



Graduate Study in Teaching English to Speakers of Other Languages & Bilingual Education

Student Handbook

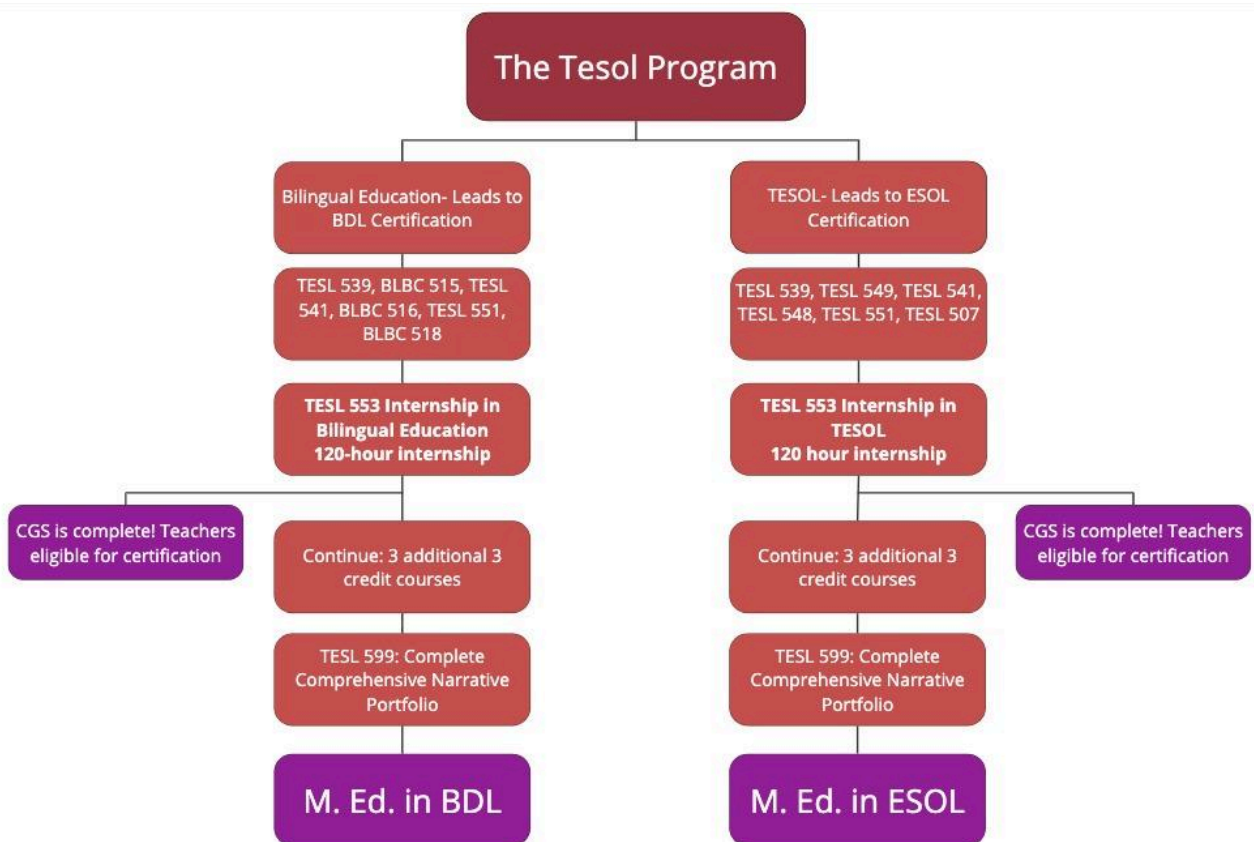
Welcome! Rhode Island College’s TESOL Program is both nationally and RIDE-accredited and actively works to address the statewide shortage of certified teachers by providing in-service teachers with theoretical and pedagogical development to support Multilingual Learners (MLL)/emergent bilingual students. The program offers a Certificate of Graduate Studies (CGS) in ESOL, a graduate certificate in ESOL and Bilingual Education, an M.Ed. in TESOL, and an M.Ed. in TESOL with a Bilingual Education concentration in addition to an MLL endorsement pathway. We see this as essential work in ensuring that professionals that serve MLLs/emergent bilinguals understand, design and implement research-based instructional strategies that are grounded in an asset-based perspective of bilingual communities.

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1. TESOL & Bilingual Education *Programs*

The TESOL program currently offers programmatic pathways to ESOL Certification and Bilingual/Dual Language (BDL) Certification. Through either the seven-course CGS or the ten-course M.Ed. in TESOL, teachers can apply for ESOL Certification. Similarly, through either the seven-course CGS or the ten-course M.Ed. in TESOL with a concentration in Bilingual Education, teachers can apply for BDL Certification. Each program includes a 120-hour internship in the TESL 553 course, and those seeking BDL certification can also apply for ESOL certification if they complete an additional internship in an ESOL setting. Teachers who have already completed the 7-course BDL sequence can qualify for ESOL cert as well with an additional internship. (See Section 2 for information regarding MLL Endorsement pathways and Section 3 for the ESOL Program Specialist course..)



Note: Students can take up to two classes before applying to and matriculating into the program. If you are enrolling in a third course and have not yet applied to one of the TESOL programs, please see Section 8 of this handbook for information regarding the application process.

2. *Multilingual Learner (MLL) Endorsement*

We have a RIDE-approved MLL Endorsement pathway for pre and in-service teachers, and it is available at both the undergraduate and graduate levels. This endorsement includes two courses: TESL 401/402 at the undergraduate level and TESL 501/502 at the graduate level were intentionally designed to blend elements of second language acquisition theory from TESL 539 and pedagogical strategies from TESL 548. Candidates who successfully complete TESL 401/501 and TESL 402/502 can then shorten the graduate-level pathway to full certification because they will have met the requirements of TESL 539 and TESL 548. In other words- If you choose to continue on to complete a Certificate of Graduate Studies (CGS) or a Masters in Education M.Ed., these two classes will count towards your required classes for graduation.



3. *Pathway to RIDE's PK-12 ESOL Specialist/Consultant Certification*

The TESOL program is also the only institute of higher education in Rhode Island that offers a pathway to RIDE's 13013 ESOL Specialist/Consultant Certification, which we do through the **TESL 600 ESOL Program Supervision** course that is offered each spring to teachers with a minimum of three years of experience working with emergent bilinguals, ESOL Certification, and a master's degree. TESL 600 is an intensive course which requires that candidates complete a 300-hour field experience.

4. *Students in our Programs*

Our current students are teachers working in districts across the state as well as pre-service educators. Because many of our in-service teachers have received emergency certification to work with emergent bilingual students, coursework and assignments are immediately relevant to enhancing critical positioning and pedagogical practices.

We also regularly welcome students from the School Psychology program into one of our gateway courses¹, and we see this as an important approach to ensuring that whole school communities view emergent bilinguals from an asset-based perspective.

5. *On-campus vs. Cohort Programs*

In terms of content and quality of courses, there is no difference between on-campus and cohort courses. However, cohorts offer an intensive opportunity for teachers to achieve certification more quickly. Classes run for 8 weeks and include Saturday sessions, which means that certification can be achieved in a year and a half. By bringing our courses to districts and offering discounted tuition and district cost sharing, we make it easier for teachers to engage in this important professional development. RIC faculty work to establish these important partnerships by targeting high-incidence districts in need of certified teachers.

¹ TESL 539 is a requirement in the School Psychology program.

6. TESOL *faculty*

The TESOL faculty is a dedicated team of professionals with diverse experiences that enrich the program for students.

Dr. Sarah Hesson
**TESOL Programs Co-Director/
Bilingual Education Coordinator**
Associate Professor
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Courses: BLBC 515, BLBC 518, TESL/ BLBC 553, TESL 401, TESL 548, TESL 599
Sarah Hesson is an Associate Professor in the Educational Studies Department and the Co-Director of the [TESOL Program](#) at [Rhode Island College](#). She earned her doctorate in Urban Education at the [CUNY Graduate Center](#). Some of her current research interests include the school experiences of Latinx adolescent youth, translanguaging as social justice pedagogy, and the possibilities of Youth Participatory Action Research (YPAR) with emergent bilingual adolescent youth. She previously worked as an adjunct professor at Hunter College as well as a Research Assistant with the [City University of New York – New York State Initiative on Emergent Bilinguals](#) (CUNY-NYSIEB).

Sarah received her BA in Comparative Literature from Bryn Mawr College, and earned her Master’s in Bilingual Childhood Education from Fordham University through the NYC Teaching Fellows Program. She previously worked at the NYC Department of Education as a bilingual elementary and middle school teacher, and has taught in various educational settings PK-Adult as well. You can read more about her work at www.sarahhesson.org.

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Dr. Alia Hadid
**TESOL Programs Co-Director/
 Multilingual Learner Coordinator**
Assistant Professor
ahadid@ric.edu
Courses: TESL 401, TESL 541, TESL 548, TESL 599

Alia Hadid is an Assistant Professor and the Co-Director of the TESOL/Bilingual Education Program at Rhode Island College. She has a Bachelor in English Literature and an M.A. in Linguistics. She also earned her Ph.D. in Technology in Education and Second Language Acquisition from the University of South Florida.

Alia has extensive experience working with language learners both in the U.S. and abroad. She worked as an adjunct professor at the University of Rhode Island and Rhode Island School for Progressive Education.

Alia’s research interests include working with language learners and underrepresented populations from immigrant and refugee backgrounds. She studies the language learners’ experiences and the interplay between language learning and identity. She also aligns her work with teacher education research to bridge the gap between teachers and learners and amplify the voices of underrepresented populations.

Dr. Jose M Gonzalez
Adjunct Professor
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Courses: TESL 549, TESL 553, FNED 246, FNED 502

Jose has been in the field of education his entire professional career. He began as a high school Spanish Language Arts and ESL teacher in a bilingual program in New York City. He also taught inmates the Spanish GED and ESL in the NYC Detention Centers. He went on to teach adults at the Urban Education Center in Providence. And later moved to higher education where he was Minority and International Student Recruiter and an admissions adviser for URI and Bryant College. He also worked at Brown University at the Regional LAB as a consultant. After that, he went to work for the Providence School Department as a Director of Equity and Access at first. He was there for 17 years and assumed responsibilities as Director of English Language Learners, Director of Family and Community Engagement, Director of Special Projects and University Relations, and Director of Student Registration and Placement. Currently, he is an adjunct Professor with the Educational Studies Department at Rhode Island College. Additionally he recently worked as an Education Consultant with the Central Falls School Department for two years in the English Language Department.

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Jose has a Bachelor's Degree in Social Work and Spanish (RIC) and a Master's in Bilingual and Bicultural Education (RIC). He also has a Master's and a Doctorate's degrees in Administration, Planning and Social Policy from Harvard Graduate School of Education. He is certified in RI as a Secondary English, Spanish, ESL and Bilingual Education teacher and holds a Superintendent's certificate.

Michelle E. Johnson, M.Ed.

Adjunct Professor
mjohnson2@ric.edu

Courses: TESL 548

Michelle E. Johnson is an adjunct professor in the TESOL program at Rhode Island College. She received a Master's Degree from Rhode Island College in 2014. Her passion is working with emergent bilinguals in her 3rd grade classroom at Mary Fogarty Elementary School in Providence, RI, where she has been a teacher for the past 8 years. Teaching at Rhode Island College has been a lifelong dream of hers, especially in the program where she not only learned so much from but also had so many wonderful professors. She is excited to work with and inspire like-minded professionals who have a similar passion to teach Emergent Bilinguals. She also published "Stranger in a Strange Land in the Bilingual-Multilingual Education Interest Section of Bilingual Basics--affiliated from The TESOL International Association in April 2014. In 2018, Michelle was a recipient of the Milken Educator Award.

Michelle R. Johnson, M.Ed.

Adjunct Professor
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Courses: TESL 300, TESL 553, TESL 600

Michelle R. Johnson is an Adjunct Professor in the TESOL Program. She is certified as a professional ESL Specialist/Consultant and a Reading Specialist/Consultant. She has worked for over 20 years in a two-way 50/50 model dual language immersion program in Pawtucket, RI. Michelle received an M.Ed. in Reading from Rhode Island College and is currently enrolled in Johnson and Wales University's Educational Leadership doctor of education program.

Hayley Lochotzki, M.Ed.

Adjunct Professor
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Courses: TESL 401, TESL 553/University Supervisor

Hayley Lochotzki is a University Supervisor, Adjunct Professor, and a Co-Investigator for a research study in the TESOL Program. She received her Master's degree in Teaching English to Speakers of Other Languages and a post graduate certification as an ESL Specialist/Consultant from Rhode Island College. Ms. Lochotzki has been an educator of multilingual learners for many years and has joined the faculty at RIC to share her knowledge and experiences with others.

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Her current research interest includes dispositional and pedagogical changes of TESOL teachers.

Patricia Ridlon, M.Ed.
Adjunct Professor
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Courses: TESL 551, TESL 507

Jessica Marie Geren
Adjunct Professor
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Courses: TESL 553 & TESL 548

Jessica holds a Bachelor's (University of Findlay), Masters (New York University), and a Post-Master of Arts (New York University) in Teaching English to Speakers of Other Languages (TESOL). She is presently in the process of composing her doctoral dissertation for a PhD in the Humanities at Salve Regina University. Her academic pursuits and research focus encompass Care Ethics, educational reform, cultural dynamics, and the impact of technology on human connection within contemporary society.

With a profound commitment to fostering meaningful communication and connections, Jessica ardently engages individuals to inspire their optimal selves. As an advocate for lifelong learning, she firmly believes in establishing a collaborative educational environment where both teacher and student mutually enrich their knowledge and experiences.

In addition to her academic endeavors, Jessica is a mother of five children and has welcomed international students from Taiwan, Italy, Spain, Mexico, and Colombia into her home. She currently dedicates her expertise to teaching English to Speakers of Other Languages through Womankind, a nonprofit organization in New York City, aligning with their mission to support survivors of gender-based violence on their path to healing.

Jessica's professional journey includes extensive experience as an adjunct faculty member, imparting knowledge in ESOL, Communications, and English composition across esteemed educational institutions in the New England Region and her home state of New York. Beyond academia, she exhibits a profound concern for women's healthcare, holding certifications as a childbirth educator and trained birth and postpartum doula.

Rebecca Bueno
Adjunct Professor
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7. Course Pathways

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To better conceptualize each programmatic pathway, please see the information about courses and key assessments below.

CGS in TESOL

Course Number	Course Title & Description	Key Assessment
TESOL 539	<p><u>Second Language Acquisition Theory and Practice</u> Current theories of first and second language acquisition are examined from a pedagogical perspective. Emphasis is given to creating inclusive linguistic ecologies in schools.</p>	Language Learning Biography
TESOL 549	<p><u>Sociocultural Contexts: Education in Bilingual Communities</u> Students use critical theoretical frameworks to explore and reflect on identity formation. Students examine sociocultural contexts and issues affecting bilingual communities, and the essential role of families and communities.</p>	Community Inquiry Project
TESOL 541	<p><u>Applied Linguistics in TESOL</u> Phonology, morphology, syntax, semantics, and pragmatics are explored and applied to language development of emergent bilingual learners. Students also examine the connections between home languages and English.</p>	Language Sample Analysis
TESOL 548	<p><u>TESOL Pedagogies for Grades PK-6</u> This course reviews current pedagogy and practice through a critical lens in ESOL and general education settings for teachers in grades pk-6.</p> <p><u>TESOL Pedagogies for Grades 5-Adult (548)</u> This course reviews current pedagogy and practice through a critical lens in ESOL and general education settings for teachers in grades 5-Adult.</p>	Unit Plan
TESOL 551	<p><u>Assessment of Emergent Bilinguals</u> Students explore theory and practice of assessment for emergent bilinguals, including conducting formal and informal assessments and using data to inform instruction. Students also explore assessment policy and its implications.</p>	Assessment Case Study
TESOL 507	<p><u>Literacy Instruction for Emergent Bilingual Learners</u> Current theories of bilingualism and biliteracy are examined and connected to pedagogies for developing bilingual readers and writers in ESOL settings.</p>	Tutoring Project
TESOL 553	<p><u>Internship in TESOL and Bilingual Education</u> Students create and implement lessons, conduct assessments, reflect on practice, and collaborate with</p>	Teaching Philosophy

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	professionals and families in supervised ESOL and/or bilingual settings. The internship schedule includes weekly seminars.	<i>This course also includes 2 informal and 3 formal teaching observations as part of the 120-hour internship. Observations are conducted by a cooperating teacher² and RIC faculty.</i>
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M.Ed. in TESOL

The first seven courses of the M.Ed. in TESOL are the same as the CGS in TESOL sequence, which allows M.Ed. candidates to achieve ESOL Certification prior to completion of the master's degree.

In addition to the seven course sequence, M.Ed. candidates must complete an additional three courses from the following list as well as a Comprehensive Narrative Assessment Portfolio. This portfolio requires candidates to align their skills, knowledge, and dispositions to the national TESOL teacher preparation standards via narratives and artifactual evidence. TESOL faculty provide candidates with customized writing support and feedback for this process through the 1-credit TESOL 599 Graduate Essay in TESOL seminar.

Additional M.Ed. in TESOL Course Requirements:

Course 8	FNED 502 Social Issues in Education or BLBC 515 Foundations of Education in Bilingual Communities or FNED/ANTH 561 Latinos in the United States
Course 9	ELED 510 Research Methods, Analysis, and Applications or FNED 547 Introduction to Classroom Research
Course 10	INST 516 Integrating Technology into Instruction or CURR 501 Digital Media Literacy (4 credits)
Comprehensive Assessment/Narrative Portfolio	TESOL 599 Graduate Essay in TESOL (1 credit)

TESOL Programs with Bilingual Education Concentrations

CGS in TESOL/Bilingual Education Concentration

² Cooperating teachers must be ESOL Certified with at least three years' experience. Each semester RIC faculty conducts observation rubric training to ensure reliability across evaluators.

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Course Number	Course Title & Description	Key Assessment
TESOL 539	<u>Second Language Acquisition Theory and Practice</u> Current theories of first and second language acquisition are examined from a pedagogical perspective. Emphasis is given to creating inclusive linguistic ecologies in schools.	Language Learning Biography
BLBC 515	<u>Foundations of Education in Bilingual Communities</u> This course examines critical theoretical frameworks and relevant research and policy for working with bilingual communities and emergent bilingual learners. Emphasis is placed on action and advocacy.	Advocacy Research and Presentation
TESOL 541	<u>Applied Linguistics in TESOL</u> Phonology, morphology, syntax, semantics, and pragmatics are explored and applied to language development of emergent bilingual learners. Students also examine the connections between home languages and English.	Language Sample Analysis
BLBC 516	<u>Pedagogy & Practice in Bilingual Education</u> <u>This course reviews current pedagogy and practice in bilingual education settings through a critical lens.</u>	Unit Plan
TESOL 551	<u>Assessment of Emergent Bilinguals</u> Students explore theory and practice of assessment for emergent bilinguals, including conducting formal and informal assessments and using data to inform instruction. Students also explore assessment policy and its implications.	Assessment Case Study
BLBC 518	<u>Biliteracy Instruction for Emergent Bilingual Learners</u> Current theories of bilingualism and biliteracy are examined and situated in sociocultural and historical contexts. Pedagogies for developing bilingual readers and writers are also addressed, with attention to oral proficiency.	Guided Reading Project
TESOL 553	<u>Internship in TESOL and Bilingual Education</u> Students create and implement lessons, conduct assessments, reflect on practice, and collaborate with professionals and families in supervised ESOL and/or bilingual settings. The internship schedule includes weekly seminars.	Teaching Philosophy <i>This course also includes 2 informal and 3 formal teaching observations as part of the 120-hour internship. Observations are conducted by a cooperating teacher³ and RIC faculty.</i>

M.Ed. in TESOL with a Bilingual Education Concentration

³ Cooperating teachers must be ESOL Certified with at least three years' experience. Each semester RIC faculty conducts observation rubric training to ensure reliability across evaluators.

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The first seven courses of the M.Ed. in TESOL/Bilingual Education Concentration are the same as the CGS in TESOL sequence, which allows M.Ed. candidates to achieve BDL Certification prior to completion of the master's degree.

In addition to the seven course sequence, M.Ed. candidates must complete an additional three courses from the following list as well as a Comprehensive Narrative Assessment Portfolio. This portfolio requires candidates to align their skills, knowledge, and dispositions to the national TESOL teacher preparation standards via narratives and artifactual evidence. TESOL faculty provide candidates with customized writing support and feedback for this process through the 1-credit TESOL 599 Graduate Essay in TESOL class.

Additional M.Ed. in TESOL/Bilingual Ed Course Requirements:

Course 8	FNED 502 Social Issues in Education or TESOL 549 Sociocultural Contexts: Education in Bilingual Communities or FNED/ANTH 561 Latinos in the United States
Course 9	ELED 510 Research Methods, Analysis, and Applications or FNED 547 Introduction to Classroom Research
Course 10	INST 516 Integrating Technology into Instruction or CURR 501 Digital Media Literacy (4 credits)
Comprehensive Assessment/Narrative Portfolio	TESOL 599 Graduate Essay in TESOL (1 credit)

8. Application for Admission

Admission to graduate study at Rhode Island College's Feinstein School of Education and Human Development is dependent on several factors. Primary consideration is given to a candidate's academic record and a statement of professional goals as included in an application essay. A bachelor's degree from a regionally accredited college or university is required for admission to all graduate programs. Final acceptance is based on the combined decision of the appropriate academic department and the associate dean for graduate programs and assessment.

All applications to the program are submitted online:

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<https://www.applyweb.com/ricg/index.ftl>

To be considered for admission, all applicants must provide the following prior to the admission deadline:

Application deadlines are March 1 for fall admission and November 1 for spring admission. You will be notified approximately 6 weeks after the application deadline. (Note: Cohort applications may be collected and processed on a different schedule.)

In addition to your application, you will also need to submit the following:

1. \$50.00 nonrefundable fee.
2. One copy of all **official** transcripts of each undergraduate and graduate record (minimum 3.0 GPA for undergraduate coursework).
3. Teaching certificate (for PK-12 teachers seeking admission) OR undergraduate degree OR minor in related field (Linguistics, English, International Studies, etc.)
4. Three candidate reference forms WITH 3 accompanying letters of recommendation. These are also submitted electronically. FSEHD personnel will send an email to your references with the links to submit the reference form and the letter of recommendation.
5. Professional goals essay. (A one-page statement of your motivation for applying to and goals for the program)
6. An interview may be requested if the application reviewers have questions about your application, qualifications or other related criteria.

The typical M.Ed. student has a minimum GPA of 3.00 on a 4.00 scale (B average) in all undergraduate coursework. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential.

International Applicants must also submit:

7. Official translated copies of all academic credentials
8. Score of Test of English as a Foreign Language (TOEFL) or certification of English proficiency.
9. Statement of financial ability (i.e. how the tuition will be paid).
10. A copy, if applicable, of current visa.

9. Admission to the program

You will receive a letter via email notifying you when your application has been accepted for admission. In addition, the name of your advisor will be provided to you. Upon program admission, you should contact your advisor to discuss your intended program pathway and to sign a Plan of Study.

10. Getting Advisement/Meeting with Your Advisor

Your advisor is the 'go-to' person for any questions you may have as you move through your program. You should meet with your advisor once you have been initially accepted. Your advisor will help you complete the Plan of Study as well as review important policies related to program completion. Your advisor is also always available to help you when making decisions about course sequences, prerequisites, and how many you should take each semester. Feel free to email your advisor each semester to discuss your course options.

However, in addition to the initial meeting with your advisor and periodic discussions about your progress in the program, you are REQUIRED to meet with your advisor for the following circumstances:

- Changes to your original Plan of Study
- Selecting alternative courses to take/transferring courses

11. Changes to your Plan of Study

- Your advisor is required to complete any paperwork regarding changes to your Plan of study. If, for example, you have decided to take a course that meets program requirements, but is not listed on your original plan of study, you need to complete a "Change in Plan of Study" form to be submitted to the Records Office. This form is critical in order for you to demonstrate your completion of certification and graduation requirements. You will not be allowed to graduate without having an updated Plan of Study.
- Changes to the Plan of Study can be made at any time during your program; however, it is highly recommended that you complete the form as soon as you have made changes in order to ensure that graduation is not delayed.

13. Scheduling Changes

- You should consult with your advisor about any plans to change your course schedule for the semester. Meeting with your advisor will ensure that you stay on track regarding program completion; in addition your advisor will be able to assist you with navigating the drop/add or withdrawal process.

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- Please note that withdrawing from a class after the drop/add period has specific consequences including, but not limited to, loss of tuition paid and delay in graduation. You need to verify that the courses you drop or withdraw from are available in the following semester or summer sessions in order to stay on track with graduation. It is a good idea to review the academic calendar (<https://www.ric.edu/academics/academic-calendar>) at the start of each semester, so you are familiar with the add/drop deadlines.
- It is also recommended that full-time students take no more than three master's level courses per semester, and any student who is also working take no more than two courses. Your advisor will assist you with determining how taking more or fewer classes each semester will affect your program completion timeline.

14. *Selecting Alternative Courses/Transferring Courses*

- From time to time, you may find a comparable course offered at RIC or another institution that meets program requirements and has a better fit with your program completion timeline. However, you must have your advisor's approval PRIOR to taking the course to ensure that this course will fulfill program requirements. When you would like to take an alternative course, schedule an appointment with your advisor and bring a copy of the course syllabus, if possible, and other relevant information about the course with you. Your advisor will then review and make the determination about whether the course will be allowed as a substitute for another course already listed on the Plan of Study. Your advisor will also complete the necessary paperwork to make the changes to your Plan of Study as described earlier in this section. Failure to get the advisor's approval may result in the course not being counted as an alternative course, which will ultimately delay your path to program completion

15. *Program Completion Time Limit*

- Students have 6 years from the date of matriculation to complete their degree. Exceptions to this are very rare.
- If you took TESOL classes at RIC prior to matriculating into the program, note that the college considers courses "expired" after 7 years.
- Both part- and full-time students must complete their program, including all coursework, practica, and internship within six years from the time of registration following acceptance to degree or certificate candidacy (see Rhode Island College Graduate Studies Manual, 2021, p. 12).

16. *TESL 553: Internship in TESOL & Bilingual Education*

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CGS and M.Ed. students should complete the first-six course requirements before enrolling in TESL 553. In some cases, students may take TESL 553 concurrently with their sixth course. (M.Ed. candidates can opt to complete the additional three courses and the portfolio after TESL 553, which allows them to apply for ESOL or BDL Certification prior to completing the M.Ed.)

17. TESL 599: *Comprehensive Assessment Portfolio*

M.Ed. students who have completed all ten required courses can enroll in TESL 599⁴ to complete the Comprehensive Assessment Portfolio in the fall or spring semester. Some students opt to complete TESL 599 concurrently with their tenth course. At the start of the semester in which you are enrolled in TESL 599, you will be invited to a mandatory information session which will outline the Comprehensive Assessment process for you. (A brief outline of the procedures and formatting is also found below.) Optional writing sessions will also be offered during the semester.

In TESL 599, you will be designated a faculty reader who will provide constructive feedback and support as you draft the Comprehensive Assessment Portfolio.

To successfully complete the portfolio, candidates must demonstrate proficiency in all five of TESOL Teacher Preparation Standards: **Language; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism**. Proficiency is demonstrated through your presentation of narratives, which concisely describe your skills, knowledge, and/or dispositions within each of the five standards, and artifacts, which provide specific evidence for each.

You will create one document for each of the five standards for a total of five documents. Please note that each of the five standards has several performance indicators; you should consider each of these as sub-sections. Therefore, to format the Comprehensive Assessment, you should include:

- One narrative document for each of the five standards. Be sure to list the standard at the top of each narrative.
- Each narrative should have a brief introduction. Use this introduction to describe your philosophy and/or beliefs about the performance area.
- Within each narrative include subsections which specifically address each performance indicator as listed on the rubric. Use APA parenthetical citation within narratives to reference all connections to research and theory.
- All artifacts for a given standard should be embedded WITHIN the document after all the sub-section narratives. Highlight the relevant areas of each artifact and reference them specifically within the narratives. Do not include links to google documents in your portfolio.

⁴ Students who matriculated prior to 2019 may not have TESL 599 as a requirement in their plan of study. Contact your advisor if you are unsure.

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- Include a References page at the end of each document.

So, for example, the Performance Area 1 document should include the following:

<p>1. The Standard</p>	<p>Standard 1: Language</p> <p>Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help emergent bilinguals develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1a language as a system, and 1b language acquisition and development do not prescribe an order.</p>
<p>2. Brief Introduction</p>	<p>A few sentences which describe your philosophy/beliefs about the standard overall.</p>
<p>3. Sub-section Narratives for each Performance Indicator.</p>	<p>In the case of Standard 1, there are four Performance Indicators A-D, so your subsections should be labeled A-D. For each subsection narrative:</p> <ol style="list-style-type: none"> 1. Provide a brief introduction to your overall philosophy/ approach regarding the performance indicator (a few sentences to a paragraph). 2. Describe how the artifacts demonstrate this philosophy, and connect to the performance indicator standards. 3. Be explicit when naming which components of the artifact connect to the performance indicator. 4. Cite links to theory and research where appropriate, using APA parenthetical citation. <p>When citing theory and research, be sure to connect it to your philosophy and artifacts.</p>
<p>4. Artifacts</p>	<p>Include all artifacts for the whole standard after the narratives. Highlight relevant sections. (If different areas of the same artifact are relevant to different performance indicators, you only need to include the artifact once, but please use different color highlighting for each relevant area.)</p>

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5. References	Include a References page which lists all sources referenced in your narrative.
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You can find the Rubric for the Comprehensive Assessment Portfolio in Appendix I of this handbook.

Once you have submitted the Comprehensive Assessment Portfolio, your assigned faculty reader will review it. If your portfolio meets the standard, you will be invited to an exit interview with your reader; this interview serves to potentially improve your final portfolio score as the reader may have additional questions. If your portfolio does not meet the standard, your reader will send you feedback and you will not be invited to the interview. If you are unable to complete the portfolio within the semester in which you are enrolled in TESL 599, you will have to re-enroll in TESL 599 in a subsequent semester.

18. Graduation

You may graduate in December, May or August of a given academic year. However, there is only one commencement ceremony offered per academic year—in May. If you graduate in December, you may walk the following May. If you intend to complete your coursework in August, you may walk the May before you graduate (a notation will be provided in the program list designating your actual graduation if different from May).

You need to apply for graduation at the beginning of the semester you wish to graduate. Apply for graduation through the Records Office at Rhode Island College. This can be done through the myRIC portal. The Records Office will verify that you have completed or are in the process of completing all the required coursework needed to graduate, based on your submitted Plan of Study.

The Records Office will notify you regarding any outstanding requirements for graduation as well as a timeline to complete those requirements. Take time to review the list of outstanding requirements and contact your advisor immediately if you disagree with them. You may need to complete additional paperwork to transfer or substitute courses that were on the original Plan of Study, for example. Delay in applying for graduation or for contacting your advisor could result in a delay in graduating.

You will also need to provide Records information regarding your intention to walk during the commencement ceremony. Please attend to all deadlines regarding your intent to attend commencement in order to ensure that your name is included in the commencement program.

If you intend to walk during the commencement ceremony, please make sure that you have ordered your gown and hood well in advance of the ceremony. You will receive your

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diploma in the mail once you have satisfied all coursework and assessment requirements.

To apply to graduate, login to the myRIC portal and do the following:

- Select “My Academics”
- Click “Apply for graduation”
- Select your program.
- Choose your Expected Graduation Term.
- Verify your information and make updates as needed.

Additional information about the graduation process is available on the RIC website:
<https://www.ric.edu/departments-directory/records-office/graduation>

19. Communications in the Department

Regardless of whether you are fully matriculated in a program or starting your first course, all students at Rhode Island College are assigned a student ID and an email account & password. Below are the instructions for setting a password, which will give you access to email and the myRIC system, which also includes the Blackboard Learning Management System. If you have any difficulties, you should immediately email helpdesk@ric.edu.

How To Reset Your Password Using Password Station

<https://servicecenter.ric.edu/TDClient/1794/Portal/KB/ArticleDet?ID=72776>

Getting Started With Microsoft 365 MFA For Students and Employees

<https://servicecenter.ric.edu/TDClient/1794/Portal/KB/ArticleDet?ID=111330>

All official communications with professors, other students, and college personnel occurs through the RIC email system. Students should also be able to provide their student ID upon request, especially when communicating with The Records or Bursar’s Offices.

Blackboard is a Rhode Island College Learning Management System which allows you to access online course material and course activities such as tests, assignments, chats, discussions, blogs, journals, and more. Since Blackboard is web-based, you will be able to access Blackboard anywhere you have access to the internet.

The myRIC Online(my.ric.edu) is where many facets of student life can be accessed. It is where you sign in to your email account, browse the course catalog, register for classes, and view your schedule. Also, it has the staff directory and helpful links to access financial aid information and application processes as well as events happening at the school.

20. Keeping Your Information Current

Once you have been formally admitted into the program, you will receive a link to complete an online New Student Form. This information is uploaded into our program database, which is used primarily for sending program updates, notices and other pertinent

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information related to the program and certification. Therefore, it is your responsibility to notify your advisor of any address, phone or email changes so that the information in the database will remain current and you will have access to all important program information.

Also notify your advisor if you are applying for a job. Your advisor may serve as a reference for you or may provide tips for the job search.

Finally, notify your advisor once you have been hired for an ESOL job, or if your job placement has changed. From time to time, we may notify you of news about legislation and policies related to ESOL in PK-12 and adult education settings; in addition, once you graduate, we may contact you about hosting some of our current students for their class assignments or internship placements.

21. Using Anthology/Chalk and Wire:

Anthology/Chalk & Wire is an online portfolio system where you will upload the Key Assessment from each of your TESOL courses. The Feinstein School of Education & Human Development provides free accounts to TESOL students for this purpose. If you need assistance obtaining an account, you can contact your advisor or current course professor.

One of the main uses for Anthology/Chalk & Wire will be for submitting for Key Assessments in each course as well as the TESL 599 Comprehensive Assessment Portfolio.

If you have questions about navigating the Anthology/Chalk & Wire platform, you can email chalkandwire@ric.edu.

22. Financial Aid & Graduate Assistantships

In order to receive Financial Aid, you must first be admitted into a program. a variety of Financial Aid options are available to graduate students. You should contact the Office of Financial Aid for all current information relating to aid:

<https://www.ric.edu/department-directory/office-financial-aid>. You can also refer to the current college catalog for general information:

<http://ric.smartcatalogiq.com/en/2020-2021/Catalog/General-Information-Graduate/Financial-Aid-Graduate>.

Accepted degree candidates who are enrolled in full time may also be eligible to apply for a Graduate Assistantship. You can access more information on Graduate Assistantships here: <https://www.ric.edu/department-directory/office-graduate-studies/graduate-assistant-opportunities>.

23. Program Accountability

The *TESOL Program* also uses qualitative and quantitative data to monitor program efficacy.

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Qualitative information used includes verbal and written communication from students, alumni, faculty, supervisors, and about the strengths and weaknesses of the program, while quantitative data is gathered from Key Assessments via the Anthology/Chalk & Wire platform.

External Program Reviews

Feedback about our Program’s quality will be an ongoing process and sought from CAEP/TESOL and RIDE in the review cycles each association follows.

24 . After You Graduate

Join RITELL or MABE locally, and TESOL or NABE internationally, to stay connected and involved with fellow educators. Become a member and gain access to many resources.

Upon completion of the program, please complete this survey <https://forms.gle/zJsgRDO9dw4pyMCF8> so we can stay in touch. TESOL faculty frequently engage with alumni for conferences, research, and opportunities to collaborate with current students. We are in the process of developing a new alumni network group, so stay tuned for more on that!

25 . Useful Links

Here are useful links to important resources:

Graduate Admissions	https://www.ric.edu/admissions-financial-aid/graduate
Office of Financial Aid	https://www.ric.edu/department-directory/office-financial-aid
Office of the Bursar	https://www.ric.edu/department-directory/office-bursar
Records Office	https://www.ric.edu/department-directory/records-office
Technology Support	https://www.ric.edu/department-directory/division-administration-finance/information-technology-services/help-center
Registration	https://www.ric.edu/department-directory/records-office/registration
Student Health, Wellness, & Support	https://www.ric.edu/student-experience/student-health-wellness-and-support
Disability Services Center	https://www.ric.edu/department-directory/disability-services-center#:~:text=Rhode%20Island%20College%20students%20

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	with.email%20dsc%40ric.edu.
Academic Calendar	https://www.ric.edu/academics/academic-calendar
Graduate Forms	https://www.ric.edu/department-directory/office-graduate-studies/graduate-manual-forms

Appendix I: TESL 599 Comprehensive Assessment Portfolio Rubric

<p>Performance Area 1: Language</p> <p>Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help emergent bilinguals develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1a language as a system, and 1b language acquisition and development do not prescribe an order. (TESOL Standard 1a: Language as a System; TESOL Standard 1b: Language Acquisition and Development; FSEHD 1, 2; RIPTS 1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 4.1, 4.2, , 8.1, 8.5, 10.2)</p>			
Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)

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<p>a. Structure of language: Candidate first demonstrates knowledge ranging from the components of language to more sophisticated understanding of how language works to communicate meaning and nuance as an integrative system and second applies this knowledge to help emergent bilinguals develop oral, reading, and writing skills (including mechanics) in English. Third, the candidate applies knowledge of the structure of language to foster biliteracy, bilingualism, and second language acquisition.</p> <p>TESOL Standard 1a</p>	<p>Candidate is aware of the components of language (phonology, morphology, syntax, semantics, and pragmatics) and language as an integrative system.</p> <p>Candidate recognizes stages of English language development in emergent bilinguals.</p> <p>Candidate recognizes and can describe similarities and major differences between English and the home languages commonly spoken by their students.</p> <p>Candidate recognizes a variety of discourse features and rhetorical patterns characteristic of written and spoken English.</p> <p>Candidate understands that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their emergent bilinguals differ from English.</p>	<p>Candidate can use the components of language (phonology, morphology, syntax, semantics, and pragmatics) and language as an integrative system to inform instruction with emergent bilinguals.</p> <p>Candidate applies knowledge of developmental phonology, morphology, syntax, semantics, and pragmatics to identify aspects of English that are difficult for their students, noting how emergent bilinguals' home languages and identity interact with English learning. Candidate encourages the use of translanguaging to help emergent bilinguals access content, while also using home language transfer to help emergent bilinguals understand connections across languages and to foster bilingualism.</p> <p>Candidate assists emergent bilinguals in recognizing, using, and acquiring the English sound system when necessary to improve communicative intelligibility, and also support development of other communication skills, thus enhancing oral skills.</p> <p>Candidate targets syntactic structures that emergent bilinguals need to communicate effectively for social and academic purposes.</p> <p>Candidate incorporates a variety of instructional techniques and sufficient contextualized practice to assist emergent bilinguals in developing literacy skills and to understand and use vocabulary appropriately in spoken and written language, appropriate to shoring up current English proficiency level and targeting growth.</p> <p>Candidate designs contextualized instruction using social and academic language to assist emergent bilinguals in using and acquiring language for a variety of purposes.</p> <p>Candidate uses a variety of strategies to help emergent bilinguals acquire discourse features and rhetorical patterns characteristic of written and spoken English.</p>	<p>Candidate can use the components of language (phonology, morphology, syntax, semantics, and pragmatics) and language as an integrative system to create instructional plans for emergent bilinguals.</p> <p>Candidate designs instructional strategies that incorporate their knowledge of the English language system to aid emergent bilinguals' learning.</p> <p>Candidate differentiates emergent bilinguals' learning to accommodate challenging aspects of English language acquisition.</p> <p>Candidate helps emergent bilinguals develop strategies to monitor difficult aspects of the English language system.</p> <p>Candidate designs instructional activities that help emergent bilinguals develop strategies to monitor their own use of English genres, rhetorical patterns, discourse structures, and writing conventions.</p>
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<p>b. Candidate demonstrates understanding of current and historical theories and research in language acquisition as applied to emergent bilinguals, as well as theories and research regarding literacy development in home language and target language.</p> <p>TESOL Standard 1b</p>	<p>Candidate understands some aspects of language acquisition theory and research.</p> <p>Candidate is aware of theories and research that explain how home language literacy development differs from target language literacy development.</p>	<p>Candidate applies their knowledge of home language and target language acquisition to learning.</p> <p>Candidate uses theories and research that address how home language literacy development differs from target language literacy development to inform their teaching.</p>	<p>Candidate uses their understanding of language acquisition theory and research to provide optimal learning environments for their emergent bilinguals and to conduct theory-based research in their own classrooms.</p> <p>Candidate uses theories and research that explain how home language literacy development differs from target language literacy development to design instruction and to conduct their own classroom research.</p>
<p>c. Candidate recognizes the importance of emergent bilinguals' home languages and language varieties and builds on these skills to foster bilingualism, biliteracy, and second language acquisition.</p> <p>TESOL Standard 1b</p>	<p>Candidate encourages emergent bilinguals to use their home language to facilitate their understanding or participation in class.</p>	<p>Candidate understands the importance of emergent bilinguals' home languages, and encourages families to use that language with their children at home.</p> <p>Candidate adopts a translanguaging stance and uses home languages in the classroom both as a foundation and resource for learning target language and to foster bilingualism.</p> <p>Candidate provides regular opportunities for emergent bilinguals to read, learn, and express themselves in their home language in class.</p> <p>Candidate uses the home language in the classroom to support literacy and content learning.</p>	<p>Candidate engages in active research to deepen understanding of home languages and areas of home language transfer.</p>

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<p>d. Candidate understands and applies knowledge of sociocultural, psychological, and political variables to facilitate the process of second language acquisition and to foster biliteracy and bilingualism.</p> <p>Candidate understands and applies knowledge of the role of individual learner variables to facilitate the process of second language acquisition and to foster biliteracy and bilingualism.</p> <p>TESOL Standard 1b</p>	<p>Candidate is aware of the sociocultural, psychological, and political variables within a community of emergent bilinguals.</p> <p>Candidate recognizes individual differences among their emergent bilinguals (e.g., age, home language literacy level, personality, motivation, socioeconomic status).</p> <p>Candidate recognizes individual differences among their emergent bilinguals (e.g., age, home language literacy level, personality, motivation, socioeconomic status).</p>	<p>Candidate applies knowledge of sociocultural, psychological, and political variables to design instruction and improve communication with emergent bilinguals and their families.</p> <p>Candidate investigates variables that affect language learning (e.g., age, home language literacy level, personality, motivation, socioeconomic status).</p> <p>Candidate knows their emergent bilinguals and understands that individual variables can have important effects on the process and level of target language learning and developing bilingualism and biliteracy.</p> <p>Candidate applies this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. Candidate varies their teaching style to accommodate students' different learning styles.</p>	<p>Candidate uses their understanding of learner variables (e.g., age, home language literacy level, personality, motivation, socioeconomic status) to consistently provide individualized language and content-learning goals and appropriate instructional environments for emergent bilinguals.</p>
<p>Suggested Artifacts: Language Sample Analysis, Language Learning Biography, Lesson/Unit Plans, Blog Entries/Discussion Board Posts, Quizzes & Tests, Case Studies, Observation Reports, Tutoring Project</p> <p><u>Teacher Candidate Notes:</u></p>			

<p>Performance Area 2: Culture</p> <p>Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for emergent Bilinguals. (TESOL Standard 2: Culture as It Affects Student Learning; FSEHD 1, 2, 3; RIPTS 1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 10.2)</p>			
<p>Performance Indicator</p>	<p>Approaches Standard (1)</p>	<p>Meets Standard (2)</p>	<p>Exceeds Standard (3)</p>

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<p>a. Candidate explores and understands the specific role of cultural practices in teaching and learning and discusses implications of these practices in teaching and learning from an asset-based perspective, using concepts, principles, theories and research.</p>	<p>Candidate engages in limited exploration of role of cultural practices and shows limited understanding of the role of these practices in teaching and learning. Discussion of students demonstrates lack of knowledge of asset-based perspectives. Concepts, principles, theories and research are absent or limited.</p>	<p>Candidate engages in satisfactory exploration of the role of cultural practices, and is clear about the implications of cultural practices in teaching and learning. Discussions are offered from an asset-based perspective. Concepts, principles and theories receive attention in the evidence presented.</p>	<p>Candidate engages in extensive exploration of the role of cultural practices, offering strong linkage of the implications of cultural practices in teaching and learning. Discussions are positioned from an asset-based perspective. Concepts, principles and theories receive extensive attention in the evidence presented. Candidate self-reflection is extensive, and clearly shows an understanding of why concepts discussed are critical to an equitable education for emergent bilinguals.</p>
<p>b. Candidate discusses students from asset-based perspective, recognizing and respecting the interaction of linguistic and cultural practices in the formation of cultural identities, and discusses the implications for teaching and learning.</p>	<p>Candidate discusses students' abilities, learning features, and background characteristics from a deficit-based perspective. Linguistic and cultural practices receive limited recognition as they pertain to their role in teaching and learning.</p>	<p>Candidate discusses students' abilities, learning features and characteristics from an asset-based perspective. Linguistic and cultural practices receive ample recognition as they pertain to their role in teaching and learning.</p>	<p>Candidate discusses students' abilities, learning features and background characteristics from an asset-based perspective. Linguistic and cultural practices receive extensive recognition as they pertain to their role in teaching and learning. Candidate makes recommendations and suggestions aimed at developing more supportive instructional environments for emergent bilingual students.</p>
<p>c. Candidate designs instruction that recognizes students' cultural identities, using a combination of cultural appreciation strategies, embedded in appropriate and effective teaching techniques for emergent bilingual students.</p>	<p>Candidate designs instruction that shows limitations in cultural considerations. An appreciation for students' identities is absent or limited. Teaching strategies do not reflect effective teaching techniques for emergent bilingual students.</p>	<p>Candidate designs instruction that reflects cultural considerations aligned with students' identities. An appreciation for students' identities is evident. Candidate offers culturally appropriate and effective teaching strategies for emergent bilingual students.</p>	<p>Candidate designs instruction that reflects cultural considerations aligned with students' identities. An appreciation for students' identities is evident. Cultural content such as values, beliefs, expectations, roles, status, socialization, humanities and arts are addressed in positive ways. Candidate offers culturally appropriate, creative, and effective teaching strategies for emergent bilingual students.</p>
<p>d. Candidate understands the importance of family and community as they relate to cultural background in the teaching and learning of emergent bilinguals. Candidate involves family and community members in ways that foster critical discourse, address structural issues that students face, and utilize a multiplicity of</p>	<p>Candidate does not include or has limited understanding of the importance of family and community as they relate to cultural background in the teaching and learning of Emergent bilinguals. Families and community members are not involved or minimally involved.</p>	<p>Candidate understands the importance of family and community as they relate to cultural background in the teaching and learning of Emergent bilinguals. Family and or community members are involved in ways that foster critical discourse, address structural issues that students face, and utilize a multiplicity of approaches to address these issues.</p>	<p>Candidate understands and provides extensive discussion around the importance of family and community as they relate to cultural background in the teaching and learning of emergent bilinguals. Family and/or community members are involved in creative ways that foster critical discourse, address structural issues that students face, and utilize a multiplicity of approaches to address these issues.</p>

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<p>approaches to address these issues.</p>			
<p>Suggested Artifacts: Teaching Philosophy; Community Inquiry Project, Tutoring Project-Identification and Student Data Collection Portion; Descriptions of Their Class; Unit Plan; Any artifact that they discuss translanguaging and how they incorporate translanguaging in lesson, Interviews for Funds of Knowledge- Resource List- Lessons which include parents or any other professionals- Lessons that allow students to interview relatives or other professionals--Community Mapping)</p> <p><u>Teacher Candidate Notes:</u></p>			
<p>Performance Area 3: Planning, Implementing, and Managing Instruction</p> <p>Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based language and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their emergent bilingual learners.</p> <p>(TESOL Standard 3a: Planning for Standards-Based ESL and Content Instruction; TESOL Standard 3b: Implementing and Managing Standards-Based ESL and Content Instruction; TESOL Standard 3c: Using Resources and Technology Effectively in ESL and Content Instruction; FSEHD 1, 2, 4, 5; RIPTS 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.5, 6.1, 6.5, 6.6, 7.1, 8.1, 8.3, 9.3, 9.4, 9.5, 9.6)</p>			
<p>Performance Indicator</p>	<p>Approaches Standard (1)</p>	<p>Meets Standard (2)</p>	<p>Exceeds Standard (3)</p>
<p>a. Planning for Standards- Based Language and Content Instruction</p> <p>Candidate knows, understands, and applies concepts, research, and best practices, including home language use, to plan classroom instruction in a supportive learning environment for emergent bilingual students.</p> <p>Candidate plans for differentiated learning experiences for learners with diverse backgrounds and varying academic and language proficiency levels using standards-based language and content curriculum.</p>	<p>Candidate shows some evidence of planning standards-based language and content instruction.</p> <p>Candidate shows limited ability to plan language and content instruction based on students’ language proficiency, learning styles, and prior knowledge.</p> <p>Candidate shows limited ability to plan lessons that scaffold and link students’ prior knowledge to learning objectives in language and content instruction.</p> <p>Candidate shows limited ability to monitor students’ progress toward measurable learning objectives using formative</p>	<p>Candidate plans standards-based language and content instruction.</p> <p>Candidate designs multilevel activities and appropriate grouping at the appropriate academic and language levels, integrating students’ cultural backgrounds and learning styles.</p> <p>Candidates plan lessons that scaffold and link students’ prior knowledge to learning objectives in language and content instruction.</p> <p>Candidate continually monitors students’ progress toward measurable learning objectives with well-designed and</p>	<p>Candidate designs standards-based language and content instruction.</p> <p>Candidate works with colleagues to plan standards-based instruction.</p> <p>Candidate designs multilevel activities and flexible grouping to meet instructional needs of linguistically and culturally diverse student populations.</p> <p>Candidate continually monitors students’ progress toward measurable learning objectives with very well-designed formative and summative assessments that are consistently differentiated</p>

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<p>Lesson and unit objectives are measurable, and formative and summative assessments planned will gather appropriate data to track student growth.</p> <p>TESOL Standard 3a</p>	<p>and summative assessments.</p>	<p>differentiated formative and summative assessments.</p>	<p>for individual learners.</p>
<p>b. Implementing and Managing Standards-Based Language and Content Instruction to Develop Biliteracy and Language Proficiency</p> <p>Candidate knows, manages, and implements a variety of standards-based teaching strategies and techniques, including home language use, for developing and integrating biliteracy and English language development.</p> <p>Candidate implements and manages research- and standards-based instruction that develops students' listening and speaking skills for a variety of academic and social purposes, including to support the development of reading and writing.</p> <p>Candidate implements and manages research- and standards-based reading and writing instruction adapted to the diverse needs of emergent bilingual students.</p> <p>Candidate implements and manages instruction that integrates authentic opportunities to engage in and develop speaking, listening, reading,</p>	<p>Candidate is familiar with standards relevant to language and content instruction at the national, state, and local levels.</p> <p>Candidate is aware of the need for authentic uses of academic language in language and content-area learning and the need to design activities and assessments that incorporate both.</p> <p>Candidate is aware that integrated learning activities build meaning through practice.</p> <p>Candidate shows some evidence of implementing and managing research- and standards-based instruction that develops, or somewhat develops, students' listening and speaking skills for a variety of academic and social purposes, which may or may not include supporting the development of reading and writing.</p> <p>Candidate shows some evidence of implementing and managing research- and standards-based reading and writing instruction adapted, or somewhat adapted, to the diverse needs of emergent</p>	<p>Candidate provides standards-based language and content instruction from relevant national, state, and local frameworks.</p> <p>Candidate plans for and implements activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives.</p> <p>Candidate shows ample evidence of implementing and managing research- and standards-based instruction that develops students' listening and speaking skills for a variety of academic and social purposes, including to support the development of reading and writing.</p> <p>Candidate shows ample evidence of implementing and managing research- and standards-based reading and writing instruction adapted to the diverse needs of emergent bilingual students.</p> <p>Candidates provide integrated learning activities using authentic sources that build meaning</p>	<p>Candidate aids colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.</p> <p>Candidate designs and implements activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning material.</p> <p>Candidate collaborates with general education classroom teachers to develop authentic uses of academic language and activities in content areas.</p> <p>Candidate shows extensive evidence of implementing and managing research- and standards-based instruction that develops students' listening and speaking skills for a variety of academic and social purposes, including to support the development of reading and writing, as well as providing guidance to colleagues.</p> <p>Candidate shows extensive evidence of implementing and managing research- and standards-based reading and writing instruction adapted to the diverse needs of emergent</p>

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<p>and writing at varying academic and language proficiency levels.</p> <p>TESOL Standard 3b</p>	<p>bilingual students.</p>	<p>through practice.</p> <p>Candidate models activities to demonstrate ways students may integrate skills (e.g., language and/or content).</p>	<p>bilingual students, as well as providing guidance to colleagues as well. Candidate designs activities that integrate skill and content areas through thematic and inquiry-based units.</p>
<p>c. Implementing and Managing Standards- Based Language and Content Instruction to Access Core Curriculum</p> <p>Candidate supports emergent bilingual students’ access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and by utilizing the home language as a resource for accessing content in the classroom.</p> <p>TESOL Standard 3b</p>	<p>Candidate shows limited ability in implementing and managing research- and standards-based instruction that provides emergent bilingual students’ access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and/or by utilizing the home language as a resource for accessing content in the classroom.</p>	<p>Candidate implements and manages research- and standards-based instruction that provides emergent bilingual students’ access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and by utilizing the home language as a resource for accessing content in the classroom.</p>	<p>Candidate implements and manages research- and standards-based instruction that provides emergent bilingual students’ access to the core curriculum by teaching language through academic content, by utilizing scaffolds and differentiated instructional methods, and by utilizing the home language as a resource for accessing content in the classroom. Candidate collaborates with colleagues to enhance emergent bilinguals’ access to the core curriculum.</p>
<p>d. Using Resources, Materials, and Technology Effectively in Language and Content Instruction</p> <p>Candidate is familiar with a wide range of standards- based materials, resources, and technologies, including materials in the home language, and chooses, adapts, and uses them in effective language and content teaching.</p> <p>TESOL Standard 3c</p>	<p>Candidate shows some ability to select, adapt, and use culturally responsive, age- appropriate, and linguistically accessible materials, including home language materials.</p> <p>Candidate demonstrates limited ability to employ a variety of materials in instruction, including books, visuals, props, realia, and multimedia.</p> <p>Candidate demonstrates limited ability to use high-quality technological resources to enhance, create, and/or adapt instruction to meet emergent bilingual students’ language and content learning needs. Technological resources may be low-quality, or</p>	<p>Candidate selects, adapts, and uses culturally responsive, age- appropriate, and linguistically accessible materials, including home language materials.</p> <p>Candidate employs a variety of materials in instruction, including books, visuals, props, realia, and multimedia.</p> <p>Candidate uses high-quality technological resources to enhance, create, and/or adapt instruction to meet emergent bilingual students’ language and content learning needs.</p>	<p>Candidate selects, adapts, and uses culturally responsive, age- appropriate, and linguistically accessible materials, including home language materials. Candidate engages with families and communities to secure resources, and/or provides support to colleagues in selecting materials.</p> <p>Candidate consistently employs a wide variety of materials in instruction, including books, visuals, props, realia, and multimedia.</p> <p>Candidate consistently uses a wide range of high-quality technological resources to enhance, create, and/or adapt</p>

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	poorly matched to students' needs.		instruction to meet emergent bilingual students' language and content learning needs.
<p>e. Using Resources Beyond the Classroom to Enhance ESL and Content Instruction</p> <p>Candidate expands learning opportunities beyond the classroom to develop language, literacy, and content learning.</p> <p>TESOL Standard 3c</p>	<p>Candidate shows limited ability to expand learning opportunities beyond the classroom, including field trips, outside speakers, community walks, and/or community engagement activities, to develop language, literacy, and content learning for emergent bilingual students.</p>	<p>Candidate provides ample opportunities to expand learning beyond the classroom, including field trips, outside speakers, community walks, and/or community engagement activities, to develop language, literacy, and content learning for emergent bilingual students.</p>	<p>Candidate provides extensive opportunities to expand learning beyond the classroom, including field trips, outside speakers, community walks, and community engagement activities, to develop language, literacy, and content learning for emergent bilingual students and/or entire school community.</p>
<p>Suggested Artifacts: Literacy-Related Projects (e.g., Book Lists for Emergent Bilinguals), Literacy-Oriented Lessons/Thematic Units, Tutoring Project, Blogs or Journals, PD Presentation, Unit Plan, Content-based Lesson Plans/Units, Needs Assessment and Course Syllabus, Self-Reflective Teaching Journals</p> <p><u>Teacher Candidate Notes:</u></p>			

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Performance Area 4: Assessment

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with emergent bilingual learners.

(TESOL Standard 4a: Issues of Assessment for English Language Learners; TESOL Standard 4b: Language Proficiency Assessment; TESOL Standard 4c: Classroom-Based Assessment for ESL; FSEHD 1, 2, 4, 5; RIPTS 2.1, 4.1, 4.2, 7.1, 7.2, 8.1, 8.3, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
<p>a. Candidate demonstrates an understanding of the purposes of assessment as they relate to emergent bilinguals and use results appropriately; candidate is knowledgeable about and able to use a variety of assessment procedures, including home language assessments, to assess language and content learning of emergent bilinguals.</p> <p>TESOL Standard 4a</p>	<p>Candidate is aware that there are various purposes of assessment (e.g., diagnostic, achievement, home language and target language proficiency).</p> <p>Candidate is aware of a variety of purposes and procedures for assessment of emergent bilinguals (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement).</p> <p>Candidate is aware of the importance of using multiple measures to accurately assess emergent bilinguals.</p>	<p>Candidate understands and can identify and explain the different purposes for assessment, including home language assessments.</p> <p>Candidate prepares students appropriately for the type of assessment being used, including technology-based assessment.</p> <p>Candidate uses multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer).</p> <p>Candidate understands the importance of assessing both home and target language proficiency to holistically understand the skills and needs of the learner.</p>	<p>Candidate shares their knowledge and experience about the purposes of assessment with colleagues and families, including home language assessments.</p> <p>Candidate designs and adapts performance-based, formative, and summative assessment measures to make them appropriate for emergent bilinguals.</p>

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<p>b. Candidate demonstrates an understanding of key indicators of good assessment instruments as well as the advantages and limitations of assessments, including accommodations for emergent bilinguals.</p> <p>Candidate distinguishes among emergent bilinguals' language differences, learning abilities, including Special Education needs, and academic readiness.</p> <p>TESOL Standard 4a</p>	<p>Candidate is aware of technical aspects of assessment (e.g., validity and reliability).</p> <p>Candidate recognizes similarities and differences between features of language acquisition and a learning disability for emergent bilinguals (e.g., delayed language production in home and target language, limited vocabulary and reading skills).</p> <p>Candidate recognizes how cultural and linguistic bias may misinform results of such assessments.</p>	<p>Candidate can explain why tests are valid and reliable and use this knowledge in making assessment-related decisions.</p> <p>Candidate understands obstacles commonly facing emergent bilinguals, including assessment procedures that may not have been intended for them, and have strategies to help in such situations.</p> <p>Candidate knows state-allowed assessment accommodations for emergent bilinguals and applies them when appropriate.</p> <p>Candidate works with a variety of resources, including home language assessment and knowledgeable colleagues, to distinguish among language differences and a learning disability for emergent bilinguals.</p> <p>Candidate understands appropriate diagnostic processes and is able to document emergent bilingual growth and performance required before considering referral for gifted and talented or special education assessment.</p>	<p>Candidate can create assessment measures that are standards based, valid, and reliable, as appropriate.</p> <p>Candidate evaluates formal and informal assessment measures for psychological, cultural, and linguistic limitations and creates strategies to help emergent bilinguals in such situations.</p> <p>Candidate works collaboratively with assessment personnel to assess emergent bilinguals who have special learning needs.</p> <p>Candidate shares their knowledge and experience about language differences, learning abilities, including special learning needs, and academic readiness of emergent bilinguals with colleagues and families.</p>
<p>c. Candidate understands and implements national and state requirements for identification, reclassification, and exit of emergent bilingual learners from language support programs.</p> <p>Candidate understands the appropriate use of norm-referenced assessments with emergent bilinguals and uses this understanding to assess language skills and communicative</p>	<p>Candidate understands national and state requirements (e.g., home language surveys or benchmarks) for identifying, reclassifying, and exiting emergent bilinguals from language support programs.</p> <p>Candidate is familiar with norm-referenced assessments but has not used them to make decisions about emergent bilinguals.</p>	<p>Candidate makes informed decisions regarding placement and reclassification of students in language support programs based on national and state requirements.</p> <p>Candidate involves families in program decisions for emergent bilinguals.</p> <p>Candidate understands norm-referenced assessments, including their strengths and weaknesses, and uses this information to make decisions about emergent bilinguals (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning</p>	<p>Candidate shares their knowledge and expertise regarding identification, placement, reclassification, and exiting of emergent bilinguals with their colleagues.</p> <p>Candidate shares knowledge of state requirements and the results of norm-referenced assessments, including their limitations with colleagues and families.</p> <p>Candidate creates multiple performance-based measures</p>

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<p>competence using multiple sources of information.</p> <p>TESOL Standard 4b</p>	<p>Candidate uses simple measures and a limited number of sources of information to assess emergent bilinguals' individual language skills and communicative ability.</p>	<p>disabilities).</p> <p>Candidate assesses emergent bilinguals' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately in home and target language using performance-based measures.</p>	<p>to assess students' language skills and communicative competence across the curriculum and shares these measures with their colleagues.</p>
<p>d. Candidate understands and uses a variety of classroom-based assessments, including assessments in home language, with emergent bilinguals to assess content area knowledge at varying levels of language and literacy development.</p> <p>Candidate understands and uses a variety of language assessments, including home language assessments, with emergent bilinguals to assess language and literacy development.</p> <p>TESOL Standard 4c</p>	<p>Candidate uses a limited set of performance-based tasks to assess emergent bilinguals' language and content-area learning.</p> <p>Candidate is familiar with criterion-referenced assessments but has not used them to make decisions about emergent bilinguals.</p> <p>Candidate is aware of instruments and techniques to assess the content-area knowledge of emergent bilinguals, who are at varying levels of English language and literacy abilities.</p> <p>Candidate encourages emergent bilinguals to monitor their own performance and provide feedback to other learners.</p> <p>Candidate is familiar with some basic rubrics that can be used to assess emergent bilinguals' language development.</p>	<p>Candidate uses a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure emergent bilinguals' progress.</p> <p>Candidate uses authentic and traditional criterion-referenced procedures to assess emergent bilinguals' language and content-area learning.</p> <p>Candidate appropriately uses these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).</p> <p>Candidate uses a variety of instruments and techniques, including technology-based assessment, to assess emergent bilinguals' knowledge in the content areas at varying levels of language development and literacy ability.</p> <p>Candidate uses test adaptation techniques (e.g., simplifying the language of assessment measures and directions).</p> <p>Candidate models self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.</p>	<p>Candidate designs performance-based tasks and tools to measure emergent bilinguals' progress.</p> <p>Candidate constructs and evaluates a range of criterion-referenced measures and item types to assess emergent bilinguals' learning.</p> <p>Candidate shares this knowledge with their colleagues.</p> <p>Candidate develops and adapts a variety of techniques and instruments when appropriate to assess emergent bilinguals' content learning at all levels of language proficiency and literacy.</p> <p>Candidate embeds self- and peer-assessment techniques in their instruction and models them across the curriculum.</p> <p>Candidate shares self- and peer-assessment techniques with their colleagues.</p> <p>Candidate develops and adapts a variety of rubrics to assess emergent bilinguals' language</p>

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		Candidate uses a variety of rubrics to assess emergent bilinguals' language development.	development.
<p>Suggested Artifacts: Assessment Case Study, Well-Constructed Rubric Project, Tutoring Project, Lesson/Unit Plans, Blogs, Discussion Boards, Formal Test Evaluation</p> <p><u>Teacher Candidate Notes:</u></p>			

Performance Area 5: Professionalism

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for emergent bilinguals and their families.

(TESOL Standard 5a: ESL Research and History; TESOL Standard 5b: Professional Development, Partnerships, and Advocacy; FSEHD 1, 2, 3, 4, 5, 6; RIPTS 1.1, 1.2, 1.3, 2.1, 4.3, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5)

Performance Indicator	Approaches Standard (1)	Meets Standard (2)	Exceeds Standard (3)
<p>a. Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education and applies this knowledge to inform teaching and learning.</p> <p>TESOL Standard 5a</p>	<p>Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education.</p>	<p>Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education and applies this knowledge to inform teaching and learning. Candidate articulates their personal educational philosophy in these areas.</p>	<p>Candidate demonstrates knowledge of history, current research, educational public policy, and current practice in the field of ESL and Bilingual Education and applies this knowledge to inform teaching and learning. Candidate articulates their personal educational philosophy in these areas, and uses this knowledge to make instructional and assessment decisions.</p>

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<p>b. Candidate demonstrates ability to conduct classroom research, and collects useful data to inform instruction.</p> <p>TESOL Standard 5a</p>	<p>Candidates are familiar with the basics of classroom research.</p>	<p>Candidate conducts classroom research, and collects useful data to inform instruction.</p>	<p>Candidate designs and conducts classroom research, and uses data collected to inform school-wide instruction.</p>
<p>c. Candidate takes advantage of professional growth opportunities (e.g., reading, conducting classroom-based research, PD, joining professional organizations or learning communities).</p> <p>Candidate demonstrates the ability to build partnerships with colleagues and other professionals in the field to advance their professional development.</p> <p>TESOL Standard 5b</p>	<p>Candidates are aware of professional growth opportunities, including local and national professional organizations.</p> <p>Candidate understands the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.</p>	<p>Candidates participate in local professional growth opportunities.</p> <p>Candidates participate in professional organizations and/ or learning communities.</p> <p>Candidate collaborates with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for emergent bilingual learners at a variety of English proficiency levels.</p>	<p>Candidates assist others' professional growth by sharing their expertise and mentoring others.</p> <p>Candidates take active roles in their professional association(s).</p> <p>Candidate provides leadership to staff in establishing appropriate instructional opportunities for emergent bilingual learners.</p>
<p>d. Candidate demonstrates the ability to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of teaching and learning in the classroom.</p> <p>TESOL Standard 5b</p>	<p>Candidate demonstrates a limited understanding of how to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of teaching and learning in the classroom.</p>	<p>Candidate demonstrates the ability to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of teaching and learning in the classroom.</p>	<p>Candidate demonstrates the ability to build collaborative partnerships with students' families and communities that utilize the skills and funds of knowledge of families and communities, for the benefit of their own classroom and the entire school community.</p>

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<p>e. Candidate demonstrates the ability to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level.</p> <p>Candidate’s community and advocacy work demonstrates an understanding of public issues that affect the education of emergent bilinguals, and supports emergent bilinguals and their families socially and politically, as well as at the school level, including to promote a school environment that values diverse student populations and provides equitable access to resources for emergent bilingual students.</p> <p>TESOL Standard 5b</p>	<p>Candidate demonstrates a limited understanding of how to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level.</p> <p>Candidate’s community and advocacy work demonstrates a limited understanding of public issues that affect the education of emergent bilinguals, and provides limited support to emergent bilinguals and their families socially and politically, as well as at the school level.</p>	<p>Candidate demonstrates the ability to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level.</p> <p>Candidate’s community and advocacy work demonstrates an understanding of public issues that affect the education of emergent bilinguals, and supports emergent bilinguals and their families socially and politically, as well as at the school level, including to promote a school environment that values diverse student populations and provides equitable access to resources for emergent bilingual students.</p>	<p>Candidate consistently demonstrates the ability to serve as a community resource, and advocate for emergent bilingual students and families to ensure their rights and needs are met, within the school or local community, as well as at the district, state, and federal policy level in various contexts.</p> <p>Candidate’s community and advocacy work demonstrates a thorough understanding of public issues that affect the education of emergent bilinguals, and supports emergent bilinguals and their families socially and politically, as well as at the school level, including to promote a school environment that values diverse student populations and provides equitable access to resources for ELLs.</p>
<p>Suggested Artifacts: Teaching Philosophy, Letters from School Administrators, Correspondence with Parents, Feedback from Colleagues, Documentation of Advocacy Efforts, Evidence of Advocacy for Parent and Community Engagement, Action Research Project</p> <p><u>Teacher Candidate Notes:</u></p>			