

Foundation Evaluation

<b>TSL 4080: Second Language Acquisitions and Culture;            TSL 4140: ESOL Methods, Curriculum and Assessment</b>				
<b>Instruction</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Requires Action</b>
Communicating with Students	The teacher candidate has a positive presence in the classroom. The teacher candidate creates and uses visuals to assist with instructional activities.	The teacher candidate has a positive presence in the classroom and creates or uses visuals to assist with instructional activities.	The teacher candidate has a positive presence in the classroom and creates or uses limited visuals to assist with instructional activities.	The teacher candidate has a positive presence in the classroom and creates or uses no visuals to assist with instructional activities.
Engaging Students in Learning	The teacher candidate uses variety instructional activities with ELL learners to build language development.	The teacher candidate uses instructional activities with ELL learners to build language development.	The teacher candidate uses limited instructional activities with ELL learners to build language development.	The teacher candidate uses no instructional activities with ELL learners to build language development.
Using Assessment in Instruction	The teacher candidate uses extensive feedback and informal assessments to guide activities for language development.	The teacher candidate uses feedback or informal assessment to guide activities for language development.	The teacher candidate uses limited feedback or informal assessment to guide activities for language development.	The teacher candidate uses no feedback or informal assessment to guide activities for language development.
<b>Planning and Preparation</b>				

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Designing or Utilizing Coherent Activities that Demonstrates Knowledge of Students	The teacher candidate's leads small group or individual activities that have a clear structure and are differentiated allowing different pathways according to student needs.	The teacher candidate's assist in helping with small group or individual activities that have a clear structure and are differentiated allowing different pathways according to student needs.	The teacher candidate's observes small group or individual activities.	The teacher candidate's does not participate in small group or individual activities.
<b>The Classroom Environment</b>				
Teacher Candidate Encourages an Environment of Respect	Classroom interactions, between teacher candidate and students are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental difference among groups of students.	Classroom interactions, between teacher candidate and students are respectful.	Classroom interactions, between teacher candidate and students are mostly respectful.	Classroom interactions, between teacher candidate and students are many times not respectful.
Establishes a Culture for Learning	The teacher candidate demonstrates energy and a passion for the subject area.	The teacher candidate demonstrates knowledge of the subject area with a desire to learn.	The teacher candidate demonstrates limited understanding subject area with hesitation about education.	The teacher candidate does not demonstrate knowledge of subject area and does not seem to be passionate about education.
Supports Classroom	The teacher candidate	The teacher candidate	The teacher candidate	The teacher candidate

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Management by Using Effective, Appropriate Techniques	contributes to the overall positive classroom environment by assisting in monitoring student behavior through proximity and verbal reinforcement.	assists in monitoring student behavior through proximity and verbal reinforcement	observes the mentor addressing student behavior through proximity and verbal reinforcement	does not show interest in addressing student behavior.
<b>Professional Responsibilities</b>				
Showing Professionalism	The teacher candidate consistently adheres to and models standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality.	The teacher candidate adheres to standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality	The teacher candidate mostly adheres to standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality	The teacher candidate does not adhere to nor model standards for professional conduct, dress, and overall performance requirements, including attendance and punctuality