

**School of Education
Credit by Examination
PRACTICUM:**

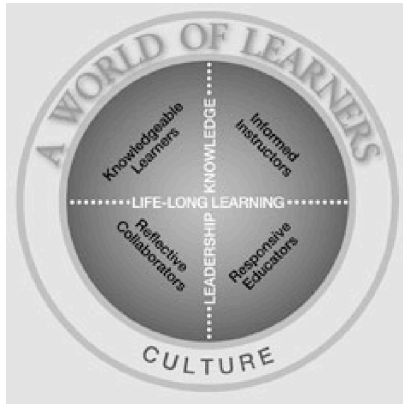
Teaching English as a Second Language
(Adult Track and ELL K-12 Track)

NOTE: The Credit-by-Examination option may be utilized for *either* the MA in TESL – Adult Education Track/Webster TEFL Certificate *or* the MA in TESL – ELL Track/Missouri ESOL Certification, *but not both*.

Webster
University

SCHOOL OF EDUCATION
ELL/ESL CREDIT BY EXAM
HANDBOOK

2013-2014



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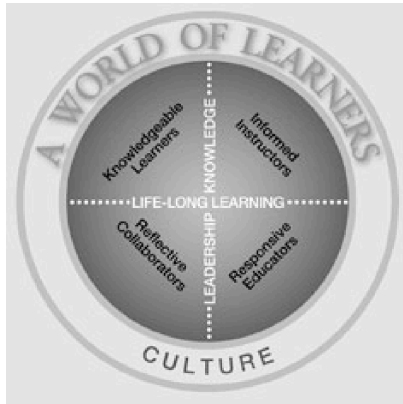
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I. Eligibility Requirements:

- 1)
 - a. For candidates pursuing the **MA in TESL – K-12 ELL Track**: One full academic year of ELL teaching experience in an ELL-designated classroom, *or* 135 hours (45 hours per credit hour) of classroom teaching experience in an ELL-designated classroom (*work as an aide, assistant, or substitute is acceptable provided that this time has been working directly with ELLs*). Most recent work will be submitted in the form of Unit Plans/Lesson Plans in a CBX Portfolio.
 - b. For candidates pursuing the **MA in TESL – Adult Education Track**: One full academic year of ESL experience in the United States at an academic ESL program (i.e., University, Community College, or Intensive English Program); experience teaching at least 2 different language levels and 2 different academic ESL courses (i.e., ESL Grammar, Conversation, etc.). Foreign teaching experience in an EFL setting and other instructional situations in the United States or other countries require prior approval from the TESL Coordinator (DJ Kaiser – djkaiser@webster.edu). Most recent work equaling one semester (at least 2 different courses/levels) of classroom teaching will be submitted in the form of Unit Plans/Lesson Plans in a CBX Portfolio.
 - c. Note that for **both the K-12 ELL and Adult Education tracks** that the two most recent years of instructions should be used, and this experience must not be older than five years.
- 2) Acceptance to a degree program or classification as a non-degree seeking post-baccalaureate certification (PBC) student or a non-degree seeking graduate certificate student at Webster University.
- 3) Good academic standing (GPA of 3.0 or better).
- 4) Successful completion of most coursework towards the MA in TESL degree, Webster TEFL Certificate, or Missouri ESOL certification and approval of Academic Advisor. A minimum of three TESL courses must be completed at Webster University to qualify to complete Practicum as Credit by Exam, and at least two of the following courses must have been completed at Webster University (TESL 5230, TESL 5139, and TESL 5220).
- 5) For candidates pursuing the **MA in TESL – K-12 ELL Track**: Confirmed teacher certification status at Webster University is also required.

Process: STEP 1:

- 1) In consultation with your faculty advisor, complete and submit approved **Credit-By-Exam (CBX) Application Form** prior to working on your CBX portfolio. The CBX Application Form should be submitted to Diane Hosford, School of Education, WEBH 232.
- 2) On the **Credit-By-Exam Application Form**, list three (3) members of the educational community who will send confidential **letters of recommendation**, as well as complete the **Professional Dispositions Assessment Form** provided as an attachment to this document. These members should have extensive teaching experience (preferably in TESL). They should be able to speak to the quality of your work (per current and previous observations of your classroom teaching) and address your expertise in the field, in support of the TESOL/NCATE, MoSTEP SCC Standards (or other State Standards), SoE Goals, and Dispositions.



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Suggestions are:

- Building Principal or Director
- ESOL Coordinator
- Department Head or Supervisor
- Curriculum Coordinator
- Teacher colleague (no more than two)

Before completion of this form, evaluators should thoroughly examine the rubric attached to the form and understand the standards addressed in these rubrics. If evaluators have questions regarding letters or the Professional Dispositions Assessment Form, they must contact DJ Kaiser, the Coordinator of Teaching English as a Second Language either via e-mail at djkaiser@webster.edu or via phone at (314) 246-7153.

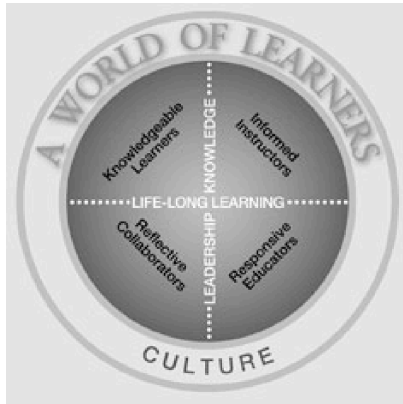
The **letters of recommendation** must be on **official letterhead**, when applicable, and must carry **original signatures**. Photocopies and e-mailed documents will not be accepted. Both documents (letter of recommendation and Professional Dispositions form) are to be directed to the attention of Diane Hosford, Webster University, School of Education, 470 E. Lockwood Ave., St. Louis, MO 63119. All submitted documents will be retained as the property of the School of Education.

STEP 2:

- 1) Prepare and submit your **CBX (Credit by Exam) Portfolio**, according to the guidelines provided in this handbook. The review process will not be initiated until **all** materials have been received. Once initiated, this phase will take approximately 8-10 weeks. When the process is complete, you will be notified via e-mail. After the credit has been posted to your transcript, you will be billed by the Business Office for the credit-by-exam fees according to the Credit-By-Exam fee scale published in the *Undergraduate Studies Catalog*.

Please note: The review process for portfolios submitted during the Summer term may not be initiated until the Fall semester. In this case, the process may take longer than 8-10 weeks from the date of submission.

- 2) In the event that a portfolio is not recommended for credit, students may revise and resubmit the portfolio one time. The original materials with the evaluator's comments, as well as revisions, must be resubmitted. Resubmission must occur within 6 weeks.
- 3) If a student's portfolio has not received credit after a second review, the student will not be allowed to re-apply for CBX Practicum. The student will then be required to register in **TESL 5040 Practicum in ESOL**.



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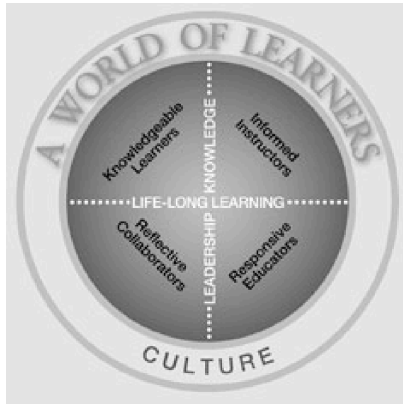
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II. CBX Assessment Portfolio Requirements:

- a) Submit a **1-3 page relevant work summary** indicating where and when you taught and your responsibilities.
- b) Submit an **overview of the classroom or learning environment**, including:
 - The type of classroom or services provided;
 - A description of students including age, grade level, language level, and learning profile;
 - A description of the class-wide behavior management model; and
 - A description of classroom diversity/student background including socio-economic, cultural, learning abilities, gender, and sexual orientation.
- c) Submit a copy of two complete curriculum units (for different ages and/or language levels) including lesson plans that you have designed and taught, using the attached Unit Plan and Lesson Plan formats. Include a 3-5 page reflective summary on your teaching experiences at the end of each unit and an analysis of student learning. Include an enumeration of teaching methods/strategies you employed in the work for which you are requesting credit. (Please be specific.) Before preparing your portfolio, review the **Key Assessment** documents provided. Your reviewer will use this rubric to assess your instructional planning skills. You may not use lesson plans submitted for assignments in any other classes (even if revised).
- d) Typically, teaching placements involve ongoing supervision and feedback from a mentor teacher and university professor. Submit a description of the frequency, nature of supervision, and feedback that you have received over the past year. If available, include copies of any evaluations you received.
- e) At the end of each unit, submit a **professional development plan**, as part of the reflective summary of your teaching experiences.

The Professional Development Plan should include:

- An objective that:
 - 1) is observable and measurable
 - 2) gives the conditions under which the behavior will occur
 - 3) indicates the criteria needed for mastery
 - A specific rationale that draws upon past professional experiences and input from other professionals
 - Activities needed to address objective and a timeline in which activities will be implemented
 - Specific data collection procedure with performance data by which to judge progress toward meeting the objective
 - Results and reflection on implementation
- f) A **one-page teaching philosophy statement** specific to teaching in an ESL/EFL/ELL setting.



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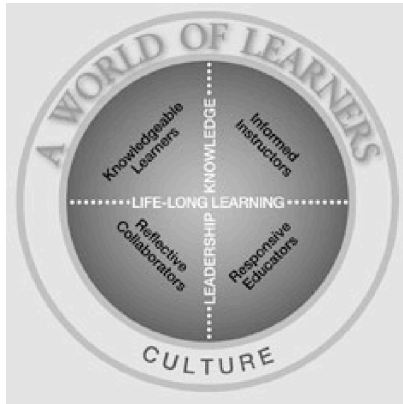
Note: Submittal of all **portfolio materials** must be in **electronic format** either on a thumb/flash drive or CD, and will be permanently retained by the School of Education. When Tk20 is ready for Credit by Exam, upload to Tk20 will replace submission by flash drive or CD; but until then, submit all documents on a flash drive or CD to fulfill the electronic submission.

The electronic submission must be in **one single** Word file that includes all lessons in order; additional files (e.g., PDFs, graphic files, video, etc.) may also be attached, but the documents must be labeled and referenced in the portfolio.

Your academic adviser may require that you also submit a paper copy for the portfolio review (only required if requested).

Note: All documentation should be written in a professional manner with attention paid to sentence structure, grammar, punctuation, spelling, and format. The evaluator(s) reviewing the materials may request additional information such as interview(s) or teaching observation(s) from the candidate.

All portfolio materials should be submitted to: Diane Hosford, Director
School of Education, WEBH 232
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
E-mail: dhosford@webster.edu



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I understand all of the above must be part of my final credit-by-examination assessment. Completion of the form is an application to be considered for credit-by-examination in the TESL Practicum. I understand that this process does not guarantee an award of academic credit. The evaluator(s), departmental Chair and Dean of the school must approve all credit awards. I also understand that I will be liable for credit-by-exam fees for this assessment (assigned when credit is awarded) as outlined in the *Undergraduate Studies Catalog* in effect at the time credit is awarded.

Student Signature

Date

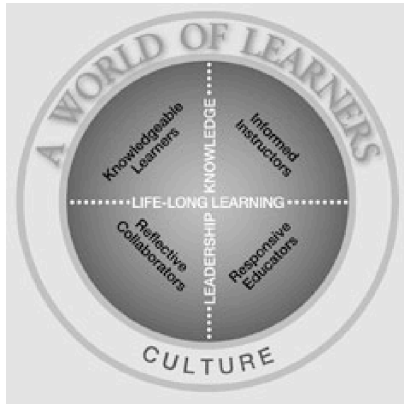
Faculty Advisor Signature (DJ Kaiser or Gayle Bradshaw)

Date

TESL Coordinator Signature (DJ Kaiser)

Date

Return to: Diane Hosford, Director
School of Education, WEBH 232
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119



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Request to Complete CBX in a Foreign or Non-Institutional Setting

If you intend to complete your Practicum as Credit by Exam in an English as a Foreign Language (EFL) setting (overseas) or in a setting that is not a University, Community College, or Intensive English Institute setting focused on English for non-native English speakers, please complete this form. If you are using a typical K-12 or Adult Education setting, you do not need to complete this form.

Student Name: _____ Student ID #: _____

Name of setting to be used for CBX: _____

Location for CBX setting: _____

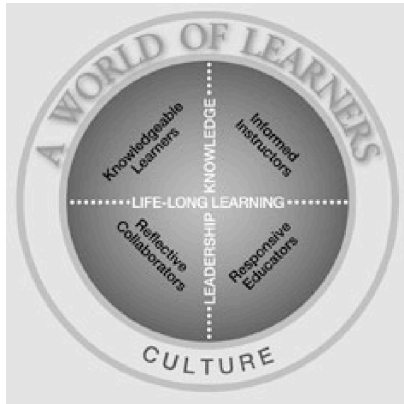
Director/Coordinator name and contact: _____

Describe the kind of instruction that you have been delivering and the learners that you have been working with. Be certain to justify how this teaching experience is comparable to the settings described on page 1 of the CBX handbook.

Signature

Date

Return this form with all other documents to Diane Hosford.



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LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade/level; physical set-up of classroom; number of students; environmental factors; cultural makeup of the school)

Description of the Learners: What do you know about the learners that has influenced your decisions in planning this lesson? How do you know this? (Range of age, ability; prior knowledge and skills; developmental levels, IEP goals, cultural background)

Goals and Outcomes: In what way does this lesson address what you are trying to accomplish with these students? Be certain to differentiate language and content goals for each lesson. (Goals are broad, speaking to the long-term needs of the learner, and are rarely accomplished in one lesson; they answer the question “Why do I need to learn this?” Outcomes are related to goals but narrow enough to be measurable. Every outcome will need to be assessed. Outcomes answer the question “What do I need to know and be able to do?”)

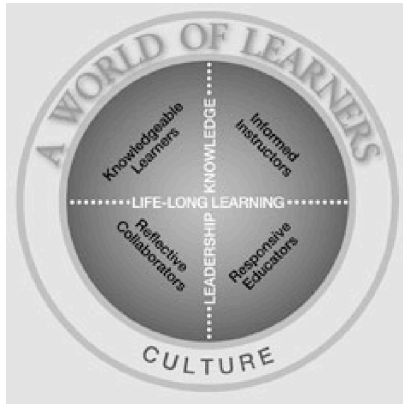
Show-Me Standards: For K-12 ELL practicum students: What Show-Me Standards or Grade Level Expectations will be addressed (e.g., GLEs, CCSS, etc.)

Curriculum Standards: If your school or program has specific curricular standards that you are expected to meet, be certain to list those standards and discuss how you meet them.

Instructional Process: Describe in detail sequentially what the teacher and students will do.

- How will you engage the learners, assess prior knowledge, develop schema, and set a purpose for learning?
- How can you best connect this to the lives of students?
- In what ways will you explain the purpose of the lesson to the students?
- In what ways will you demonstrate the processes you want your students to follow as they participate in the lesson?
- Describe the procedures you will use to guide students through the lesson.
- How will you scaffold your lesson so that students can gradually assume responsibility for learning?
- How will you guide students to reflect on what they learned and their own success in the learning process?

Detail within this lesson how you are providing for individual differences among the students in your class; speak to the specific needs, modifications or accommodations for individuals, not in generalities. For all lessons include explicit instructions for the instructor and the students. Also include an answer key for any exercises, worksheets, quizzes, or assessments included.



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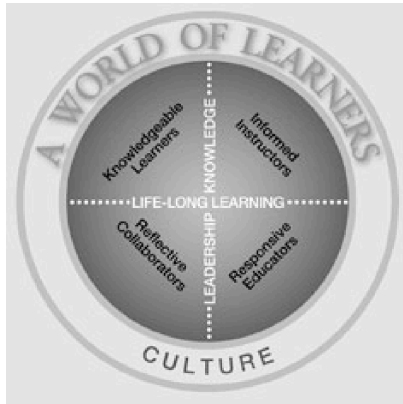
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Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the students? (Include any tool you will be using to assess, including any scoring guide. If possible include a copy of the work of one or two students in your final copy.) Please include at least one formal/summative assessment created by you. (Note that this is often the weakest element in submitted portfolios. Please be specific. “Check for comprehension” is not a specific assessment.)

Materials: List any materials, support materials, and technology used in the lesson. This includes texts, literature, charts, and bulletin boards. Include a copy of anything you will be using with the students. Include a copy of anything you will be using with the students.

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the “rules” in effect and how these will be shared with students. Describe time management and procedures to smooth transitions, especially for younger children.)

Reflection: What have you learned from teaching this lesson? (Summarize your comments in the reflection essay at the end of your unit plan. Use the daily reflections topics to help you comment on each lesson. Describe how you adjusted the lesson to meet the needs of the learners. Reflect on what you have learned about the students by teaching the lesson. This is your opportunity to be critical of your own skills and materials. Discuss what features and elements will require further development and why.)



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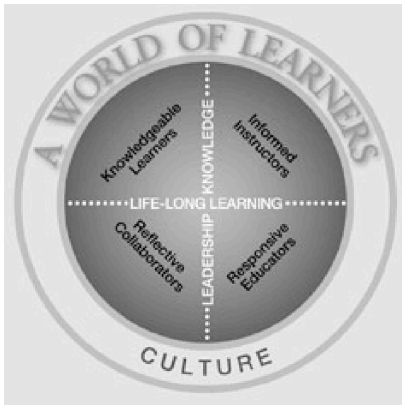
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UNIT PLAN FORMAT

1. **Unit title and rationale:** description of the theme of the unit and why it is appropriate for the students. (Each unit should extend at least six lessons.)
2. **Clear and Concise description of learners:** background, range of age and ability, including language ability.
3. **Learner outcomes:** description of what you expect the students to know and be able to do by the end of the unit.
4. **Identification of the State and Curricular Standards** addressed in the unit.
5. **A clear description of the behavioral and motivational goals** you are working toward in designing management procedures for each lesson. (For example, you may be working toward better group interaction, more group independence, or motivation of reluctant learners).
6. **A description of how the unit takes into consideration the cultural diversity of the students.**
7. **Pre-unit assessment of learners' prior knowledge and skill levels;** submit assessment questions and procedures.
8. **A day-by-day general plan** listing the lessons to be included in the unit (this may be completed as a calendar of lessons and activities or a syllabus).
9. **Thorough daily lesson plans:** At least six lessons should include individual adaptations and modifications for all students with special needs, materials, classroom management techniques, and assessment activities.
10. **A list of resources:** including materials, people, technology, print, and media both for teacher planning and student use.
11. **Unit assessment of the learner outcomes** including the assessment itself (the instrument or a detailed description of the method), the scoring guide used to evaluate the assessment and the strategy used to share the information with students.
12. **Reflection on learning** after the unit is taught. (What do the students know now and what are they able to do? How well do they know and can they do it? What would you do next to further the development of the learning?)

NOTE: The assignment should be written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

Last updated 2/2/2013



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Webster University School of Education Dispositions
Proficiencies and Rubric

1. Understands and Respects Self

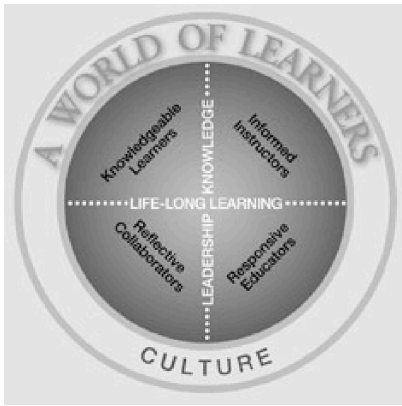
- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher reflects an understanding of self and the ways in which the teacher differs from others. The preservice teacher in the classroom setting is willing to be flexible and open to learning both about teaching and about the students. Reflection demonstrates that her/she has learned from the experience.	The preservice teacher is beginning to reflect an understanding of self and the ways in which the teacher differs from others. The preservice teacher is sometimes able to adapt and focus on opportunities to learn in the classroom. Reflection involves a specific description of events.	The preservice teacher does not reflect an understanding of self and the ways in which the teacher differs from others. The preservice teacher shows a lack of adaptability and of focusing on opportunities to learn in the classroom Reflection involves a general description.

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher consistently interacts with others in a way that reflects an understanding of differences. The preservice teacher in the classroom setting consistently makes an effort to listen to and understand others. The preservice teacher is sensitive to perceptions of fairness in dealing with students, families, and colleagues.	The preservice teacher is beginning to respond appropriately to the differences in others. The preservice teacher is beginning to focus on the students and the school setting, working at listening to others, understanding their point of view, and responding fairly.	The preservice teacher fails to respond to the differences in others. The preservice teacher fails to focus on the students and the school setting, fails to work at listening to others, to understand their point of view, and to respond fairly.



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3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher consistently interacts with students, families and colleagues in a professional manner. The preservice teacher makes wise decisions in the school setting, communicating and collaborating effectively in this process. The preservice teacher works diligently in the classroom, constantly striving to provide the optimum setting for learning for each child.	The preservice teacher is beginning to demonstrate the professional behavior, communication and collaboration skills, and the work ethic necessary to make right decisions and to provide the most effective learning setting.	The preservice teacher does not demonstrate the professional behavior, communication and collaboration skills, and the work ethic necessary to make right decisions and to provide the most effective learning setting.

**TESL 5040 PRACTICUM IN ESOL (INCLUDING CREDIT BY EXAM)
ESOL Teaching Portfolio and Reflective Summary of Field Experiences
Assignment Description**

Objectives

- To develop and teach a unit of material for the ESL/ELL classroom
- To include a variety of activities into developed materials
- To incorporate technology and other materials into developed lesson plans
- To account for a diverse classroom when developing and teaching lessons
- To develop tasks that assess both content and language skills
- To describe effective ways to check for comprehension and understanding during instruction
- To pull from current ESOL methodology and Second Language Acquisition theory when developing materials
- To collaborate with other teachers and administrators

Assignment

Create an electronic portfolio of either your practicum experience (for the Practicum in ESOL) or of materials from one of your own ESL classes (for Credit by Exam). Formatting instructions for the unit and lesson plan are included in the Practicum and Credit by Exam handbooks, but may be done using a format approved by both the instructor and (in the case of the Practicum) cooperating teacher. The expected length and components of the unit for each option is specified in each handbook, but there must be at least one complete unit with four lessons. For the Practicum, a Webster faculty member will observe you; for Credit by Exam, letters of recommendation will serve as the observation. Please share the assessment rubric with reviews so that they may comment on features on which you will be assessed.

A reflective summary is required for both the Practicum and Credit by Exam (these are the narrative portions specified in each handbook). Be certain to cover all required summary topics in addition to your completed unit lesson plan.

Other Specifications

See the Credit-by-Exam Handbook for further instructions and for submission guidelines.

Special Note

This assignment serves as a Key Assessment for the TESL Program. TESOL specifies 11 standards all TESL candidates should be able to demonstrate upon completion of their program. Each Key Assessment assignment is aligned with several of these standards. Your instructor may articulate additional and/or more specific requirements for this assignment to also meet the goals and/or requirements of this course. Refer to this assignment description, the accompanying rubric, and any additional instructions provided by your instructor when completing this assignment.

Assessment Rubric – ESOL Teaching Portfolio and Reflective Summary of Field Experiences – TESL 5040 Practicum in ESOL (including CBX)

Standard Description	Improvements Needed to Approach Standard	Approaches Standard	Meets Standard	Exceeds Standard	Score
Key Assess. Score	1	2	3	4	
3.a. Planning for standards-based ESL and content instruction	Candidate does not account for varying levels of proficiency in lesson development	Candidate is aware that learners are at different levels and may require differentiated instruction	Candidate develops lessons and activities that meet the needs of ELLs at several different levels; candidate appropriately scaffolds material, especially for lower-proficiency learners	Candidate accounts for varying proficiency levels and learning styles when developing lessons; candidate both scaffolds material and connects new material to prior instruction	
3.b. Implementing and managing standards-based ESL and content instruction	Candidate needs to provide a greater variety of language use in lessons	Candidate develops lessons requiring some variety in language use; candidate uses multiple activity types	Candidate develops a variety of activities that allow for multiple opportunities and a variety of opportunities for language use; candidate incorporates opportunities for group work	Candidate extends this variety across related lessons in the unit; candidate incorporates this variety into out-of-class homework; candidate allows for a variety of group configurations	
3.c. Using resources and technology effectively in ESL and content instruction	Candidate needs to work on incorporating other resources and/or technology to provide some variety in developed lessons	Candidate draws on other resources and/or technology to provide some variety in developed lessons	Candidate has purposefully incorporated technology and/or other resources (realia, manipulatives, etc.) into lessons to enhance activities and learning	Candidate chooses specific resources that match the objectives of the lessons making activities interactive, authentic, and student-centered	
4.a. Issues of assessment for English Language Learners	Candidate needs to pay more attention to the issues of assessment facing learners when developing activities	Candidate shows awareness of future assessments the learners will take	Candidate accounts for varying language proficiency levels and develops activities with future assessments in mind; candidate comments on the assessment needs of learners	Candidate develops activities that will prepare learners of various proficiency levels to succeed on future assessments; in reflective summary, candidate makes connections between developed activities and assessments	

TESL 5040 PRACTICUM IN ESOL (INCLUDING CREDIT BY EXAM)
 ESOL TEACHING PORTFOLIO AND REFLECTIVE SUMMARY OF FIELD EXPERIENCES

4.b. Language proficiency assessment	Candidate needs work on incorporating language assessment into developed lessons	Candidate incorporates language assessment into his/her developed unit	Candidate develops tasks that assess both learners content and language skills; candidate embeds assessment into developed lessons	Candidate embeds strategies that will be effective for learners at multiple proficiency levels throughout lessons and activities	
4.c. Classroom-based assessment for ESL	Candidate does not acknowledge the need to check for comprehension during instruction	Candidate acknowledges the need to check for comprehension during instruction	Candidate describes effective ways to check for comprehension and understanding during instruction	Candidate suggests follow-up methods for cases when various learners do not understand	
5.a. ESL research and history	Candidate needs to incorporate more current theory and methodology when designing materials	Candidate takes into account ESOL methodology and SLA when designing materials	Candidate demonstrates strong knowledge of current ESOL methodology and SLA theory in designing all materials	Candidate serves as a model resource and expert on ESOL methodology and SLA as exhibited in developed materials	
5.b. Professional development, partnership, and advocacy	No testimonies on candidate's professionalism and/or collaboration with others	Colleagues (fellow teachers, administrators, observers, etc.) mention how candidate collaborates and works well with others	Colleagues testify to the candidate's professionalism both in and out of the classroom	Colleagues testify that the candidate is a vital resource in the classroom, to fellow teachers, and to administrator	

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION – TESL PROGRAM
PROFESSIONAL DISPOSITIONS ASSESSMENT FORM (FOR CREDIT BY EXAM)

Teacher Candidate: _____ **Institution:** _____

Evaluator: _____ **Date:** _____

Please evaluate the teacher candidate using this form to assess his/her professionalism and demeanor both in and out of the classroom. The default score is three (3), with four (4) reserved for a truly exemplary level for the observable criteria. This form will not be used for calculating grades. Please be honest and realistic in your assessment. An acceptable (3) rating shows that the candidate is very professional. An extremely strong candidate would have ratings of all “3” with a few to several ratings of “4.”

Rating chart based on dispositions and behaviors observed throughout the course term:

- 1 – Unacceptable – performance is not acceptable for a teacher.**
- 2 – Developing – performance is acceptable but is not at the level of a successful teacher.**
- 3 – Acceptable – performance is at the level of a successful teacher (default score).**
- 4 – Exemplary – performance exceeds the level expected of a successful teacher.**

The candidate demonstrates the following:

<i>Disposition 1: Reliability and Time Management</i>	1	2	3	4
1.a. Arriving on time and/or putting in the appropriate amount of hours for class preparation, meetings, and other job requirements				
1.b. Turning in lesson plans and requested materials on or before deadlines; responding to e-mails and other correspondence in a timely manner				
1.c. Contacting and appropriately communicating all conflicts and potential conflicts by giving adequate advanced notice				
<u>Comments</u>				

<i>Disposition 2: Communication Skills</i>	1	2	3	4
2.a. Modeling good academic language in classroom materials and during classroom instruction				
2.b. Using appropriately respectful forms of communication when addressing students and colleagues (in class and/or through electronic communications)				
2.c. Demonstrating good listening and/or reading skills (including reading/interpreting directions and following them correctly)				
<u>Comments</u>				

<i>Disposition 3: Independent and Collaborative Professionalism</i>	1	2	3	4
3.a. Demonstrating an appropriate level of autonomy for teaching, lessons preparation, and other functions while on the job				
3.b. Taking initiative to create new materials and to put forth new ideas to benefit students and colleagues				
3.c. Demonstrating the ability to take ESOL methodology and outside resources to develop innovative and creative activities and to develop material appropriate for the language learners				
3.d. Showing active interest in feedback from learners, colleagues, and administrators in order to make improvements				
<u>Comments</u>				