TESOL SPA: 3a; 3b</p> <p>@5 points</p>	<p>One of the standards is not provided.</p> <p>(0-1)</p>	<p>Content standards are provided.</p> <p>TESOL standards are provided.</p> <p>(2-3)</p>	<p>All content standards addressed in the lesson are listed and accurate.</p> <p>All TESOL standards addressed in the lesson are listed and accurate.</p> <p>(4-5)</p>	
<p>Learner Outcomes: Cultural or content learner outcomes; language learner outcomes</p> <p>TESOL SPA: 1a, 1b; 3a; 3b;</p> <p>@5 points</p>	<p>* Learner outcomes are not standard based or show no attempt to integrate language skills and content learning;</p> <p>*Learner outcomes are not developmentally appropriate.</p> <p>*Learner outcomes are not measurable.</p> <p>* Learner outcomes are not aligned with TESOL PreK-12 Standards and NJCCCS/CCSS.</p> <p>(0-5)</p>	<p>* Learner outcomes are standard based and attempt to integrate language skills and content learning;</p> <p>* Learner outcomes are appropriate for the subject, but not developmentally appropriate.</p> <p>* An attempt to write a measurable outcome is made, but not fully achieved.</p> <p>* An attempt to align the learner outcomes with TESOL PreK-12 Standards and NJCCCS/CCSS is made, but not fully achieved.</p> <p>(6-8)</p>	<p>* Learner outcomes are standard based and fully integrate language skills and content learning;</p> <p>*Learner outcomes are written at an appropriate level for grade level/age (subject) as specified in the identifying information.</p> <p>*Learner outcomes are expressed in measurable terms.</p> <p>*Learner outcomes are aligned with TESOL PreK-12 Standards and NJCCCS/CCSS.</p> <p>(9-10)</p>	

<p>Procedures/Assessment: activities that involve thought, communication, and experience</p> <p>use of graphic organizers for organizing and communicating knowledge</p> <p>activities for enrichment</p> <p>alignment between assessments and outcomes</p> <p>TESOL SPA: 1a; 1b; 2; 3a; 3b; 3c; 4c</p> <p>@ 10 points</p>	<p>* Does not activate prior knowledge and does not establish the purpose of the lesson.</p> <p>*Does not include practical application of the use of English for social or academic purpose.</p> <p>* Shows no attempt to help learners make cultural connections that would facilitate language development and academic achievement.</p> <p>* Does not engage all learners in the lesson.</p> <p>*Does not employ appropriate and varied strategies to accomplish learner outcomes during the lesson.</p> <p>*Provides no opportunities for student self-reflection.</p> <p>*Does not monitor learner progress throughout the lesson.</p> <p>*Does not incorporate technology into the lesson.</p> <p>(0-5)</p>	<p>*Activates prior knowledge of all learners, but does not establish the purpose of the lesson or establishes the purpose of the lesson, but does not activate prior knowledge.</p> <p>*An attempt to include practical application of the use of English for social or academic purpose, but not fully achieved.</p> <p>* An attempt to help learners make cultural connections that would facilitate language development and academic achievement.</p> <p>*Engages some learners through active participation in the lesson.</p> <p>*Employs appropriate, but not varied strategies to accomplish learner outcomes during the lesson or employs varied, but not appropriate strategies.</p> <p>*Provides limited opportunities for student self-reflection.</p> <p>*Monitors learner progress using classroom based assessments at the end of the lesson.</p>	<p>*Activates prior knowledge of all learners and establishes the purpose of the lesson.</p> <p>*Activities clearly include practical application of the use of English for social or academic purpose.</p> <p>* Activities explicitly require learners to make cultural connections that would facilitate language development and academic achievement.</p> <p>*Engages all learners through active participation in the lesson.</p> <p>*Employs appropriate and varied strategies to accomplish learner outcomes during the lesson.</p> <p>* Provides ample opportunities for student self-reflection.</p> <p>*Monitors learner progress regularly using a variety of classroom based assessments throughout the lesson.</p> <p>*Incorporated technology appropriately into the lesson.</p>	
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		*Incorporated technology, but not appropriately in the lesson. (6-8)	(9-10)	
Modifications/ Accommodations TESOL SPA: 3a; @5 points	*Does not indicate any modifications or accommodations for students of all levels of language proficiency (0-1)	* Provides some modifications/ accommodations for students of all levels of language proficiency * provides modifications/ accommodations include those for students with either special needs or gifted and talented. (2-3)	*Indicates appropriate, detailed modifications/ accommodations for students of all levels of language proficiency. * provides modifications/ accommodations include those for students with special needs and gifted and talented. (4-5)	
Materials: Use of standard based core curriculum content area and cultural texts TESOL SPA: 3c @5 points	*Choose materials that are not standards-based or irrelevant to language development and content learning; *Does not choose materials that are appropriate for the lesson. *Does not list the materials needed for the lesson. (0-1)	*Choose, adapt, and use materials that are standards-based and serve the purpose of language development or content learning; *Chooses materials that are somewhat appropriate for the outcomes and procedures. *Lists some of the materials needed for the lesson. (2-3)	*Choose, adapt, and use materials that are standards-based and serve the purpose of language development and content learning; *Chooses appropriate materials based on the outcomes and procedures. *Lists all materials needed for the lesson. (4-5)	
Organization and readability	Difficult to locate information and hard to understand	Easy to follow and locate information, clearly labeled.	Easy to follow and locate information; clearly labeled; professionally	

			presentable.	
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OPI/WPT TESTING REQUIREMENTS

Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)

Students who are seeking certification in **Spanish** must pass the Spanish ACTFL Oral Proficiency Interview (OPI) in addition to the Praxis II Spanish Content Knowledge (10191). Students who are seeking certification in **English as a Second Language (ESL)** must pass the English Language ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). The tests are administered by the ACTFL Language Testing Office and all information regarding registration, fees, testing, and test sites can be accessed by going online to www.languagetesting.com or by calling the Language Testing International Office at 914-963-7110. Your Certificate of Proficiency must be submitted to the Certification, Field Placements and School Partnerships Office to be approved for student teaching.

For the most current information on test requirements for the specific teaching license you are seeking, please visit the New Jersey Department of Education (NJDOE) website at www.state.nj.us/njded/educators/license/guide.pdf

Professionalism

A Word about Professionalism...

*Now that you have been accepted into the Monmouth University School of Education many things will be expected of you. Perhaps one of the most important will be the transition from viewing yourself as a college student with all that it implies to seeing yourself as a teacher candidate preparing to enter the world of the education professional. Below are 10 things to consider while making your transition. (Taken from *Tips for Success. Org*)*



A professional learns every aspect of the job. An amateur skips the learning process whenever possible.

A professional carefully discovers what is needed and wanted. An amateur assumes what others need and want.

A professional looks, speaks and dresses like a professional. An amateur is sloppy in appearance and speech

A professional is focused and clear-headed. An amateur is confused and distracted.

A professional does not let mistakes slide by. An amateur ignores or hides mistakes.

A professional jumps into difficult assignments. An amateur tries to get out of difficult work.

A professional remains level-headed and optimistic. An amateur gets upset and assumes the worst.

A professional faces up to other people's upsets and problems. An amateur avoids others' problems.

A professional uses higher emotional tones: Enthusiasm, cheerfulness, interest, contentment. An amateur uses lower emotional tones: anger, hostility, resentment, fear.

A professional persists until the objective is achieved. An amateur gives up at the first opportunity.

A.P.A , 6th ed. Style for All Written Assignments

The Publication Manual of the American Psychological Association, 6th edition, is the required reference manual for all written assignments in the School of Education.

Failure to properly cite sources used in your submitted work may result in charges of plagiarism by your instructor.

The Monmouth University Writing Center provides access to web pages for A.P.A style through the **Resources for Writers** link on the Writing Center Web site:

http://www.monmouth.edu/writing_center/resources.asp

<http://citationmachine.net>

The link provides information on plagiarism and differences in writing a summary and paraphrasing.

Other Web Pages:

- The A.P.A. homepage: <http://www.apastyle.org/index.html>. This page highlights the 6th edition changes and answers most FAQs, especially those regarding electronic sources.
- Western Carolina's Writing Center lists examples of many resources including emails and movies: http://www.wcu.edu/writingcenter/isource.asp?page=apa_format.html
- Examples of unusual citations like listserv, newsgroups, and FTPs can be found at the Bedford/St. Martin Publishing Company website: <http://www.bedfordstmartins.com/online/citex.html>

Electronic Portfolio Foliotek

The School of Education requires that all undergraduate and graduate students, who enrolled in education courses (EDL, EDS, and/or ED) for the first time in the fall of 2005, or later develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service for the School of Education. The portfolio has capabilities for you to use both while you're a student and after you graduate from Monmouth University. Your subscription to Foliotek will last for six years.

You will be uploading the *eight* required core assessments for your program as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum.

Faculty and advisors will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. Most of the core assessments will be completed during your coursework. As one of the graduation requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments

In addition, you can use the Foliotek system to build a showcase portfolio which can be used when you apply for positions or want to share your best work with others.

Your first step is to register for your electronic portfolio. Send an email to: foliotek@monmouth.edu with your name, student identification number, and your program. You will receive an email reply (to your Monmouth email account) that will contain specific directions for registering online.

Technical Support:
Call 1-888-365-4649 and select Option 2

eCampus Course Management System

Some of the courses in the M.A.T. program are online and others are hybrid (a combination of online and on campus sessions), or web-enhanced (course meets on campus, but there is an online component). Each course has its own website that can be accessed by registered students at the beginning of each semester by accessing the following link on the Monmouth University Website: <https://ecampus.monmouth.edu/login.php>

To log in, a student uses his/her Monmouth University ID and email password. If you do not know your email or Hawkdom2 password please call the University Help Desk at 732-923-4357. You can also change your password by using the “Change Password Form”, which is located on the sign in page. If you don't know your current password, you can reset it by calling 732-923-4600.

After you log in to the site, your current course or courses will appear. You then choose the one that you want to enter. You will see the following components:

- News: This area is used by the professor to post important information and other materials that he/she wants you to see immediately.
- Events: In this area, the professor posts dates, such as when an assignment of assessment is due. He/she may also list the date of an upcoming symposium or meeting.
- Updates: New discussion messages will be displayed in this area.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, dropbox, classlist, chat, grades, library, and course home. You will be using some or all of these links during the online class or online component of a course.

- ✓ Content: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.
- ✓ Discussions: This is where the posting of reflections and online dialoguing take place.
- ✓ Dropbox: You may be asked to upload your assignments and assessments to this area.
- ✓ Classlist: This contains the names and email addresses of your classmates.
- ✓ Chat: This enables the professor to dialogue with students in real time.
- ✓ Grades: This link takes you to your grades on assignments and assessments.
- ✓ Library: This is the link to the Monmouth University Library.
- ✓ Course Home: This link takes you back to the course main page.

e-FORMS

Most of the forms you will be utilizing will be on-line e-FORMS.* A complete list of the e-FORMS can be found in your e-FORMS library; however, the following is the list of the most commonly used e-FORMS. Directions for using e-FORMS begin on the next page.

Sample e-FORMS (complete list of e-FORMS available online):

Application for Graduation	Grade Report – Student Release
Change Address	Leave of Absence
Declare Certificate or Endorsement	Transcript Request
Declare Minor	Withdraw from University
Enrollment Verification	Change Undergraduate Academic Program
Enrollment Verification for Insurance Co.	Substitution
FERPA	Summer Permission
FERPA – Do Not Disclose	UG(undergraduate) Request for GR(graduate) course
	Waiver of UG(undergraduate) Gen-Ed Requirement

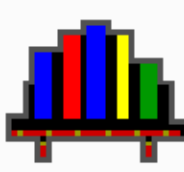
*NOTE: The Office of Registration and Records still uses some paper forms which are available on WEBpage at <http://www.monmouth.edu/academics/registrar/forms.asp> . Two important forms are: Program Change and the Independent Study Form.

Directions for e-FORMS

The following are directions for e-FORMS. Please note, there is also a Power Point presentation on your WEBstudent account if you should need more assistance.

- Go to WEBstudent menu
- Select e-FORMS
- Enter student ID ('s' and seven digits) and password
- You will then see following icon on the left top of your screen:

This is the "Library of e-FORMS" icon



- Click on the "Library of e-FORMS"
 - A list of forms will be displayed
- Select the e-FORM you need to complete
- The e-FORM will be populated with your student information (i.e., your name, id, program)
- Complete the e-FORM
- Make sure you add comments as you deem necessary on bottom of the e-FORM
- Select "Submit" to electronically submit this for approval

Once you submit your form, it is routed electronically to the necessary offices for approvals. You will receive emails as your e-FORM moves from office to office, noting approvals/denials/comments. Keep your advisor informed should you have any questions and/or concerns.

Your e-FORM is approved, completed, and reflected on your University record once you receive an email noting "Archived."

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST)

Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification. The standards describe what every beginning education professional should know and be able to do.

Standard One - Subject Matter Knowledge - Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two - Human Growth & Development - Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three - Diverse Learners - Teachers shall understand the practice of culturally responsive teaching.

Standard Four - Instructional Planning & Strategies - Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Five - Assessment - Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six - Learning Environment - Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven - Special Needs - Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight - Communication - Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Standard Nine - Collaboration & Partnerships - Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

Standard Ten - Professional Development - Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Standard Eleven - Professional Responsibility - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>
6A:9-3.3 Professional standards for teachers

Standard One - Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

<p align="center">KNOWLEDGE Teachers know and understand:</p>	<p align="center">DISPOSITIONS Teachers value and are committed to:</p>	<p align="center">PERFORMANCES Teachers engage in activities to:</p>
<p>1.1 In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;</p> <p>1.2 The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;</p> <p>1.3 That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and</p> <p>1.4 Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.</p>	<p>1.5 Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and</p> <p>1.6 Enthusiasm for the discipline(s) they teach and in making connections to every day life.</p>	<p>1.7 Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;</p> <p>1.8 Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and</p> <p>1.9 Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts</p>

Standard Two - Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

<p align="center">KNOWLEDGE Teachers know and understand:</p>	<p align="center">DISPOSITIONS Teachers value and are committed to:</p>	<p align="center">PERFORMANCES Teachers apply:</p>

<p>2.1 How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;</p> <p>2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and</p> <p>2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.</p>	<p>2.4 The educability of all children and adolescents;</p> <p>2.5 The belief that all children and adolescents bring talents and strengths to learning;</p> <p>2.6 Appreciation for multiple ways of knowing;</p> <p>2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence.</p> <p>2.8 The belief that all children and adolescents can learn at high levels and achieve success.</p>	<p>2.9 Learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels</p>
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Standard Three - Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

<p style="text-align: center;">KNOWLEDGE Teachers know and understand:</p>	<p style="text-align: center;">DISPOSITIONS Teachers value and are committed to:</p>	<p style="text-align: center;">PERFORMANCES Teachers engage in activities to:</p>
<p>3.1 How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;</p> <p>3.2 The supports for and barriers to culturally responsive teaching in school environments;</p> <p>3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English; and</p> <p>3.4 The negative impact of bias, prejudice, and discrimination on students and society.</p>	<p>3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and</p> <p>3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.</p>	<p>3.7 Create a learning community in which individual differences are respected;</p> <p>3.8 Learn about the diverse students they teach, and the students' families and communities;</p> <p>3.9 Use strategies to support the learning of students whose first language is not English; and</p> <p>3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.</p>

Standard Four - Instructional Planning & Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

<p style="text-align: center;">KNOWLEDGE Teachers know and understand:</p>	<p style="text-align: center;">DISPOSITIONS Teachers value and are committed to:</p>	<p style="text-align: center;">PERFORMANCES Teachers engage in activities to:</p>
<p>4.1 How to plan instruction based on students' needs, developmental progress and prior knowledge.</p> <p>4.2 Available and appropriate resources and materials for instructional planning;</p> <p>4.3 Techniques for modifying instructional methods, materials and the environment to help all students learn; and</p> <p>4.4 A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.</p>	<p>4.5 The development of students' critical thinking, independent problem-solving and performance capabilities.</p>	<p>4.6 Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;</p> <p>4.7 Plan instruction based on knowledge of classroom, school and community culture;</p> <p>4.8 Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;</p> <p>4.9 Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;</p> <p>4.10 Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;</p> <p>4.11 Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and</p> <p>4.12 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods</p>

of inquiry from several subject areas.

Standard Five - Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

KNOWLEDGE Teachers know and understand:	DISPOSITIONS Teachers value and are committed to:	PERFORMANCES Teachers engage in activities to:
<p>5.1 The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and</p> <p>5.2 Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.</p>	<p>5.3 The belief that students' strengths are the basis for growth and their errors are opportunities for learning.</p>	<p>5.4 Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;</p> <p>5.5 Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;</p> <p>5.6 Accurately document and report assessment data and ongoing student data to parents and professional staff; and</p> <p>5.7 Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.</p>

Standard Six - Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

KNOWLEDGE Teachers know and understand:	DISPOSITIONS Teachers value and are committed to:	PERFORMANCES Teachers engage in activities to:
<p>6.1 The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning</p>	<p>6.4 The role of students in promoting each other's learning and recognize the importance of peer</p>	<p>6.7 Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work</p>

<p>activities in the classroom;</p> <p>6.2 How the classroom environment influences learning and promotes positive behavior for all students; and</p> <p>6.3 How classroom participation supports student commitment.</p>	<p>relationships in creating a climate of learning;</p> <p>6.5 Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and</p> <p>6.6 The expression and use of democratic values in the classroom.</p>	<p>collaboratively and independently;</p> <p>6.8 Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;</p> <p>6.9 Create a positive classroom climate which is socially, emotionally and physically safe;</p> <p>6.10 Establish and maintain appropriate standards of behavior;</p> <p>6.11 Use instructional time effectively; and</p> <p>6.12 Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.</p>
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Standard Seven - Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

<p style="text-align: center;">KNOWLEDGE Teachers know and understand:</p>	<p style="text-align: center;">DISPOSITIONS Teachers value and are committed to:</p>	<p style="text-align: center;">PERFORMANCES Teachers engage in activities to:</p>
<p>7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and</p> <p>7.2 Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques for students with special needs including students with autism and other developmental disabilities; and</p> <p>7.3 The characteristics of students with special needs.</p>	<p>7.4 The belief that children and adolescents with special needs can learn at high levels and achieve success.</p>	<p>7.5 Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning, as well as language, culture, economics, family and community values to positively impact student learning;</p> <p>7.6 Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;</p> <p>7.7 Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques,</p>

		<p>including the use of assistive technology;</p> <p>7.8 Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology; and inclusive educational practices and collaborative partnerships; and</p> <p>7.9 Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.</p> <p>7.8 Make appropriate provisions, in terms of time and circumstances, for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs</p>
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Standard Eight - Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

KNOWLEDGE Teachers know and understand:	DISPOSITIONS Teachers value and are committed to:	PERFORMANCES Teachers apply:
<p>8.1 The power of communication in the teaching and learning process.</p>	<p>8.2 Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and</p> <p>8.3 Being a thoughtful and responsive listener.</p>	<p>8.4 Communicate clearly in English, using precise language and appropriate oral and written expressions;</p> <p>8.5 Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;</p> <p>8.6 Use effective verbal and nonverbal techniques which foster individual and collective inquiry;</p> <p>8.7 Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical</p>

		thinking; and 8.8 Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
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Standard Nine - Collaboration & Partnerships

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

KNOWLEDGE Teachers know and understand:	DISPOSITIONS Teachers value and are committed to:	PERFORMANCES Teachers apply:
<p>9.1 The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning;</p> <p>9.2 The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and</p> <p>9.3 How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.</p>	<p>9.4 Recognizing the role of parents, guardians and other family members as a child's primary teacher;</p> <p>9.5 Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and</p> <p>9.6 Being willing to work with parents/families and other professionals to improve the overall learning environment for students.</p>	<p>9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;</p> <p>9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well being; and</p> <p>9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.</p>

Standard Ten - Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

KNOWLEDGE Teachers know and understand:	DISPOSITIONS Teachers value and are committed to:	PERFORMANCES Teachers apply:
10.1 How education research and other methods of inquiry can be used as a means	10.2 Refining practices that address the needs of	10.5 Use reflective practice and the Professional Development Standards to

<p>for continuous learning, self assessment and development.</p>	<p>all students and the school community;</p> <p>10.3 Professional reflection, assessment and learning as an ongoing process; and</p> <p>10.4 Collaboration with colleagues to give and receive help.</p>	<p>set goals for their professional development plans;</p> <p>10.6 Learn through professional education organizations; and</p> <p>10.7 Make the entire school a productive learning climate through participation in collegial activities.</p>
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Standard Eleven - Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

<p style="text-align: center;">KNOWLEDGE Teachers know and understand:</p>	<p style="text-align: center;">DISPOSITIONS Teachers value and are committed to:</p>	<p style="text-align: center;">PERFORMANCES Teachers engage in activities to:</p>
<p>11.1 Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements;</p> <p>11.2 Strategies to foster professional and productive relationships with students and colleagues.</p>	<p>11.3 Recognizing that an educator's actions reflect the status and substance of the profession;</p> <p>11.4 Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;</p> <p>11.5 Recognizing, respecting and upholding the dignity and worth of the students as individual human beings, and therefore dealing with them justly and considerately; and</p> <p>11.6 Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.</p>	<p>11.7 Promote aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;</p> <p>11.8 Maintain the confidentiality of information concerning the students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice;</p> <p>11.9 Maintain professional relationships with students and colleagues;</p> <p>11.10 Provide access to various points of view without deliberate distortion of subject matter; and</p> <p>11.11 Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and</p>

TESOL ESL Endorsement Standards

Standard	Description
Standard 1: Language	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.
Standard 1.a. 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.
1.a.1	Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.
1.a.2	Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English.
1.a.3	Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English.
1.a.4	Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.
1.a.5	Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.
1.a.6	Demonstrate ability to help ESOL students develop social and academic language skills in English.
1.a.7	Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.
1.a.8	Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.
1.a.9	Locate and use linguistic resources to learn about the structure of English and of students' home languages.
1.a.10	Demonstrate proficiency in English and serve as a good language model for ESOL students.
Standard 1.b. 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.
1.b.1	Provide rich exposure to English.
1.b.2	Provide comprehensible input and scaffolding.
1.b.3	Provide opportunities for meaningful interaction

1.b.4	Create a secure, positive, and motivating learning environment.
1.b.5	Understand and apply current theories and research in language and literacy development.
1.b.6	Recognize and build on the processes and stages of English language and literacy development.
1.b.7	Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.
1.b.8	Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.
1.b.9	Understand and apply knowledge of the role of individual learner variables in the process of learning English.
1.b.10	Provide appropriate instruction and feedback.
1.b.11	Help ESOL students to communicate in socially and culturally appropriate ways.
1.b.12	Help ESOL students develop academic language proficiency.
1.b.13	Help ESOL students develop effective language learning strategies.
Standard 2: Culture	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.
Standard 2.a. 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.
2.a.1	Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.
2.a.2	Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
2.a.3	Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.
2.a.4	Understand and apply concepts about the interrelationship between language and culture.
Standard 2.b. Cultural Groups and Identity	Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
2.b.1	Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.
2.b.2	Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.
2.b.3	Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.
2.b.4	Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.
2.b.5	Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.
Standard 3: Planning, Implementing, and Managing Instruction	Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
Standard 3.a.	Candidates know, understand, and apply concepts, research, and best

Planning for Standards-Based ESL and Content Instruction	practices to plan classroom instruction in a supportive learning environment for ESOL 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.
3.a.1	Plan standards-based ESL and content instruction.
3.a.2	Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.
3.a.3	Plan students' learning experiences based on assessment of language proficiency and prior knowledge.
3.a.4	Provide for particular needs of students with limited formal schooling (LFS) in their L1.
Standard 3.b. 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.
3b.1	Organize learning around standards-based subject matter and language learning objectives. <ul style="list-style-type: none"> • Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels. • Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks. • Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.
3.b.2	Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.
3.b.3	Provide activities and materials that integrate listening, speaking, reading, and writing.
3.b.4	Develop students' listening skills for a variety of academic and social purposes.
3.b.5	Develop students' speaking skills for a variety of academic and social purposes.
3.b.6	Provide standards-based instruction that builds upon students' oral English to support.
3.b.7	Provide standards-based reading instruction adapted to ESOL learners.
3.b.8	Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.
Standard 3.c 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.
3.c.1	Select, adapt, and use culturally responsive, age appropriate, and linguistically accessible materials.
3.2.2	Select materials and other resources that are appropriate to students' developing language and content area abilities, including appropriate use of L1.
3.c.3	Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.
3.c.4	Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).

3.c.5	Use software and Internet resources effectively in ESL and content instruction.
Standard 4: Assessment	Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
Standard 4.a Issues of Assessment for ESL	Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.
4.a.1	Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.
4.a.2	Demonstrate an understanding of the quality indicators of assessment instruments.
4.a.3	Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL students.
4.a.4	Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.
Standard 4.b Language Proficiency Assessment	Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students
4.b.1	Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.
4.b.2	Understand, develop, and use norm referenced assessments appropriately with ESOL learners.
4.b.3	Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.
4.b.4	Understand, construct, and use assessment measures for a variety of purposes for ESOL students.
4.b.5	Assess ESOL learners' language skills and communicative competence using multiple sources of information.
Standard 4.c Classroom-Based Assessment for ESL	Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.
4.c.1	Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.
4.c.2	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.
4.c.3	Prepare ESOL students to use self- and peer-assessment techniques when appropriate.
Standard 5: Professionalism	Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.
Standard 5.a. 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.
5.a.1	Demonstrate knowledge of language teaching methods in their

	historical contexts.
5.a.2	Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
Standard 5.b. Partnerships and Advocacy	Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.
5.b.1	Advocate and serve as language and education resources for students and families in their schools and communities.
5.b.2	Serve as professional resource personnel in their educational communities.
5.b.3	Advocate for ESOL students' access to all available academic resources, including instructional technology.
Standard 5.c. 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 ESOL students.
5.c.1	Establish professional goals and pursue opportunities to grow in the field of ESL.
5.c.2	Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.
5.c.3	Engage in collaborative teaching in general education and content-area classrooms.
5.c.4	Model academic proficiency in the English language.