University of Delaware Bi-Weekly Conference Record Sheet: English as a Second Language

Teacher Candidate: _____   Semester:_____

SCORING SCALE

1 **Not apparent** (Not ready for independent practice)	2 **Emerging** (Not yet ready for independent practice)	3 **Proficient** (Ready for independent practice)	4 **Exemplary** (Proficient Plus)	N/O Not observed during this lesson		

PLANNING - Week	2	4	6	8	10	12
P1. Selects appropriate national or state standards. (TESOL 3.a.1, 3.b.1) Candidate selects appropriate national or state standards and justifies why the selected standards are appropriate for the learners and the lesson.						
P2. Writes objectives with measurable outcomes that indicate what learners will know and be able to do. (TESOL 3.a.1) Candidate writes objectives that are measurable, indicating what learners will know and be able to do and addresses individuals' needs.						
P3. Aligns objectives, instruction, and assessments. (TESOL 3.a.3, 3.a.5) Lesson objectives, instruction, assessments are appropriately aligned.						
P4. Selects supports (strategies, learning experiences, resources, and materials) to accommodate individual learner's needs and groups of learners' needs. Candidate selects supports that are tied to the learning objectives and addresses similar groups' needs and specific individual's needs.						
P5. Sequences the learning experiences to build on each other to support learners' learning of the essential content, strategy or skill. The sequence of learning experiences reflects the candidate's accurate and comprehensive knowledge of learning progressions and research in the content area or developmental domain.						
P6. Justifies the selected learning experiences with attention to learners' prior knowledge and background (e.g., cultural, high needs, family structure, English language learners). (TESOL 3.a.4) Candidate uses evidence of learners' prior knowledge and background (when appropriate to the lesson), and justifies the choice of learning experiences using principles from research and/or theory.						
P7. Accurately represents important content concepts. Candidate's plans exhibit the candidate's breadth of knowledge of the concepts and understanding of how the concepts are linked.						

LEARNING ENVIRONMENT – Week	2	4	6	8	10	12
L1. Establishes rapport with and respect for all learners. Candidate exhibits respect for all learners and works to establish rapport with all learners.						
L2. Communicates expectations for high quality work by all learners. Candidate uses specific language that sets clear expectations for high quality work for all learners, based on each learner's strengths and needs.						
L3. Establishes and teaches clear guidelines for routines and appropriate expectations for learners' behavior. Candidate establishes clear guidelines for routines and expectations for learner behavior, effectively implements them, and addresses disruptive behavior appropriately.						
L4. Implements established guidelines for learners' behavior. Candidate proactively addresses disruptive behavior appropriately with logical consequences.						
L5. Engages in and teaches learners' respectful discourse and turn-taking. Candidate teaches students how to engage in respectful discourse and turn-taking, and provides opportunities for them to express their varied perspectives in respectful ways.						

INSTRUCTION - Week	2	4	6	8	10	12
I1. Adjusts lessons based on learners' responses. Candidate's instructional adjustments provide individuals and groups of learners with the support needed to improve their learning relative to a strategy and skills.						
I2. Uses available technology to impact learning. Candidate and learners use available technology that is linked to their learning needs and depends on and extends their understanding of content, skills, or strategies.						
I3. Engages learners using a range of questions, including higher order questions. Candidate asks an appropriate range of questions, including higher order questions that elicit and build on learner responses, and facilitate interactions among learners and check alternative interpretations of the learners' ideas and methods.						
I4. Models discipline-specific strategies that support learners' learning. Candidate models discipline-specific strategies, explicitly teaches learners how and when to apply the strategies in meaningful contexts, and provides opportunities for guided practice.						
I5. Makes content explicit through explanation, modeling, representations, and examples. (TESOL 3.b.3, 3.b.4, 3.b.5, 3.b.6, 3.b.7, 3.b.8) Candidate uses representations and examples to build learners' understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making their thinking visible while modeling and demonstrating.						
I6. Engages learners in problem solving. Candidate provides learners with opportunities to identify a problem and discover solutions to a problem.						
I7. Provides clear and accurate explanations and feedback. Candidate's explanations are accurate and feedback challenges the learners to clarify and extend their thinking. (TESOL 3.b.3)						
I8. Provides opportunities for learners to master academic language in the discipline. Candidate identifies vocabulary and one or more additional language demand (e.g., discourse, syntax, function) and models the identified language demands that are designed to meet the needs of learners with different levels of language learning. (TESOL 3.b.2)						
I9. Allows learners to demonstrate knowledge in a variety of ways. Candidate encourages learners to demonstrate their learning through a wide variety of learner- selected means**.**						
I10. Paces the lesson effectively with time for closure and learner processing. Candidate paces learning experiences in ways that provide all learners with ample time to engage in learning, time for closure, and time for learner processing, with processing differentiated by learners' needs.						

ASSESSMENT – Week	2	4	6	8	10	12
A1. Continuously monitors learners' learning. Candidate regularly monitors all learners' learning.						
A2. Provides accurate feedback to learners. Candidate provides feedback that is specific and accurate, and addresses learners' strengths and needs related to the learning objective, and the feedback helps the learners evaluate their own strengths and needs.						
A3. Uses a range of appropriate formative assessments. Candidate uses appropriate formative assessments that are designed to allow individuals or groups of individuals with specific needs to demonstrate their learning.						
A4. Uses appropriate summative assessments. Candidate uses a variety of appropriate summative assessments, aligned with the objectives, that allow individuals or groups of individuals with specific needs to demonstrate their learning.						
A.5 Examines performance data to understand each learner's progress and revise instruction. Candidate's analysis uses specific evidence from learners' performance to demonstrate the connections between the patterns of learning for individual learner and groups of learner and makes changes in instruction to support groups of learners' learning.						
A.6 Communicates assessment information regarding learners' progress to others in respectful, ethical, and responsive ways. (TESOL 5.b.6) Candidate uses multiple appropriate methods to provide ongoing, systematic, respectful, ethical, and responsive communication of information regarding learners' progress to others.						
A.7 Works with other professionals to plan and facilitate learners' learning. (TESOL 5.b.3, 5.b.4, 5.b.7) Candidate collaborates with other professionals to plan and facilitate learners' learning and creates opportunities to work with professionals in learning communities.						

PROFESSIONALISM SCALE			
1 **Rarely**	**2** **Somewhat consistently**	**3** **Consistently**	**N/O** **No behaviors related to this indicator observed**

Professional Indicators – Week	2	4	6	8	10	12
PR1. Demonstrates commitment to the belief that all learners can achieve and persists in helping each learner reach his/her full potential. (TESOL 5.b.5)						
PR2. Exhibits enthusiasm, initiative, and a positive attitude.						
PR3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.						
PR4. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.						
PR5. Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.						
PR6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice. (TESOL 5.b.1, 5.b.2)						
PR7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs.						
PR8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and written materials; and meeting deadlines.						