

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

Teaching English as a Second Language
Adult (ESL/EFL) and K-12 ELL Emphases

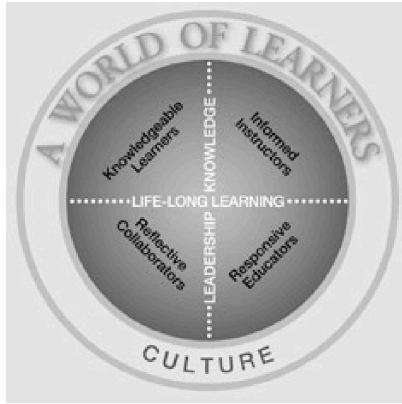
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for *either* the MA in TESL – Adult (ESL/EFL) Education Emphasis/Webster TEFL Certificate
or the MA in TESL – K-12 ELL Education Emphasis/Missouri ELL Certification, *but not both*.

Webster

University

SCHOOL OF EDUCATION
ELL/ESL CREDIT BY EXAM
HANDBOOK

2017-2018



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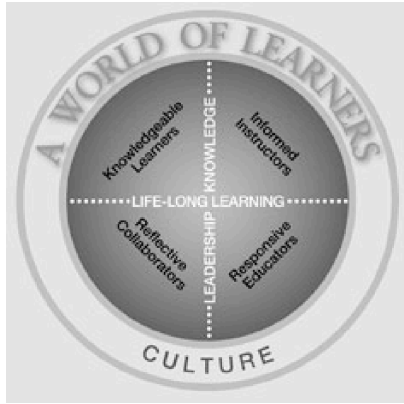
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I. Eligibility Requirements:

- 1)
 - a. For candidates pursuing the **MA in TESL – K-12 ELL Education Emphasis**: 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 (ESL/EFL) Education Emphasis**: 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 (Dr. 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 (ESL/EFL) Education emphases** 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 Education Emphasis**: 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 Dr. DJ Kaiser, School of Education, 470 E. Lockwood Ave; St. Louis, MO 63119.
- 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



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address your expertise in the field, in support of the TESOL/CAEP, MoSPE SCC Standards (or other State Standards), SoE Goals, and Dispositions.

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 Dr. 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.

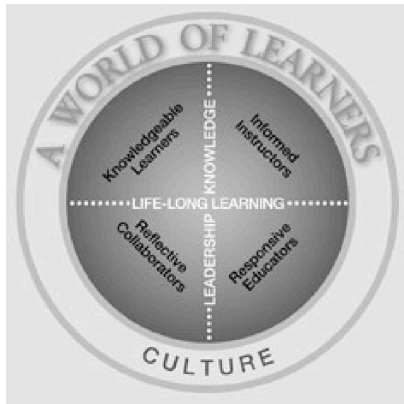
The **letters of recommendation** must be on **official letterhead**. Both letters and disposition forms must carry **original signatures** and be sent **by the reviewer** (in other words, the candidate may not collect these materials to submit together; however, providing recommenders pre-addressed stamped envelopes is recommended). 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 Dr. DJ Kaiser, 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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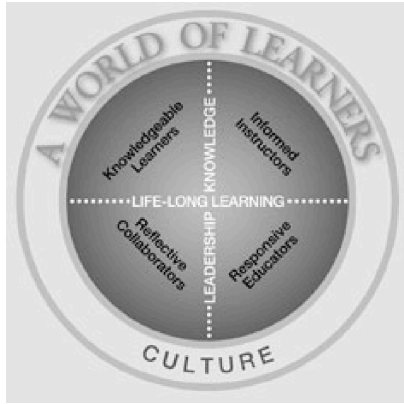
II. CBX Assessment Portfolio Requirements:

- 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. Each unit should include 3-5 lessons but a total of 8 lessons must be submitted in these two units (this means that you could do two units with 4 lesson each or one with 3 lesson and another with 5 lessons). Include a 3-5 page reflective summary on your teaching experiences at the end of each unit and an analysis of student learning (see below). Include an enumeration of teaching methods/strategies you employed in the work for which you are requesting credit. Also include an **assessment plan** at the end of each unit (see below).

Before preparing your portfolio, review the **Key Assessment** documents provided at the end of this handbook. Your reviewer will use this rubric to assess your instructional planning skills.

Note: you may not use lesson plans submitted for assignments in any other classes (even if revised), nor may you use lessons developed by anyone else.

- d) At the end of each unit, include a **reflective summary** of your experience teaching this unit. This reflection should include:
 - An overview of your goals for your learners (the goals and objectives you had before starting the lesson),
 - A reflection on how well you were able to address these goals/objectives,
 - A discussion of the specific methods, strategies, materials, and/or approaches you selected for these lessons (and why) [reference to specific coursework completed during the program and course readings will help strengthen this],
 - A reflection on how well those methods, strategies, materials, and/or approaches worked with your learners,
 - A critical reflection of changes you would make the next time you teach this unit, and
 - A personal reflection on how teaching this particular unit to your learners has helped you grow as language instructor.



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- e) At the end of each unit, also submit an **assessment plan** for the unit.

The Assessment Plan should include:

- An overview of the proficiency levels of your learners based on prior assessments,
 - Additional information about your learners that may affect assessment,
 - Details on both informal and formal methods of assessment used throughout the unit (also include any developed assessments and rubrics),
 - Specific methods used to check for comprehension and mastery of lesson elements during instruction, and
 - A discussion of the reliability and fairness of assessment methods used during the unit.
- f) A **one-page teaching philosophy statement** specific to teaching in an ESL/EFL/ELL setting.
- g) 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.

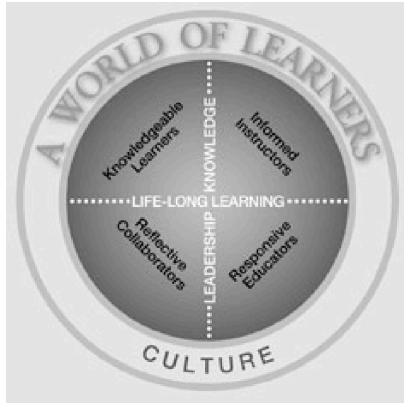
Note: Submittal of all **portfolio materials** must be in **electronic format** either on a thumb/flash drive or CD, and will be permanently retained by the School of Education. When Tk20 is ready for Credit by Exam, upload to Tk20 will replace submission by flash drive or CD; but until then, submit 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: Dr. DJ Kaiser
School of Education
Webster University
470 E. Lockwood Ave.
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E-mail: djkaiser@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

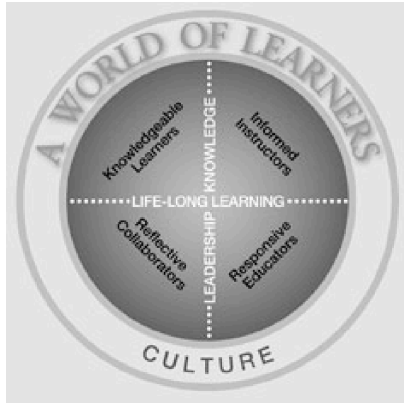
Advisor Signature (Dr. Kaiser or Dr. Lee-Johnson)

Date

TESL Coordinator Signature (Dr. Kaiser)

Date

Return to: Dr. DJ Kaiser
School of Education
Webster University
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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: _____

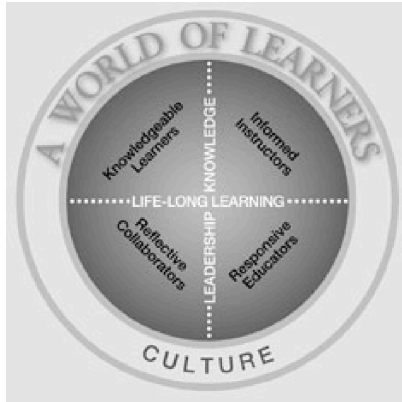
Director/Coordinator name and contact: _____

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 Dr. DJ Kaiser.



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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?”)

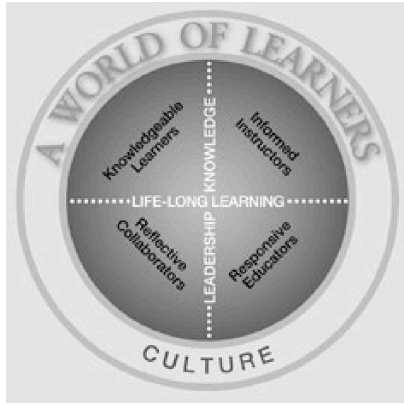
Show-Me Standards: For K-12 ELL practicum students: What Missouri Learning Standards or Common Core Standards will be addressed (these were formerly known as Grade Level Expectations)

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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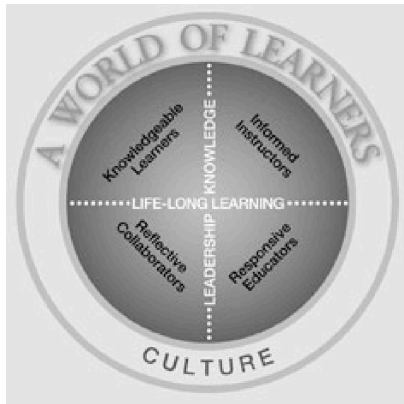
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Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the students? (Include any tool you will be using to assess, including any scoring guide. If possible include a copy of 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.)



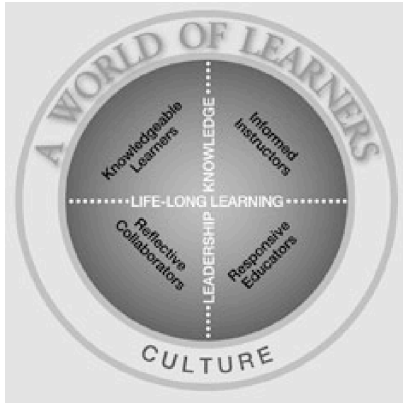
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UNIT PLAN FORMAT

1. **Unit title and rationale:** description of the theme of the unit and why it is appropriate for the students. Between the two units you need a total of eight lessons—this does not mean eight lessons per unit. You may include more lessons. For example, some people do two units with five lesson each (one for each day of the week).
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 plan** 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.



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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

**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. |

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, | The preservice teacher is beginning to | The preservice teacher does not demonstrate the |

| | | |
|--|--|--|
| <p>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.</p> | <p>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.</p> | <p>professional behavior, communication and collaboration skills, and the work ethic necessary to make right decisions and to provide the most effective learning setting.</p> |
|--|--|--|

**EXPLANATION OF THE PROFESSIONAL DISPOSITIONS
WEBSTER UNIVERSITY
SCHOOL OF EDUCATION
CARE DEPARTMENT**

Many of the assessment tools used in your School of Education classes focus on content. Successful teachers, however, must have strengths in more than knowledge of content. Successful teachers must demonstrate professionalism in terms of time management, communication skills, and the ability to work appropriately both alone and with others. In order to better prepare you to enter into the teaching field or to advance your career in education, your professors will assess your professional dispositions. The charts below show how observable behavior and dispositions in the classroom may correlate to behavior and dispositions in a professional teaching situation. The shaded examples demonstrate positive dispositions; the unshaded areas describe negative behaviors for education professionals.

RELIABILITY AND TIME MANAGEMENT

School administrators are looking for reliable teachers who consistently show up prepared to teach their classes. Multiple excuses reflect poorly on a candidate’s professionalism. Teacher candidates who give multiple excuses for tardiness, absences, and late or missing work will be considered to have an “unacceptable” disposition for reliability and time management.

| Teacher Candidate Dispositions | Working Teacher Dispositions |
|--|--|
| I.a. Arriving on time and/or putting in the appropriate amount of hours for online and out-of-class work | Arriving on time to teach classes and putting in enough time to prepare classes |
| ⊗ Arriving late and/or not putting in enough hours for course work | Arriving late to teach classes; arriving with poorly developed lessons |
| I.b. Turning in assignments, projects, and requested materials on or before deadlines | Submitting lesson plans and other paperwork on time; grading students’ assignments in a timely manner |
| ⊗ Turning in assignments, projects, and requested materials late or after deadlines | Being late in submitting lesson plans and paperwork; being late in grading and returning student work |
| I.c. Contacting and appropriately communicating all conflicts and potential conflicts by giving adequate advanced notice | Contacting a supervisor in advance to arrange for a substitute when needed due to illness, funeral, wedding, or other situations |
| ⊗ Missing (or skipping) a class or time online without contacting your instructor; arriving to class without an assignment completed | Not showing up to teach, thus leaving students (and administrators) without an instructor for a class |

COMMUNICATION SKILLS

School administrators will be looking for teachers who can help both model and explain the features of standard academic English to all learners. Modeling this language often includes helping students who are speakers of other languages, dialects, or varieties in their acquisition of the linguistic features that will most help them to succeed academically and professionally. Teachers are expected to use communication skills not only to teach, but also to foster and maintain positive relationships with students, parents, colleagues, and administrators. Failure to demonstrate respect for others through speech, writing, and actions is a sign of “unacceptable” communication skills.

| Teacher Candidate Dispositions | Working Teacher Dispositions |
|--|--|
| 2.a. Modeling good academic language in classroom discussions, online communications (including Blackboard discussion boards and email messages), and academic assignments | Modeling the strong language skills that learners will be expected to know and use for standardized tests, academic assignments, and future job purposes |
| ⊗ Using language that does not match the academic standards that learners will be expected to use for their academic assignments and assessments (misspelled words, ungrammatical sentences, etc.) | Modeling poor academic language; being incapable of modeling and explaining the same type of language that learners will be expected to use for academic assignments and assessments |

| | |
|---|---|
| 2.b. Using appropriately respectful forms of communication when addressing professors and/or other students (in class and/or through electronic communications) | Treating students, colleagues, and administrators with respect; facilitating good communication through respect |
| ⊗ Insulting others or using disrespectful language (which may include inappropriately blunt language) | Being an unprofessional or hostile teacher; alienating students, colleagues, and administrators through disrespectful communication |
| 2.c. Demonstrating good listening and/or reading skills (including reading/interpreting directions and following them correctly) | Fully interpreting and adequately explaining instructions in academic and testing materials to learners |
| ⊗ Not completing assignments correctly or fully due to not taking the time to read all instructions carefully | Being unable to assist students with important instructions on tests or in academic materials |

INDEPENDENT AND COLLABORATIVE PROFESSIONALISM

School administrators will be looking for teachers who can work independently and collaboratively depending on the situation. Teachers must also be able to listen to students and collaborate with them to make course content more relevant to their needs, while maintaining the status of an expert in the classroom. Trying to get by with the minimum amount of work required is a sign of “unacceptable” professionalism.

| Teacher Candidate Dispositions | Working Teacher Dispositions |
|--|--|
| 3.a. Demonstrating an appropriate level of autonomy for assignments and course work that require time management (e.g., research, time for editing, etc.) | Working independently to plan out lessons, courses, and curricula in a timely manner; being able to work without supervision |
| ⊗ Needing significant assistance from the professor or others to complete assignments; waiting until the last minute to ask for assistance or an extension due to poor time management | Exhausting colleagues and administrators by requiring too much (often last-minute) assistance to complete tasks and prepare academic materials |
| 3.b. Taking initiative to participate while not dominating in activities, discussions (online and/or face-to-face), and group assignments | Promoting student-centered activities; collaborating effectively with colleagues and administrators |
| ⊗ Failing to volunteer to speak or participate without being prompted; getting by with minimal participation; dominating conversations or discussion board threads | Being unable to moderate and monitor class discussions; failing to collaborate with colleagues; dominating staff meetings |
| 3.c. Demonstrating the ability to take course content and add outside materials and/or original ideas to show innovation and creativity with a mind for the target learners’ needs | Modify existing material and content to benefit their learners through innovative and creative classroom methods, techniques, and practices |
| ⊗ Merely listing key pieces of content and information without demonstrating the appropriate applications to education | Simply presenting content without helping students make connections to other concepts |
| 3.d. Showing active interest in the comments, postings, presentations, and contributions of other students | Listening respectfully to colleagues and administrators and incorporating others’ ideas when developing materials, programs, etc. |
| ⊗ Ignoring others’ contributions; showing little to no interest in what others have to say; texting or doing other activities while others are speaking and/or presenting | Refusing to take advice or collaborate; shutting oneself off from new ideas; showing disrespect through unprofessional conduct |

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

Teacher Candidate: _____ **Institution:** _____

Evaluator: _____ **Date:** _____

Evaluator Signature: _____

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> | | | | |

TESL 5040 Practicum in ESOL
Course-Based Key Assessment – ESOL Teaching Portfolio and Reflective Summary of Field Experience

Introduction

Advanced teacher candidates work with an experienced, certified ESOL instructor in his/her ELL-designated classroom or may use his/her own ELL-designated classroom for the purposes of developing and teaching lesson units to help English Language Learners with their English acquisition.

Standards and Objectives

The Key Assessment objectives are aligned with the TESOL Standards and are directly assessed on the Key Assessment rubric. Please review these objectives and the rubric while preparing and editing your Key Assessment.

Because this assessment is completed at the end of your program, all of the standards are primary. Candidates are expected to demonstrate proficiency in these standards that have been covered in prior coursework and assessed in earlier assessments.

| Primary Standards | Objective | Rationale | Assessed by which element of the assessment |
|---|---|---|---|
| <i>Standard 3.a. Planning for standards-based ESL and content instruction</i> | To develop a unit of material appropriate for the ESL/ELL classroom | Instructors must select and order activities so that ELLs of various proficiency levels will have multiple opportunities to access academic content through language. | Portfolio Element: 2 Reflective Summary Element: 2 |
| <i>Standard 3.b. Implementing and managing standards-based ESL and content instruction</i> | To include a variety of activities into developed materials that address both language and content objectives | Instructors must clearly distinguish content and language objectives, and then create various activities (including reading, writing, listening, and speaking) for diverse learners to help them access academic content. | Portfolio Elements: 1 & 2 |
| <i>Standard 3.c. Using resources and technology effectively in ESL and content instruction</i> | To incorporate technology and other materials into developed lesson plans | Instructors should incorporate a variety of resources (e.g., technology, realia, manipulatives) to increase students' attention and make activities more | Portfolio Element: 3 Reflective Summary Element: 1 |

| | | | |
|---|--|--|--|
| | | realistic. | |
| <i>Standard 4.a. Issues of assessment for English Language Learners</i> | To differentiate the stakes and needs of ELLs as they relate to assessment; to recognize biases in assessments | Instructors need to be able to understand how assessments affect their learners, including issues of reliability and fairness. | Reflective Summary Element: 1 |
| <i>Standard 4.b. Language proficiency assessment</i> | To account for language proficiency in instructional decisions and to develop tasks that assess both content and language skills | Instructors must be fully familiar with language proficiency assessment used and they need to develop specific tasks and activities that allow for assessing learners' performance; specific rubrics should be developed to make clear what is being assessed and how. | Portfolio Element: 4 Reflective Summary Element: 1 |
| <i>Standard 4.c. Classroom-based assessment for ESL</i> | To describe effective ways to check for comprehension and understanding during instruction | Instructors must know multiple ways to check for comprehension while teaching to make certain that all learners (especially those at lower levels) can keep up. | Portfolio Element: 1 Reflective Summary Element: 4 |
| <i>Standard 5.a. ESL research and history</i> | To pull from current ESOL methodology and Second Language Acquisition theory when developing materials | Instructors must be familiar with major theories and methods used in the field of ELT. This should be evidenced in both the types of tasks and activities developed and the reflection provided by the instructor. | Portfolio Elements: 2 & 3 Reflective Summary Element: 5 |
| <i>Standard 5.b. Professional development, partnership, and advocacy</i> | To collaborate with other teachers and administrators | Instructors must be professional both inside and outside of the classroom, with their learners, with colleagues, with administrators, and learners' families. | Professionalism Elements: 1 (for CBX); 2 & 3 (for Practicum Placement) |

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.

For all portfolios, the following requirements are required (but you must also meet the requirements outlined in the respective handbook).

Portfolio Elements

Lesson plans should address the elements below, in addition to those outlined in the respective handbook.

1. **Objectives.** Clearly articulate and differentiate content and language objectives for each lesson. You may also choose to include culture objectives when appropriate.
2. **Activity Guidelines.** For each lesson, provide the instructions for both instructors and learners for a variety of activities that include opportunities for group work and working in all skills areas (reading, writing, listening, and speaking). Order lessons in such a way to scaffold content and language appropriately in order to support to ELLs and diverse learners.
3. **Materials, Resources, and Technology.** List the materials, resources, and technology needed for lessons, including how you have incorporated these resources and technology into your lessons.
4. **Assessable Tasks and Rubrics.** Develop specific tasks that will allow you to assess learners' acquisition of specific content and/or language features in order to prepare them for assessments that they will encounter. Also include classroom-based assessments to check for comprehension throughout lessons and activities. Include rubrics that may be used to assess learners' performance on these tasks.

Reflective Summary

The reflective summary will include your teaching philosophy statement and any elements that you write that are not specifically part of your lesson plans (for example, reflections on teaching these lessons, discussions of your learners, lessons learned in the classroom).

1. **General Summary.** Describe your learners in as much detail as possible. Also describe the instructional setting. Include a discussion of ELLs' proficiency levels, including the assessments that have been used to determine these levels and future assessments for which they are being prepared (be certain to comment on the reliability and fairness of these assessments). Also include a description of the classroom environment, including available technology and resources.
2. **Evidence of Differentiation.** Demonstrate how material and activities have been ordered to properly scaffold for ELLs. This differentiation should also account for learners at different proficiency levels.
3. **Selection of Assessable Tasks.** Discuss the selection and ordering of tasks that can be assessed. Also discuss why you chose to assess these tasks the way that you did.

4. **Classroom Assessment Methods.** Discuss specific methods used in the classroom to check for comprehension and ways to follow-up with instruction when learners have difficulties.
5. **Methodology.** Discuss some of the methodological choices made in developing lessons and during instruction (you will need to refer back to your prior coursework, especially TESL 5230, TESL 5139, and TESL 5220). Methodology should especially be addressed in your Teaching Philosophy Statement (but also elsewhere).

Professionalism

Evidence of professionalism will differ depending on how TESL 5040 is done.

1. Letters of reference and professional disposition forms (for CBX)
2. Direct observations from and communication with the practicum supervisor (for Practicum Placement)
3. Feedback from the Cooperating Teaching (for Practicum Placement)

Other Specifications

All activities must be created using a word processor. Turn in a hard copy to your instructor *and* upload an electronic copy to Tk20. Any hand-drawn elements must be neat, clean, and clear and be scanned and submitted electronically with other files.

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.

ESOL Teaching Portfolio and Reflective Summary of Field Experiences – TESL 5040 Practicum in ESOL

| 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 discusses these decisions | Candidate accounts for varying proficiency levels and learning styles when developing lessons; candidate both scaffolds material and connects new material to prior instruction; candidate provides multiple details to explain these decisions | |
| 3.b. Implementing and managing standards-based ESL and content instruction | Candidate does not differentiate content and language objectives; candidate needs to provide a greater variety of language use in lessons | Candidate shows an awareness of the difference between content and language objectives; candidate develops lessons requiring some variety in language use; candidate uses multiple activity types | Candidate correctly differentiates content and language objectives; candidate develops a variety of activities that allow for multiple opportunities and a variety of opportunities for language use (including reading, writing, listening, and speaking); candidate incorporates opportunities for group work | Candidate clearly differentiates numerous content and language objectives; candidate extends the variety of activities across related lessons in the unit; candidate incorporates this variety into out-of-class homework; candidate allows for a variety of group configurations and multiple modality and literacy types | |

| | | | | | |
|--|--|--|--|--|--|
| <p>3.c. Using resources and technology effectively in ESL and content instruction</p> | <p>Candidate needs to work on incorporating other resources and/or technology to provide some variety in developed lessons</p> | <p>Candidate draws on other resources and/or technology to provide some variety in developed lessons; candidate comments on available resources and technology</p> | <p>Candidate has purposefully incorporated technology and/or other resources (realia, manipulatives, etc.) into lessons to enhance activities and learning; candidate describes available resources and technology</p> | <p>Candidate chooses specific resources that match the objectives of the lessons making activities interactive, authentic, and student-centered; candidate describes how available resources and technologies have been used to enhance instruction</p> | |
| <p>4.a. Issues of assessment for English Language Learners</p> | <p>Candidate needs to pay more attention to the issues of assessment facing learners</p> | <p>Candidate shows awareness of the differing needs of ELLs in terms of assessment</p> | <p>Candidate discusses the different needs of ELLs in terms of assessment; candidate addresses issues of reliability and fairness</p> | <p>Candidate discusses the different needs of diverse ELLs in terms of assessment; candidate addresses issues of reliability and fairness; candidate suggests ways to address issues of bias and/or prepare diverse learners for required assessments</p> | |
| <p>4.b. Language proficiency assessment</p> | <p>Candidate needs to discuss proficiency assessments and work on incorporating language assessment into developed lessons</p> | <p>Candidate discusses learners' proficiency levels based on assessments; candidate incorporates language assessment into his/her developed unit</p> | <p>Candidate discusses learners' proficiency levels based on assessments; candidate develops tasks that assess both learners' content and language skills; candidate embeds assessment into developed lessons with rubrics</p> | <p>Candidate discusses and accounts for learners' assessed proficiency levels and the reliability of these assessments; candidate embeds strategies that will be effective for learners at multiple proficiency levels throughout lessons and activities; clear and concise rubrics are included</p> | |

| | | | | | |
|--|---|--|---|---|--|
| <p>4.c. Classroom-based assessment for ESL</p> | <p>Candidate does not acknowledge the need to check for comprehension during instruction</p> | <p>Candidate acknowledges the need to check for comprehension during instruction</p> | <p>Candidate describes effective ways to check for comprehension and understanding during instruction; candidate provides methods to check for comprehension in developed lessons</p> | <p>Candidate develops multiple ways to check for comprehension; candidate includes appropriate rubrics; candidate suggests follow-up methods for cases when various learners do not understand</p> | |
| <p>5.a. ESL research and history</p> | <p>Candidate needs to incorporate more current theory and methodology when designing materials and/or discussion instructional decisions</p> | <p>Candidate takes into account ESOL methodology and SLA when designing materials; candidate references particular methods or approaches</p> | <p>Candidate demonstrates strong knowledge of current ESOL methodology and SLA theory in designing all materials; candidate comments on specific methods or approaches</p> | <p>Candidate serves as a model resource and expert on ESOL methodology and SLA as exhibited in developed materials; candidate makes multiple specific references to justify decisions made (and properly cites these sources)</p> | |
| <p>5.b. Professional development, partnership, and advocacy</p> | <p>No testimonies on candidate's professionalism and/or collaboration with others; or issues with professional dispositions have been observed or cited</p> | <p>Colleagues (fellow teachers, administrators, observers, etc.) mention how candidate collaborates and works well with others; candidate shows acceptable professional dispositions in and out of the classroom</p> | <p>Colleagues testify to the candidate's professionalism both in and out of the classroom; candidate shows strong professional dispositions in and out of the classroom</p> | <p>Colleagues testify that the candidate is a vital resource in the classroom, to fellow teachers, and to administrators; candidate shows exemplary professional dispositions in and out of the classroom</p> | |