

Course: **EDPE 4340** Section: **L83** Level: **Secondary ESL Education** Profesor: **Johnathan Reece**

N = 6 completers (candidates registered 6)

Section I. Contextual Factors and Adaptation to the Learning Environment – The candidate uses information about the learning and teaching context and student’s individual differences to set learning goals, plan instruction and assess learning.

| Criteria | Approaches | Meets | Exceeds |
|--|------------|-------|---------|
| 1. Knowledge of Community, School and Classroom Factors TESOL- 2.d InTASC 3 CAEP 1 | | | 6 |
| 2. Knowledge of Characteristics of Students TESOL- 2.c. InTASC 2 CAEP 1 | | | 6 |
| 3. Knowledge of Students’ Varied Approaches to Learning TESOL- 4.a InTASC 1 CAEP 1 | | 2 | 4 |

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| <p>4. Knowledge of Students' Skills and Prior Learning</p> <p>TESOL – 3.a</p> <p>InTASC 2</p> <p>CAEP 1</p> | 1 | | 5 |
| <p>5. Implications for Instructional Planning and Assessment</p> <p>TESOL – 3.a</p> <p>InTASC 7</p> <p>CAEP 1</p> | | 1 | 5 |

Section II. Learning Objectives – The candidate sets significant, challenging, varied and appropriate learning goals

| Criteria | Approaches | Meets | Exceeds |
|---|------------|-------|---------|
| <p>1. Significance, Challenge and Variety</p> <p>TESOL 3.b</p> <p>InTASC 7</p> <p>CAEP 1</p> | | | 6 |
| <p>2. Clarity</p> <p>TESOL – 3</p> | | | 6 |

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| InTASC 7 CAEP 1 | | | |
| 3. Appropriateness for Students TESOL - 3 InTASC 7 CAEP 1 | | | 6 |
| 4. Alignment with National, State or Local Standards and Grade level expectations will be evaluated according to the discipline candidates teach. TESOL – 4.b InTASC 7 CAEP 1 | | | 6 |

Section III. Learning Assessment Plan – The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning, before, during and after instruction.

| Criteria | Approaches | Meets | Exceeds |
|---|------------|-------|---------|
| 1. Alignment with Learning Objectives and Instruction TESOL-3 InTASC 7 CAEP 1 | 1 | | 5 |
| 2. Clarity of Assessment Criteria and Standards for Performance TESOL 4 InTASC 7 CAEP 1 | 2 | | 4 |
| 3. Multiple Assessment Modes and Approaches TESOL – 4.a InTASC 7 CAEP 1 | 1 | | 5 |

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| <p>4. Technical Soundness</p> <p>TESOL 4.a</p> <p>InTASC 7</p> <p>CAEP 1</p> | | | 6 |
| <p>5. Adaptations Based on the Individual Needs of Students</p> <p>TESOL - 4</p> <p>InTASC 2</p> <p>CAEP 1</p> | | | 6 |

Section IV. Instructional Design and Teaching - The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

| Criteria | Approaches | Meets | Exceeds |
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| <p>1. Alignment with Learning Goals</p> <p>TESOL 3</p> <p>InTASC 7</p> <p>CAEP 1</p> | | | 6 |

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| 2. Lesson and Unit Structure TESOL 3 InTASC 7 CAEP 1 | | 1 | 5 |
| 3. Use of a variety of Instruction, Activities, Assignments and Resources TESOL 3.b InTASC 8 CAEP 1 | | 1 | 5 |
| 4. Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources TESOL 3 InTASC 2 CAEP 1 | | | 6 |

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| <p>5. Integration of Technology to enhance instruction</p> <p>TESOL 3.c InTASC 8 CAEP 1</p> | | | 6 |
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Section V. Decision Making During the Teaching Process - The candidate uses on-going analysis of student learning to make instructional decisions.

| Criteria | Approaches | Meets | Exceeds |
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| <p>1. Comprehensive Professional Practice</p> <p>TESOL – 4 InTASC 6 CAEP 1</p> | | 2 | 4 |
| <p>2. Modifications Based on Analysis of Student Learning</p> <p>TESOL 4.a InTASC 8 CAEP 1</p> | | 2 | 4 |

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| 3. Congruence Between Modifications and Learning Goals TESOL 3 InTASC 6 CAEP 1 | | 2 | 4 |
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Section VI. Analysis of Students Learning Results (Outcomes) The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

| Criteria | Approaches | Meets | Exceeds |
|--|------------|-------|---------|
| 1. Clarity and Accuracy of Presentation TESOL 1.a InTASC 4 CAEP 1 | | 2 | 4 |
| 2. Alignment with Learning Objectives TESOL 3 InTASC 7 CAEP 1 | | 2 | 4 |

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| <p>3. Interpretation of Data</p> <p>TESOL 4.b InTASC 6 CAEP 1</p> | | | 6 |
| <p>4. Evidence of Impact on Student Learning</p> <p>TESOL 4 InTASC 6 CAEP 1</p> | | | 6 |
| <p>5. Candidates collaboration with families to promote student's progress</p> <p>TESOL 2.d InTASC 10 CAEP 1</p> | | | 6 |

Section VII. Reflection and Self-evaluation of the Teaching Process – The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

| Criteria | Approaches | Meets | Exceeds |
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| 1. Interpretation of outcomes of Student Learning TESOL 4 InTASC 6 CAEP 1 | | | 6 |
| 2. Insights on Effective Instruction and Assessment TESOL 4 InTASC 8 CAEP 1 | | | 6 |
| 3. Alignment Among Goals, Instruction and Assessment TESOL 4 InTASC 7 CAEP 1 | | | 6 |
| 4. Implications for Future Teaching TESOL 4.c InTASC 8 CAEP 1 | | 1 | 5 |

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| 5. Implications or Professional Development TESOL 5 InTASC 9 CAEP 1 | | | 6 |
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