Touro Graduate School of Education

Master of Science in TESOL and Bilingual Education

Goals of TESOL/Bilingual Programs

The goals of the TESOL program are to provide educators with a foundation in the methods and applications of teaching English to Speakers of other languages in order that pedagogical and research questions related to teaching, learning, and assessment of English as a second language may be formulated, examined, and resolved. The TESOL program helps educators develop strategies that are grounded in research, theory, and practice. The program emphasizes study in second language teaching methodologies, teaching of language skills, content-area education for ESL students, approaches to language teacher education, second language acquisition, second language assessment, classroom interaction, second language literacy, and technology and language learning.

Criteria for Success

The Lesson Observation rubric was originally created in 2012 by faculty, based on the categories of the Danielson framework (2000) and the Sheltered Instruction Observation Protocol (Echevarria, Vogt, & Short, 2008). The rubrics presented are the result of periodic tweaking by the faculty as they evaluate the effectiveness of the rubric in faculty meetings at the end of each semester. In May 2017, faculty specifically addressed inter-rater reliability with the instrument through the scoring and discussion of videotaped lessons. The Lesson Observation rubric uses a 4-point scale: 1 = Ineffective, 2 = Meeting Expectations, 3 = Exceeds Expectations, 4 = Outstanding.

Similarly, the portfolio rubric is the result of ongoing revision based on feedback from the professors in order to ensure that it represents a fair and accurate assessment of the candidate's work. The Portfolio Checklist/Feedback Sheet uses a rubric based on 100 points. Each item is worth a maximum of two points and is scored according to the following criteria: Exceeded Expectation = 2 points, Met the Expectation = 1.5 points, Addressed but Below Expectation = 1 point, Inadequate or Not Addressed at All = 0 points. The Cooperating Teacher Rubric was developed by Touro TESOL faculty and uses a 4-point scale: 1 = Area of Concern, 2 = Minimum, 3 = Proficient, 4 = Outstanding, N/A = Not Applicable.

The Reflective Journal rubric is based on 100 points, and was developed and revised as a collaborative effort by the faculty. It uses a 5-point scale of 1-5, with 5 representing the highest quality and 1 representing the lowest quality. The reflective journal rubric was revised in May 2018 to include descriptors for each score as it applies to the evaluation criteria. This was done in order to increase the clarity and consistency of the evaluation instrument. Professors met during the summer of 2018 to discuss the tool and establish interrater reliability. It has not yet been adapted in all courses, but was piloted in several courses during the Fall Semester 2018.

Faculty will be revisiting the revised rubric in faculty meetings at the start of the Spring Semester 2019 to evaluate its effectiveness and continue to address the validity and reliability of the instrument.

During 2016-2017, New York State allowed candidates to take either the new version of the ESOL test or the safety net version (NYSTCE, New York State Education Dept., 2015). For the safety net exam, 220 out of 300 is a passing score. The new version of the test has a passing score of 520. Candidates may choose to take either version of the exam through June 2019 (NYSTCE website http://www.nystce.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_SafetyNet_Tests.html).

Assessment	Name	Implemented Courses	Instruments	Appendix
1.	TESOL Content Specialty Test (CST)	EDDN 636 Linguistic Structure of the English Language - Sociolinguistic Perspectives EDDN 638 Teaching English as a Second Language through Modern English Approaches to Grammar	Test Scores	
2.	Portfolio	EDDN 634 Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners EDDN 635 Curriculum Development and Classroom Management EDDN 636 Linguistic Structure of the English Language - Sociolinguistic Perspectives EDDN 637 Second Language Learners and the Content Areas EDDN 638 Teaching English as a Second Language through Modern English Approaches to Grammar EDDN 639 Trends and Current Issues in Second Language Acquisition EDPN 671 Theory and Practice of Bilingual and Multicultural Education EDPN 673 Methods and Materials for Teaching English as a Second Language EDDN 680 Practicum and Seminar in PreK-12 TESOL	Portfolio Checklist (Quantitative) Student Teaching Evaluation Rubric (Qualitative)	A
3.	Reflective Journal	EDDN 634 Basic Reading and Writing Instruction: Teaching Reading and Writing for Second Language Learners EDDN 635 Curriculum Development and Classroom Management EDDN 636 Linguistic Structure of the English Language - Sociolinguistic Perspectives EDDN 637 Second Language Learners and the Content Areas EDDN 638 Teaching English as a Second Language through Modern English Approaches to Grammar EDDN 639 Trends and Current Issues in Second Language Acquisition EDPN 671 Theory and Practice of Bilingual and Multicultural Education EDPN 673 Methods and Materials for Teaching English as a Second Language	Rubric	B
4.	Multicultural Fieldwork	EDPN 671 Theory and Practice of Bilingual and Multicultural Education	Multicultural Fieldwork Bridging the Divide Rubric	C

A Culture of Continuous Improvement

The TESOL faculty has always operated with the belief that we must constantly examine our candidates' results on the NYS TESOL CST exams and take steps to revise aspects of the program's courses when needed. The identification of the key assessments is the result of this approach to continuous improvement. We expect that as the newly revised key assessments (assignments) are implemented starting in May 2018 we will be able to track the preparedness of our candidates to be effective and reflective TESOL practitioners. We fully expect that we will need to make changes along the way to ensure that the program provides candidates with optimal course offerings and opportunities for success. Initial discussion and activity analysis resulted in a new rubric for EDDN 671. This rubric was implemented in Spring 2019. Reliability exercises will be conducted on this rubric will be conducted at the conclusion of the Spring 2019 semester.

APPENDIX A

Portfolio Checklist/Feedback Sheet

Touro College EDU 680+

Rev. 7/8/2016

Semester and Year of registration: Spring, Summer, Fall 20___

Name: _____   Student ID: _____   Touro Supervising Professor _____

Students are provided with guidelines for preparation of the portfolio for 680 in the course syllabus. The portfolio itself is evaluated holistically, based on the candidate's performance in the areas of organization, professionalism, and reflective analysis. The checklist/feedback sheet provides candidates with a tool to assist their portfolio preparation, as well as quantifiable indicators of the strengths and weaknesses of their portfolios.

Each section is worth max. 2 points Total for the entire portfolio is 100 points.
- A- Exceeded expectation – 2 points
- B- Met the expectation- 1.5 point
- C- Addressed but below expectation- 1 point
- D- Inadequate or not addressed at all- 0 point

I. Formal Papers

#		Student Check if the item is included	Professor Points
1	Formal papers are submitted and completed on time.		
2	Time sheets include a brief activity description, are completed and signed.		
3	Verification forms are signed.		
4	Meets the elementary time requirements (50 hours).		
5	Meets the secondary time requirements (50 hours).		

II. Daily Practicum Journal

6	15 Daily practicum journal entries.		
7	Detailed description is given.		
8	Reflective on experiences.		
9	Implications for future teaching practices.		
10	Carefully written with no errors in grammar, punctuation nor spelling.		

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III. Lesson Plan Observation Evaluation Rubric

11	Contains elementary observation rubric.		
12	Contains secondary observation rubric.		
13	Elementary lesson plan met the criteria of the rubric.		
14	Secondary lesson plan met the criteria of the rubric.		
15	Demonstrates growth from post observations with the supervising professor.		

IV. Multicultural Competence and Cultural Awareness

16	Contains an introductory paragraph and the subsections, carefully labeled, in accordance with syllabus guidelines.		
17	Each subsection clearly demonstrates the candidates' skill in observation of and reflection upon classroom events and activities.		
18	Reflection on your own culture's influence on your teaching and its impact on your definition of equity in education.		
19	Discussion how to create a school culture that celebrates diversity (going beyond the food and festivals approach).		
20	Suggest ways to respect and incorporate each student's culture in your classroom, utilizing their unique funds of knowledge to enrich instruction for both elementary and secondary levels.		
21	Each subsection clearly demonstrates knowledge and implementation of ESL theory and practice.		
22	Carefully written with no errors in grammar, punctuation nor spelling. Min. 3 pages.		

V. Second Language Acquisition

23	Contains an introductory paragraph and the subsections, carefully labeled, in accordance with syllabus guidelines.		
24	Application of Linguistic Concepts- what linguistic terms and concepts that you learned from the TESOL program were most helpful in teaching ENLs and why? Min. 2 page		
25	discussion of how your understanding of the linguistic structure of English, sociolinguistics, second language acquisition and the development of academic English among ENL students impact your ESL instruction. Min. 2 page.		
26	Affective Factors: Investigate emotional aspects of ESL students in elementary and secondary level, that is, affective factors that influence ESL students' learning, and discuss how teachers can support ESL students' affective needs. (min. 2 pages)		
27	Carefully written with no errors in grammar, punctuation nor spelling.		

VI   ESL Pedagogy

28	Your Educational Philosophy in Action – Present a statement of your ENL educational philosophy, along with detailed descriptions of classroom experiences, strategies and activities that illustrate your philosophy in action.		
29	Lesson Analysis of Observed Lessons - Analyze and provide an in-depth discussion of at least TWO (ONE for elementary and ONE for secondary) ESL lessons, taught by an ESL-certified teacher, that you have observed during this academic term. Each of these analyses will follow the attached observed lesson analysis format, and be at least two pages in length.		
30	Your Developing Lesson Plans- Provide at least 2 lesson plans (1 for elementary - Pre-K to 6; and 1 for secondary -7 to 12) that you developed for the ESL classes using the lesson plan template, discuss the lessons' theoretical bases, educational approaches, and justify each component of the lesson. Discussions should include reference to the NYS Common Core Learning Standards and the initiatives as they relate to English Language Learners.		
31	Instructional Strategies and Student Artifacts- Provide student work samples along with a description of the instructional strategies and objectives that were used in the lesson (at least 2 student work samples per strategy).		
32	Carefully written with no errors in grammar, punctuation nor spelling.		

VII   Assessment

33	Contains an introductory paragraph and the subsections, carefully labeled, in accordance with syllabus guidelines.		
34	Each subsection clearly demonstrates the candidates' knowledge of appropriate assessment of ELLs.		
35	Formal and Informal Assessment List: Description and Analysis, Samples of Informal Assessment Tools.		
36	Provide at least 4 samples (2 for elementary and 2 for secondary) of an informal assessment tool that you have used and/or created and discuss: the purpose, the theoretical base or educational rationale, and how the tool accommodates diverse student needs (different ESL levels, learning styles, academic backgrounds, etc.). Discuss how you incorporated the assessment results in your instruction. (min. 1 page)		
37	Discussion on how to distinguish between language difference and learning disability		
38	Carefully written with no errors in grammar, punctuation nor spelling.		

VIII. Advocacy

39	Describe the ESL program in the school*. What are the school's policies regarding culturally and linguistically diverse students? For example, how are cultural, linguistic and religious needs addressed? What do you think needs to be changed or improved?		
40	What is the involvement of ESL parents in the school? What factors influence parent participation? What accommodations are in place to encourage parental involvement (translators at PTA meetings, procedures for parent-teacher conferences, multilingual newsletters, etc.)? What changes would you suggest to make parents feel more welcome in the school?		
41	What are your colleagues' attitudes and knowledge about ESL education and ESL students? How would you share your ideas and expertise with your non-ESL colleagues?		
42	What are the characteristics of your community and what are the attitudes toward ESL students and their parents? What would you do to promote positive community relations?		
43	Carefully written with no errors in grammar, punctuation nor spelling.		

IX. Closing Statement

44	Demonstrates personal and professional growth.		
45	Discussion on knowledge learned through TESOL program.		
46	Implications for future teaching.		
47	Carefully written with no errors in grammar, punctuation nor spelling.		

X. Reflective Journals

48	Min of 5 Reflective Journals completed in other course work.		

XI. Portfolio Checklist/Professor's Feedback Sheet

49	Attended and participated in the 3 mandatory seminars.		
50	Overall quality of portfolio.		

TESOL International Association (TESOL). (2019). Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs. Alexandria, VA: Author.

Student Teaching Observation Evaluation Rubric (*fill in this page before observation*)

Date:

Course: EDDN 680

Lesson observation site   Primary (   )   Visiting (   )

- **Primary Site**: The grade level, school building or site where students are currently certified to teach for, working or complete most of practicum
- **Visiting Site**: The school building or site where students are not yet certified to teach with their base certificates but completing the practicum requirements for TESOL program

Touro Supervising Professor: _____

Touro Student Information

Touro Student Name: _____ Current Teaching License: Elementary (   ), Secondary (   )

Class Information

Class Type (circle one): Pull out, inclusion, Other:_____

Grade Level: _____   Content Area (if applicable): _____

Number of ELLs in the Classroom: _____

Lesson Duration: _____

Cooperating Teacher Information

Name: _____ E-mail:_____ Years teaching ESL: _____

Type(s) of Teaching License(s) _____

Please use the following scale in rating the student teacher's performance:

1= Ineffective   2 = Meeting Expectation   3 = Exceed Expectation   4 = Outstanding

N/A = Not Apparent in observation

*Only the domain 1, 2 and 3 will be completed for the lesson observation at the visiting site.

Domain 1. Planning and Preparation

1.a. Demonstrating knowledge of content and pedagogy

1.a.a. ST demonstrates knowledge of the lesson contents. ____	**1.a.b.** ST demonstrates proficiency in listening, speaking, reading, and writing in English. ____
Comment:	Comment:

1.b. Demonstrating knowledge of students

ST exhibits evidence that he/she is capable of gaining knowledge on each student on a personal level and is aware of his/her sociocultural, academic, linguistic and cognitive backgrounds. ____

Comment:

1.c. Setting instructional outcomes

1.c.a. The lesson objectives are clearly defined and aligned with Common Core and TESOL standards. ____	**1.c.b.** Both content and language objectives are clearly communicated orally and in a written form and are reviewed with students. ____	**1.c.c.** ST ensures that students clearly understand the assessment methods and procedures ____	**1.c.d.** ST paces the lesson appropriately to accommodate students' levels of academic and **second language proficiency** and learning process. ____
Comment:	Comment:	Comment	Comment:

1.d. Demonstrating knowledge of resources

1.d.a. ST provides various supplementary learning materials and/or adapts the existing learning materials to make the lesson comprehensible and meaningful to the students. ____	**1.d.b.** Content concepts are appropriate for the age, educational background, and English proficiency levels of students. ____	**1.d.c .** ST adapts lesson content to be appropriate for all student levels of academic and **second language proficiency**. ____
Comment:	Comment:	Comment:

1.e. Designing coherent instruction

1.e.a. The content and language objectives are clearly supported by lesson delivery. ____	**1.e.b.** ST provides **explicit** use of Learning strategies and activities relevant to accomplishing the lesson objectives. ____	**1.e.c.** ST provides meaningful activities (e.g., interviews, letter writing and reading, role play) for students to apply lesson concepts, with integrated opportunities to practice listening, speaking, reading, and writing. ____
Comment:	Comment:	Comment:

1.f. Designing student assessment	
1.f.a. The assessment methods are appropriate for assessing student attainment of the content and language objectives. ____	**1.f.b.** Assessment tools are modified to differentiate according to each student's academic and linguistic proficiency levels. ____
Comment:	Comment:

Domain 2. Classroom Environment

2.a. Creating an environment of respect and rapport

2.a.a. The classroom environment embraces and celebrates diversity. _____	2.a.b. ST promotes and encourages interracial and multicultural friendship. _____
Comment:	

2.b. Establishing a culture for learning

2.b.a. ST holds high expectations for all students, regardless of their backgrounds.	**2.b.b.** All students, regardless of their backgrounds, participate in learning. _____
Comment:	Comment:

2.c. Managing classroom procedures

ST provides clear explanation of classroom procedures; students are familiar with class routines. _____

Comment:

2.d. Managing student behavior

ST manages student behavior in culturally responsive ways. _____

Comment:

2.e. Organizing physical space

ST organizes classroom space appropriately for various strategies and activities. _____

Comment:

Domain 3. Instruction

3.a. Communicating with students

3.a.a. ST repeats and/or paraphrases the instructional direction and provides it in both verbal and non-verbal forms to ensure all students clearly understand. ____	**3.a.b.** ST modifies teacher talk (e.g., rate of speech, paraphrasing, articulation, enunciation, controlled vocabulary) in ways appropriate to students' levels of linguistic proficiency. ____	**3.a.c.** **NYS ESL Std. 5** ST activates students' prior cultural and linguistic knowledge and explicitly links that knowledge to the new concepts. ____	**3.a.d.** ST consistently uses scaffolding techniques (visual, verbal, auditory), assisting and supporting student understanding. ____
Comment:	Comment:	Comment:	Comment:

3.b. Incorporating questions and discussion

3.b.a. ST provides a variety of questions or tasks (e.g., literal, analytical, interpretive) that promote higher-order thinking skills. ____	**3.b.b.** ST provides frequent opportunities for interaction and discussion, both teacher/student and student/student, which encourage elaborated responses about lesson concepts. ____	**3.b.c.** ST continually provides sufficient wait time for student responses. ____
Comment:	Comment:	Comment:

3.c. Engaging students in learning

3.c.a. Group configuration (individual, pair, small or total group) is appropriate for each activity. ____	**3.c.b.** ST provides visual aids, hands-on materials and/or manipulatives for students to practice using new content knowledge. ____	**3.c.c.** ST provides ample guidance and opportunities for students to **implement** learning strategies. ____	**3.c.d**. Students at all L2 proficiency level are engaged in learning during approximately 90% to 100% of the lesson. ____
Comment:	Comment:	Comment:	Comment:

3.d. Using assessment in instruction

3.d.a. ST conducts pre-assessment before the lesson , allowing students to use their most confident	**3.d.b.** ST reviews key concepts and key vocabulary to ensure student comprehension. ____	**3.d.c.** ST provides frequent feedback to students on their learning process	**3.d.d.** ST conducts Informal assessment frequently to check ELL students' comprehension. ____

communication method, such as using L1 or nonverbal methods, to evaluate their prior knowledge on the subjects . _____		and output (e.g., language, content, collaboration). _____	
Comment:	Comment:	Comment:	Comment:

3.e. Demonstrating flexibility and responsiveness	
3.e.a ST revisits key concepts and key vocabulary that students do not clearly understand. _____	3.e.b. ST exhibits his/her ability to make both minor and major adjustment to lesson, a mid-course correction if the lesson is not going the way it was planned or he/she faces a teachable moment. _____
Comment:	Comment:

Domain 4. Professional Responsibilities (after observation of lesson done by student)

4.a. Reflecting on teaching

4.a.a. ST's reflection on the lesson is accurate; he/she is aware of what went well and what did not. _____	4.a.b. ST takes notes and is highly engaged in post observation meeting. _____
Comment:	

4.b. Maintaining accurate records

4.b.a. ST maintain informed with students' academic, cognitive, linguistic and sociocultural background. _____	4.b.b. ST collaborates with the CT to keep accurate records on each student's progress in learning. _____
Comment:	

4.c. Communicating with families

4.c.a. ST collaborates with the CT to provide translated letters, newsletters, and/or parent handbook to ELL parents. _____	**4.c.b.** ST collaborates with the CT to maintains constant communication with ELL parents and is aware of their educational, linguistic, cultural, religious, and socioeconomic backgrounds. _____
Comment:	Comment:

4.d. Participating in a professional community

ST is involved in a peer learning community (e.g., teacher team, ESL blogs, etc) to provide mutual support and to share new information and research on ESL education. _____
Comment:

4.e. Growing and developing professionally
ST attends seminars, workshops, conferences, and/or professional development related to ESL education to keep himself/herself informed about the most current theories and research. ____
Comment:

4.f. Showing professionalism		
4.f.a. ST respects the culture of the school and the classroom where he/she is completing the practicum. ____	**4.f.b.** ST interacts respectfully and professionally with the cooperating teacher and the supervising professor. ____	**4.f.c.** ST is involved in activities or organizations to advocate for ELL students and their parents. ____
Comment:	Comment:	Comment:

I have reviewed and discussed this lesson observation evaluation rubric with the Touro Supervising professor.

Student Sign_____   Date_____

I have reviewed and discussed this lesson observation evaluation rubric with the student.

Touro Supervising Professor Sign _____   Date_____

APPENDIX B

Reflective Journal Grading Rubric

TESOL/Bilingual Programs, Touro College

	Steps							
1	Description of Highlights	1	Graduate level of topic	5	4	3	2	1
		2	Relevant to the course focus/emphasis	5	4	3	2	1
		3	Focused topic that is not too broad or too simple	5	4	3	2	1
		4	Objective and clear summary	5	4	3	2	1
2	Initial Emotional Response	1	Focus is specifically on an emotional response to the topic	5	4	3	2	1
3	Prior Assumption/ Opinion	1	Clear description of prior assumption or opinion	5	4	3	2	1
		2	Assumption(s) Specific to the highlighted topic	5	4	3	2	1
4	Source of Assumption	1	Demonstration of insightful personal identification of the source of the assumption on the highlighted topic	5	4	3	2	1
5	Assumption Check (Validation)	1	Reference to specific academic content from the course text/course materials to support validation	5	4	3	2	1
		2	Graduate level discussion	5	4	3	2	1
		3	Relevant to the prior assumption(s)	5	4	3	2	1

				5	4	3	2	1
		4	Clear exhibition of understanding the topic	5	4	3	2	1
6	Realization Aha Moment or Epiphany	1	Identification of impact of the assumption check	5	4	3	2	1
		2	Clear exhibition of personal and/professional growth and learning	5	4	3	2	1
		3	Sincere and authentic	5	4	3	2	1
		4	Specific to the highlighted topic and prior assumption	5	4	3	2	1
7	Implication of Future Teaching Practice	1	Provides clear and specific examples of effective future plans and practice	5	4	3	2	1
		2	Creativity/authenticity	5	4	3	2	1
		3	Specific to the highlighted topic	5	4	3	2	1
		4	Relevant to TESOL or Bilingual education	5	4	3	2	1

Total Points: _____

APPENDIX C

Multicultural Fieldwork Bridging the Divide Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Cultural values and beliefs Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	**5.0 to >3.0 pts** **Exceeds Standard** Candidates consistently uses cultural knowledge throughout the BD Report to demonstrate their understanding of the link between familial cultural values and student learning	**3.0 to >2.0 pts** **Meets Standard** Candidates create a plan for the BD Report that takes into consideration knowledge of students' culture and how it impacts student learning	**2.0 to >0.0 pts** **Approaches Standard** Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the BD Report.	**0.0 pts** **No Marks**	5.0 pts
This criterion is linked to a Learning Outcome Communication between home and school Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.	**5.0 to >3.0 pts** **Exceeds Standard** Candidates establish lines of communication with families that specifically involve ESL activities and strategies.	**3.0 to >2.0 pts** **Meets Standard** Candidates establish lines of communication with ESOL families but have minimal links to ESL activities or strategies.	**2.0 to >0.0 pts** **Approaches Standard** Candidates are aware of the need to establish communication with ESOL families but fail to take action.	**0.0 pts** **No Marks**	5.0 pts

This criterion is linked to a Learning Outcome Knowledge about cultural conflicts and home events Understand an apply knowledge about cultural conflicts and home events that can have an impact on ELL's learning.	**5.0 to >3.0 pts** **Exceeds Standard** The BD Report identifies specific examples of cultural conflicts/home events that effect learning and provides specific recommendations to assist the ELL.	**3.0 to >2.0 pts** **Meets Standard** The BD Report identifies some examples of cultural conflict or home events but gives only general recommendations to assist the ELL.	**2.0 to >0.0 pts** **Approaches Standard** The BD Report fails to identify any significant example of cultural conflict or home event; does not include substantive recommendations to assist the ELL.	**0.0 pts** **No Marks**	5.0 pts
This criterion is linked to a Learning Outcome Uses a range of resources Uses a range of resources, including Internet, to learn more specifically about heritage culture of ELL and to apply it to recommendations for teaching.	**5.0 to >3.0 pts** **Exceeds Standard** The BD Report identifies specific sites, resources and information about the heritage culture that is incorporated into recommendations for ELL learning.	**3.0 to >2.0 pts** **Meets Standard** The BD Report identifies specific sites, resources and information about the heritage culture but fails to incorporate it into recommendations for ELL learning.	**2.0 to >0.0 pts** **Approaches Standard** The BD Report has minimal sites, resources or information about the heritage culture; fails to include in recommendations.	**0.0 pts** **No Marks**	5.0 pts

This criterion is linked to a Learning Outcome Concepts of cultural competency Understands and applies the concepts of cultural competency, cultural identity and influence on learning.	5.0 to >3.0 pts **Exceeds Standard** The BD Report demonstrates an understanding of cultural competency and specifically connects cultural identity to academic achievement through evidence in the recommendations for ELL learning.	3.0 to >2.0 pts **Meets Standard** The BD Report demonstrates an understanding of cultural competency and connects cultural identity to academic achievement but does not provide specific recommendations for ELL learning.	2.0 to >0.0 pts **Approaches Standard** The BD Report demonstrates an awareness of the connection between cultural identity and learning but no substantive recommendations are included.	0.0 pts **No Marks**	5.0 pts
This criterion is linked to a Learning OutcomeAbility to build partnerships Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	5.0 to >3.0 pts **Exceeds Standard** Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.	3.0 to >2.0 pts **Meets Standard** Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family	2.0 to >0.0 pts **Approaches Standard** Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up.	0.0 pts **No Marks**	5.0 pts

This criterion is linked to a Learning Outcome Detailed self-reflection and analysis Clearly and professionally communicate detailed self-reflection and analysis of the fieldwork process.	**5.0 to >3.0 pts** **Exceeds Standard** Candidates provide well written and detailed self reflection and critical analysis of BD process. Candidate draws deep and extensive connections to overall teaching practice.	**3.0 to >2.0 pts** **Meets Standard** Candidates provide well written and detailed self reflection and critical analysis of BD process. Candidate provides clear connections between unit lesson planning and overall teaching.	**2.0 to >0.0 pts** **Approaches Standard** Candidates did not provide description and critical reflection of BD process and made no connections to overall teaching practice.	**0.0 pts** **No Marks**	5.0 pts

This criterion is linked to a Learning Outcome Grammar and style Graduate level writing: Grammar Punctuation Logic and Organization Critical Thinking Diction and vocabulary Research Writing	**5.0 to >3.0 pts** **Exceeds Standard** Exemplary writing with detailed attention to all aspects.	**3.0 to >2.0 pts** **Meets Standard** Well written with some grammatical and stylistic mistakes.	**2.0 to >0.0 pts** **Approaches Standard** Writing reflects awareness of graduate writing with issues in grammar, punctuation, logic, and organization.	**0.0 pts** **No Marks**	5.0 pts

This criterion is linked to a Learning Outcome Bibliography and APA style Includes a detailed bibliography in APA style	**5.0 to >3.0 pts** **Exceeds Standard** Exemplary, extensive and well researched bibliography in APA style.	**3.0 to >2.0 pts** **Meets Standard** Includes a few resources in the bibliography in APA style.	**2.0 to >0.0 pts** **Approaches Standard** Minimal or missing. Extensive APA formatting errors prevent professional communication.	**0.0 pts** **No Marks**	5.0 pts

| This criterion is linked to a Learning Outcome Appendix and Artifacts Includes in and Appendix resources for ELL teaching and artifacts of the cultural exploration such as photos (this does not count toward the page minimum.) | 5.0 to >3.0 pts **Exceeds Standard** | 3.0 to >2.0 pts **Meets Standard** Includes some resources and artifacts. | 2.0 to >0.0 pts **Approaches Standard** Minimal or missing. | 0.0 pts **No Marks** | 5.0 pts |

Total Points: 50.0