## TESOL Mid-Way Teacher Candidate Progress Report

- [ ] Cooperating/Associate Teacher
- [ ] Teacher Candidate

**Teacher Candidate**

Cooperating/Associate Teacher ______________________________________________________________________

**Date** _________________ **School** __________________________________________________________________

**School Board** ___________________________________________________________________________

**Grade(s)/Age(s)** ___________ **Subject(s)**_____________________________________________________

### Instructions:

The Cooperating/Associate Teacher and the Teacher Candidate will, each independently, complete this form. After completing the forms, Cooperating/Associate Teacher and Teacher Candidate will conference to share and discuss individual assessments.

Once reviewed, discussed, and signed, both forms are to be hand-delivered by the Teacher Candidate, to the Field Supervisor during the mid-way meeting with the Supervisor.

### Instructions:

Please select the descriptor from the rubric below that best assesses the Teacher Candidate’s performance throughout this placement.

### Scoring:

- **Outstanding**
  - The candidate met the standard in an outstanding manner.

- **Effective**
  - The candidate met the standard in an acceptable/appropriate manner.

- **Making Progress**
  - The candidate has made progress toward meeting the standard.

- **Unsatisfactory**
  - The candidate has not made progress toward meeting the standard.

- **Not Observable**
  - The candidate did not have the opportunity to demonstrate knowledge, skill, or disposition in the standard.

### Please color the dots in fully


### Standard 1: Knowledge of Subject Matter

**The Candidate:**

Demonstrates an understanding of language as a system and demonstrates competence in helping TESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. *(TESOL 1a)*

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

Demonstrates an understanding of and applies concepts, theories, research, and practice to facilitate the acquisition of primary and new language in and out of the classroom setting. *(TESOL 1b)*

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

Demonstrates an understanding of the use of the major concepts, principles, theories and research related to the nature and the role of culture in language development and academic achievement that support individual students’ learning. *(TESOL 2a)*

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

Demonstrates an understanding of and the use and knowledge of how cultural groups and students’ cultural identities affect learning and school achievement. *(TESOL 2b)*

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

### Standard 2: Knowledge of Human Development and Learning

**The Candidate:**

Demonstrates an understanding of how students learn and develop.

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

Provides learning opportunities that support their intellectual, social, and personal development.

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

### Standard 3: Instructional Strategies for Diverse Learners

**The Candidate:**

Demonstrates an understanding of how learners differ in their approaches to learning. *(TESOL 2)*

- [ ] Outstanding
- [ ] Effective
- [ ] Making Progress
- [ ] Unsatisfactory
- [ ] Not Observable

Creates instructional opportunities that are adapted to learners with exceptionalities.
Standard 4: Multiple Instructional Strategies
The Candidate:

1. Creates instructional opportunities that are adapted to learners with exceptionalities.
2. Uses effective individual and group motivation practices.
3. Uses effective classroom management strategies.
4. Facilitates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. Manages and implements a variety of standards based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing and in assessing the core curriculum.
6. Supports TESOL students in accessing the core curriculum as they learn language and academic content together.

Standard 6: Communication and Technology
The Candidate:

1. Models effective use of standard spoken and written English. (TESOL 3a)
2. Uses effective questioning and verbal and non-verbal techniques to foster active inquiry, collaboration and supportive interaction in the classroom. (TESOL 3a & 3b)
3. Uses media accurately to foster active inquiry, collaboration and supportive interaction in the classroom. (TESOL 3c)

Standard 7: Instructional Planning
The Candidate:

1. Demonstrates an understanding of and applies concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL students. (TESOL 3a)
2. Serves as an effective English language model in planning for multi-level classrooms of learners with diverse backgrounds using standard based ESL and content curriculum. (TESOL 3a)
3. Is familiar with and demonstrates an understanding of a wide range of standards based materials, resources, and technologies, and chooses, adapts, and uses them in effective ESL and content teaching. (TESOL 3b & 3c)
4. Creates plans that reflect constructivist/activity-based teaching practices aligned with New York State Standards/Ontario Curriculum Expectations and student outcomes. (TESOL 3)
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<thead>
<tr>
<th>Standard 8: Assessment of Learning</th>
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<td><strong>The Candidate:</strong></td>
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<td>Demonstrates an understanding of various issues of assessment (e.g., cultural linguistic bias, political, social, and psychological factors), IQ, and special education testing (including gifted and talented); the importance of standards and the difference between language proficiency and other types of assessment (e.g., standardized achievement test of overall mastery), as they affect TESOL student learning. (TESOL 4a)</td>
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<tr>
<td>Uses a variety of standards based language proficiency instruments to inform his or her instruction and understands the uses for identification, placement, and demonstration of language growth of TESOL students. (TESOL 4b)</td>
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<td>Knows and uses a variety of performance based assessment tools and techniques to inform instruction. (TESOL 4c)</td>
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<th>Standard 9: Professional Development</th>
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<td><strong>The Candidate:</strong></td>
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<td>Demonstrates knowledge of history, research, and current practice in the field of ESL teaching and applies this knowledge to improve teaching and learning. (TESOL 5a)</td>
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<td>Collaborates with and is prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students. (TESOL 5c)</td>
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<th>Standard 10: School/Community Involvement</th>
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<td><strong>The Candidate:</strong></td>
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<td>Communicates and interacts with parents/guardians, families, and the community, as appropriate, to support the students’ learning and well-being. (TESOL 5b &amp; 5c)</td>
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<tr>
<td>Serves as a professional resource, advocates for TESOL students, and builds partnerships with students’ families. (TESOL 5b)</td>
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Commendable Strengths: 

__________________________________________________________________________________
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Suggestions
(Areas to Improve): _________________________________