**Auburn University**

**Course Syllabus**

**1. Course Number:** CTES 7920/7926

 **Course Title:** Clinical Residency: ESOL Education

 **Credit Hours:** 3 hours

 **Prerequisites:** Departmental Approval

 **Corequisite:** None

**2. Date Syllabus Prepared:** August 2015

**3. Texts- These chapters will be available on-line for your reference:**

Crookes, G. (2003) Chapter 4- Aspects of classroom techniques. In A practicum in TESOL (pp. 65-83), New York: Cambridge University Press.

Crookes, G. (2003) Chapter 8- Motivation & ESL/EFL teachers’ practice. In A practicum in TESOL (pp. 128-140), New York: Cambridge University Press.

Crookes, G. & Chaudron, C. (2001). Guidelines for language classroom instruction. In M. Celce-Murcia (ed.). *Teaching English as a second or foreign language, 3rd ed.* (pp. 29-42). Boston: Heinle Thomson.

Farrell, T.S.C. (2008). Chapter 14: Professional development through reflective language teaching. In *Reflective language teaching: From research to practice* (pp. 174-188). New York: Continuum Press.

Richards, J. A. & Farrell, T.S.C. (2005). Chapter 6 Peer observations In *Professional development for language teachers: Strategies for learning* (pp. 85-97). New York: Cambridge University Press.

Richards, J. A. & Farrell, T.S.C. (2005). Chapter 8 Analyzing critical incidents. In *Professional development for language teachers: Strategies for learning* (pp. 113-125). New York: Cambridge University Press.

Richards, J. A. & Lockhart, C. (2007). Chapter 2 -Exploring teacher beliefs. In *Reflective Teaching in Second Language Classrooms* (pp. 29-51). New York: Cambridge University Press.

Richards, J. A. & Lockhart, C. (2007). Chapter 4 Teacher decision making. In *Reflective Teaching in Second Language Classrooms* (pp 78-96). New York: Cambridge University Press.

Ur, P. (2006). Module 16- Classroom interaction. In A course in language teaching: Practice and theory (pp. 227-241). New York: Cambridge University Press.

Ur, P. (2006). Module 18- Classroom discipline. In A course in language teaching: Practice and theory (pp. 259-272). New York: Cambridge University Press

**(**You are also free to use any other references from other TESOL courses that you have taken/are currently taking)

**4. Course Description:** Supervised on-the-job experience in a school, college, or other appropriate setting, accompanied by regularly scheduled, on-campus discussion periods.

The Clinical Residency in ESOL education (certification track) may be completed by working with students in a public school setting, the Summer English School setting, and/or private tutoring sessions. On-the-job experiences are accompanied by scheduled observations and discussions that allow the university supervisor and the interning teacher to analyze and evaluate teaching experiences and abilities to apply research-based practices and knowledge base addressed in objectives and content for courses in the reading program.

The Clinical Residency experience is set up in three unique stages. 1) observations in ESL classes that encompass the wide range of language levels and language domains 2) shadowing/assisting practicing teachers with all aspects of ESL teaching, and/or tutoring one-on-one in class and private settings 3) small group teaching and full time teaching of at least one class of students for the duration of at least one unit. Each stage is comprised of at least 100 hours, but may be split up throughout the entire course of study.

Students working toward Alabama’s Class A ESOL Education certification must complete all three options. Students wishing to develop expertise in other areas of reading education may work with a university supervisor to create additional Clinical Residency options (e.g., teaching reading to children with special needs; working with adult readers).

**5. Course Objectives:** Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTES 7920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS) is noted.

|  |  |
| --- | --- |
| **(2)(a)1.(ii)(I)** | Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English.  |
| **(2)(a)1.(ii)(II)** | Apply knowledge of morphology to assist ELLs’ development of oral and literacy skills in English. |
| **(2)(a)1.(ii)(III)** | Apply knowledge of syntax to assist ELLs in developing written and spoken English.  |
| **(2)(a)1.(ii)(IV)** | Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English.  |
| **(2)(a)1.(ii)(V)** | Apply knowledge of pragmatics to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.  |
| **(2)(a)1.(ii)(VI)** | Help ELLs develop social and academic language skills in English |
| **(2)(a)1.(ii)(VII)** | Model appropriate oral and written communications.  |
| **(2)(a)2.(ii)(I)** | Provide rich exposure to English and multiple opportunities for meaningful interaction.  |
| **(2)(a)2.(ii)(II)** | Provide comprehensible input and scaffolding.  |
| **(2)(a)2.(ii)(III)** | Apply current theories and research in language and literacy development.  |
| **(2)(a)2.(ii)(IV)** | Build on the processes and stages of English language and literacy development.  |
| **(2)(a)2.(ii)(V)** | Build on the ELLs’ home language(s) and language varieties as a foundation for learning English. |
| **(2)(a)2.(ii)(VI)** | Apply knowledge of sociocultural and political variables to facilitate the process of learning English. |
| **(2)(a)2.(ii)(VII)** | Apply knowledge of the role of individual learner variables in the process of learning English.  |
| **(2)(a)2.(ii)(VIII)** | Help ELLs develop effective language learning strategies. |
| **(2)(b)1.(ii)(I)** | Maintain a climate of respect for all cultures. |
| **(2)(b)1.(ii)(II)** | Help ELLs deal with discrimination.  |
| **(2)(b)1.(ii)(III)** | Support ELLs and families in valuing their own cultures.  |
| **(2)(b)(ii)(IV)** | Locate resources for communicating with families.  |
| **(2)(b)2.(ii)(I)** | Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.  |
| **(2)(b)2.(ii)(II)** | Implement activities and/or cultural events that promote the ELLs’ cultures and foster their learning.  |
| **(2)(b)2.(ii)(III)** | Include ELLs’ cultural experience when building background for instruction.  |
| **(2)(c)1.(ii)(I)** | Plan standards-based ESL and content instruction based on the Alabama Courses of Study for English language arts, mathematics, science, and social studies in collaboration with colleagues. |
| **(2)(c)1.(ii)(II)** | Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.  |
| **(2)(c)1.(ii)(III)** | Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge. |
| **(2)(c)1.(ii)(IV)** | Plan for particular needs of students with limited formal schooling.  |
| **(2)(c)2.(ii)(I)** | Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.  |
| **(2)(c)2.(ii)(II)** | Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write. |
| **(2)(c)2.(ii)(III)** | Provide accommodations for ELLs in standards-based reading instruction. |
| **(2)(c)2.(ii)(IV)** | Provide accommodations for ELLs in standards-based writing instruction. |
| **(2)(c)2.(ii)(V)** | Develop students’ writing though a range of activities, from sentence formation to expository writing. |
| **(2)(c)2.(ii)(VI)** | Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.  |
| **(2)(c)3.(i)** | Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including the appropriate use of first language.  |
| **(2)(c)3.(ii)** | Employ a variety of materials for language learning, including books, visual aids, props, and realia.  |
| **(2)(c)3.(iii)** | Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). |
| **(2)(c)3.(iv)** | Use software and Internet resources effectively in ESL and content instruction.  |
| **(2)(d)1.(ii)(I)** | Use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. |
| **(2)(d)1.(ii)(II)** | Assess ELL’s language skills and communicative competence using multiple sources of information. |
| **(2)(d)2.(ii)** | Ability to use a variety of standards-based language proficiency instruments for identification, placement, and demonstration of language growth of ELLs.  |
| **(2)(d)3.(ii)(I)** | Make accommodations for ELLs in formative and summative assessments.  |
| **(2)(d)3.(ii)(II)** | Prepare ELLs to use self- and peer-assessment techniques when appropriate.  |
| **(2)(d)3.(ii)(III)** | Select appropriate assessments for ELLs. |
| **(2)(d)3.(ii)(IV)** | Use assessment results appropriately.  |
| **(2)(d)3.(ii)(V)** | Determine ELLs’ language proficiency skills using multiple sources of information.  |
| **(2)(d)3.(ii)(VI)** | Use authentic performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. |
| **(2)(d)3.(ii)(VII)** | Use a variety of rubrics to assess ESOL students’ language development in classroom settings.  |
| **(2)(e)1.(ii)(I)** | Plan and implement instruction that meets federal and state laws and policies related to the teaching of ELLs. |
| **(2)(e)1.(ii)(II)** | Utilize language and education resources for students and families in their schools and communities.  |
| **(2)(e)1.(ii)(III)** | Read and conduct classroom research |
| **(2)(e)2.(ii)(I)** | Plan for working collaboratively with other teachers and staff in meeting the needs of ELLs. |
| **(2)(e)2.(ii)(II)** | Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.  |
| **(2)(e)2.(ii)(III)** | Serve as a professional resource in their educational community.  |

**6. Course Content and Schedule:**

Students will work with the university supervisor to develop weekly plans for addressing and demonstrating competence in the objectives listed above.

**7. Course Requirements/Evaluation:**

The entire clinical residency will consist of 3 credit hours, with 100 clock hours per stage. Additional clock hour configurations can be made on individual basis in consultation with university supervisor.

Requirements for each option include weekly entries in a professional journal that includes annotations to standards or theory, self-evaluations completed at midterm and at the end of the term, and participation in professional conversations about the Clinical Residency. Additional requirements may be required to demonstrate completion of specific objectives within each stage (e.g., a literacy profile for one struggling reader for Option A, a professional work sample for Option B, a program evaluation and proposal for reorganization for Option C).

**Goal Statement**-

1. By the end of week 2, please make a list of at least three personal goals for this stage of the internship that you hope to accomplish by the end of the current semester. These goals can focus on teaching skills, classroom management skills, lesson planning, facilitating student interaction, etc, just make sure the goals are important to you and are areas that you haven’t already mastered. Please be realistic and set goals that can reasonably be met in the prescribed time frame. **Please email them to Dr. Williams by 5 PM on 8/28/15**. This way I can work with you to help you move towards accomplishing your goals by the end of the semester.

**Formal Classroom Observations**

Each intern will be observed by the Auburn supervisor (Dr. Williams) three times throughout the course of the semester. The lesson should be a complete lesson that can be evaluated as a stand alone lesson or activity. Each observation must be scheduled and confirmed with Dr. Williams at least 48 hours before the lesson is actually taught. On the day of the observation, each intern should provide Dr. Williams with a copy of the lesson plan that is being taught, and the completed pre-observation report with a blank copy of the evaluation rubric. Please see **Appendix A**. After the observation, a time must be scheduled shortly thereafter to discuss the observation with Dr. Williams. The observations are designed to help you analyze and improve your teaching skills.

**Your observations of teachers in the classroom**

When you observe teachers, your goal is not to evaluate their teaching practices. You are merely to describe what you see and hear. You should feel comfortable showing all observation notes to the teachers you observe. If you describe individual students in your observation write-up, you should assign a pseudonym and not use their real name. I would suggest trying several different foci throughout the course of the semester as the classroom is a rich data environment and it is not possible to capture every aspect of teaching and learning for every observation. Possible foci include the following

* Organization of the lesson- how does the teacher begin, structure and close the lesson.
* Time management- how much time is allotted to each activity and how that contributes to student learning, and how does the teacher transition between activities.
* Students’ performance on tasks- the strategies, procedures and interaction patterns that the student use to complete a task.
* Time-on-task- the extent to which students are actively engaged in a task, and the steps that the teacher takes to maximize student participation.
* Teacher’s questions and student responses- The types of questions that were asked during a lesson and the responses from the students.
* Students’ performance during pair work/ group work- the way that students completed a pair work task (roles, division of labor, etc), the responses that they made during a task and the type of language that was used during the task.
* Classroom interaction- teacher-student and student-student interaction patterns during a lesson.
* Use of the textbook/materials- To what extent was the textbook used, and how was the textbook used to facilitate student learning?

**Observation Logs will be handed in twice (10/19/15 and 12/11/15). You should complete a separate log for each observation.**- These reflections allow me to understand your ‘thought processes’ and your ‘beliefs/values’ about teaching and learning. It also allows me to comment and give you an outside perspective. They do not need to be extensive just one page. See Rubric B

**Professional Growth Paper due 12/4/15 by 5 PM**

In this paper you will reflect on the professional growth in reflective teaching that you have achieved throughout the semester.  Please connect your reflections back to theory or standards. This paper should be 3-4 pages long. Questions that should be answered are:

1. Describe the journey that you have taken towards the goals that you set at the beginning of the semester. How did you meet these goals, or what challenges prevented you from meeting these goals?
2. What did you learn from this internship that surprised you the most?
3. Describe a critical incident that occurred in your ELL classroom this semester and explain how this event changed your views on teaching ELLs.
4. Describe how your connection with the institution and community in which you were teaching has influenced your professional growth.

**See Appendix C**

**Grading and Evaluation Procedures:**

A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all objectives to receive a satisfactory grade.

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments used during Clinical Residency to assess these standards are (1) the Professional Work Sample and (2) the Inventory of Candidate Proficiencies. Information regarding the following is provided in the attachments:

* alignment of state standards with the College’s 15 candidate proficiencies – performance assessment templates
* alignment of candidate proficiencies with the key assessments

The final Clinical Residency grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester (e.g., Inventory of Candidate Proficiencies).

**8. Class Policy Statements:**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
	1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences. It is the student’s responsibility to notify the cooperating teacher of the absence.
	2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
6. Professionalism Conduct Code
	1. Clothing should be neat and professional. Men should wear pants (not jeans) and a shirt/sweater- T-shirts and sweat shirts are inappropriate. Women can wear pants or skirts, however, they should not be really tight or short. T-Shirts, and spaghetti strap shirts are not appropriate for the classroom. Wear clothing that is not too low-cut.
	2. You should take off your coat during classroom teaching and observations.
	3. You should be punctual in arriving at the placement, in getting to the class for your lessons, and in the discharge of all professional duties. If you are running late, you should notify your cooperating teacher. You are not allowed to leave early as this disrupts the students’ learning
	4. Please remember you are a guest at your placement. You are to treat the faculty and students with the utmost respect and not interfere with the daily learning practices that the school has set in place. If a difficulty arises, you can be reassigned to a different placement.

**9. Justification for Graduate Credit:**

CTRD 7920 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The Clinical Residency promotes the integration of theory, research, and practice in a professional context and fosters self-directed professional development.

**Appendix A:**

**Observation Rubric that will be used when I observe you.**

**Formal Teaching Observation Grading Scale**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Obs.:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Observation Notes: \_\_\_\_\_/25 Points

Completed Lesson Plan: \_\_\_\_\_/25 Points

that follows SIOP Format:

Observation Rubric: \_\_\_\_\_/45 Points (15 categories: 3 points for “Proficient”, 2 points

 for “Developing”, and 1 point for “Unsatisfactory”)

Post Conference \_\_\_\_\_/5

TOTAL: \_\_\_\_\_/100 Points Grade: \_\_\_\_\_\_\_\_

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**Pre-Observation Notes**

*Prior to your formal observation you will need to (The morning of your scheduled lesson observation):*

a. Complete the top half with your name and date

b. Complete this bottom half with your required Pre-Observation Notes

c. Attach a copy of your lesson plan

d. Hand in to your observer

Based on the lesson you are teaching today, identify the strengths:

What strategies/techniques will you use to engage students in your lesson?

What are areas that you have concerns for or are unsure about?

Specific areas you want feedback in:

Auburn Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_/100

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Behavior** | **Not Observed****Or Not Applic.** | **Unsatisfactory/****Not Evident****1** | **Developing/Partially Observed** **2** | **Proficient/****Observed****3** | **Comments** |
| **Objective was tied to standard**  |  | Not evident or not appropriate. | Somewhat evident and/or somewhat appropriate. | Clearly evident and appropriate. |  |
| **Teacher was prepared for the lesson** |  | Students had to wait for materials and/or teacher often referred to notes or instructions. | Had some items ready but had to pause to get others or to look at notes.  | Had materials ready at beginning of the lesson. |  |
| **Gained and maintained student attention** |  | Students largely demonstrated non-involvement. | Lost student interest or attention but was able to re-engage. | All students attentive and involved for the **majority** of the lesson. |  |
| **Tied to past learning** |  | Did not refer to experiences or past lessons. | Referred to past knowledge but did not make an effective connection. | Referred to experiences or past lessons and clearly connected to lesson. |  |
| **Included active student involvement** |  | Did not use active student involvement or used it ineffectively. | Used active involvement, questioning, but did not frequently or did not involve all students. | Used active involvement, questioning, with all students throughout the lesson. |  |
| **Checked for student understanding** |  | Did not check for understanding or did not check effectively. | Used a few techniques or not with all students. | Used a variety of techniques to determine student understanding. |  |
| **Presentation of Information and/or directions** |  | Was unclear and/or ineffective at communicating. | Had to repeat information or directions. Few modalities used. | Presented clearly. Used various modalities. |  |
| **Managed the learning environment and student behaviors** |  | Students were off task most of the time. Instructional time was lost for discipline. | Students were off task occasionally or had to wait. | Students remained largely on task with little “down time”. |  |
| **Gave opportunities for student use of language with support and feedback** |  | Practice was not provided or was unmonitored. | Practice was monitored but some students were not given feedback. | Student practice was monitored continually with prompt feedback. |  |
| **Included activities that evaluated student learning** |  | Learning not assessed or unrelated to the objective. | Student learning was assessed but not clearly related to objective. | Student learning assessment met objective. |  |
| **Ended the lesson effectively** |  | Lesson ended abruptly. | Lesson ended with brief statement or activity. | Lesson ended with review or wrap-up. |  |
| **Transitioned to next activity or area** |  | No transition evident. | Planned transition but was not smooth. | Planned transition moved smoothly to next activity. |  |
| **Used effective materials and approaches to instruction** |  | Ineffective or inappropriate. | Partially effective but better approaches or materials are available. | Effective and appropriate to lessons and to students. |  |
| **Pacing and voice projection** |  | Voice too loud/soft AND pacing of lesson was too fast or too slow. | Voice too loud/soft or pacing of lesson too slow or fast for the students or the content. | Voice at an appropriate level. Lesson pacing appropriate for students and content. |  |
| **Rapport with the students** |  | Little evidence of rapport and/or punitive emotional tone. | Rapport with some students and/or emotional tone was not appropriate. | Evident rapport with all students and warm emotional tone. |  |

Comments & Suggestions:

Signature of Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_

Signature of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_

**Appendix B**

**Appendix C Observation Report Rubric- These will be graded as a group on the dates that they are due rather than individually.**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_\_/33**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 8-6 | 5-3 | 1 | Total |
| Raw Notes/Log Identifies the school(s), teacher(s), grade level(s) and the demographics of the class(es) & time  | Raw data is presented in a professional manner; are comprehensive; detailed; and non-judgmental; this response identifies all five components.  | Raw data is presented in a professional manner; are comprehensive; detailed; this response identifies four components.  | Raw data may be presented in an unprofessional manner; may be incomplete, general and/or judgmental; this response identifies three components.  | \_\_\_\_ |
| Description of classroom events | The report gives a non-judgmental summary of the focus of the observation.  | The report gives a detailed description of the events that occurred, but the description is somewhat judgmental.  | The report does not provide enough details to explain what events were observed,  |  |
| Connections to theory & standards | The response demonstrates a strong, conceptual understanding as indicated by the inclusion of specific and relevant standards and theory | The response demonstrates a fundamental understanding as indicated by the inclusion of some relevant standards and theory. | The response demonstrates little, if any, understanding of theory or standards. The response may be illogical, vague or irrelevant. | \_\_\_\_  |
| Student Participation | Discussion of student participation in the report shows insightful inferences, connections between ELL learning strategies and second language acquisition theories.  | Discussion of student participation in the log shows some inferences, connections ELL learning strategies and second language acquisition theories.  | Discussion of student work in the log shows incomplete or limited inferences, connections between ELL learning strategies and second language acquisition theories.  | \_\_\_\_   |
|  |  |  | Grammar & mechanics (1 point) |  |

**Appendix C**

**Professional Growth Paper Rubric**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Category** | Points |
|  | **10-9** | **8-7** | **6-5** | **4-3** | **2-1** |
| Organization | Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct | Information is organized with well constructed paragraphs and information is factual and correct | Information is organized but paragraphs are not well constructed and information is factual | The information appears to disorganized information is suspect to being correct and factual | Information is not only disorganized but inaccurate |
| **Depth of Reflection**  | Author provides well-reasoned responses that illustrate serious thought. It provides numerous examples that demonstrate the author’s points of view.  | Author provides responses that indicate serious thought. Numerous examples are given, but they are not fully explained.  |  Author provides responses that indicate thoughtful reflection. Although it provides examples, the examples are not connected to the author’s main points.  | Author provides responses that show lack of development in supporting their discussion. Only one or two examples are given, so more examples are needed.  | Responses are too brief to ascertain the depth of reflection  |
| **Mechanics** | No grammatical, spelling or punctuation errors | Almost no grammatical, spelling, or punctuation errors | A few grammatical, spelling, or punctuation errors | Many grammatical, spelling, or punctuation errors | Way too many errors for a graduate student getting ready to enter the field |
| **Content** | Essay includes detailed answers to all of the questions specified in the syllabus | Essay answers three of the questions. | Essay describes the answers to two questions. | Essay describes the answer to one question | Essay does not directly answer any of the questions from the syllabus.  |
| **Theoretical/Standards connections** | Paper is clearly connected to research literature or standards and **cites four sources.** | Paper is rooted in theory and standards and cites three sources. | Paper is connected to theory and standards, but it only cites two sources.  | Paper is related to research and standards, but only cites one reference.  | Paper does not make any connection to theory or standards.  |