**Alabama Quality Teaching Standards for ED 696—P-12 ESL Internship**

|  |  |
| --- | --- |
| **AQTS Areas** | **Hours (activity/documentation)** |
| Language as a system | 50 |
| Language acquisition and development | 50 |
| Culture, cultural groups, cultural identity | 30 |
| Planning, managing, and implementing instruction | 90 |
| Formative and summative assessment | 50 |
| Professional development, research, and mentoring | 30 |

**Documentation of Activities**

|  |
| --- |
| **(35 hours)****Language as a system.** Candidates demonstrate understanding of language as a system. Candidates demonstrate a high level of competence in helping ELLs acquire and use English in listening, speaking, reading, and writing in order to communicate with native speakers of English. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(2)(a)1.(ii)(I)**  | Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English.  | How can you analyze EL pronunciation and produce a plan for intervention that will help an EL develop his/her skills in English. Provide samples of your own analyses of EL pronunciation and provide recommendations designed to help that EL improve his/her production and comprehension. Remember to consider the factors that impact the development of pronunciation and explain your thought process as you explain your recommendations. | 5 hoursElementary sampleandSecondary sample**Assignment 1** |
| **(2)(a)1.(ii)(II)** | Apply knowledge of morphology to assist ELLs’ development of oral and literacy skills in English. | How can you analyze EL production to identify specific morphological challenges that are impeding overall linguistic development? Provide samples of your own analyses of EL production (oral and/or written) and explain recommendations for helping the EL improve his/her understanding of the morphological structure of English words. Remember to consider the factors that impact the development of morphological awareness, and explain your thought process as you explain your recommendations. | 5 hoursElementary sampleandSecondary sample**Assignment 1** |
| **(2)(a)1.(ii)(III)** | Apply knowledge of syntax to assist ELLs in developing written and spoken English.  | How can you analyze EL writing and speaking to identify specific syntactic challenges that impede oral and written literacy skills in English? Provide samples of your own analyses of EL production and make recommendations for helping the EL improve his/her ability to produce accurate oral and written English appropriate to age and proficiency level. Remember to consider factors that impact the development of syntactic awareness and production, and explain your thought processes as your explain your recommendations. | 5 hoursElementary sampleandSecondary sample**Assignment 1** |
| **(2)(a)1.(ii)(IV)** | Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English.  | Analysis of EL semantic choices in writing and speaking to identify challenges impeding comprehension and comprehensibility. Design intervention plan (activities) to improve the student's semantic framework and lexical choices to improve the student's ability to produce English reflecting his/her underyling perception and intention. | 5 hoursElementary sampleandSecondary sample**Assignment 1** |
| **((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.  | Analysis of EL pragmatic choices (social and academic settings) to identify challenges impeding student progress in communication. Design intervention plan (activities) to improve the student's understanding of social/academic pragmatics in English-speaking U.S. contexts. | 5 hoursElementary sampleandSecondary sample**Assignment 1** |
| **(2)(a)1.(ii)(VI)** | Help ELLs develop social and academic language skills in English. | Summative list of all activities tabulating instances of support for development of social and academic language skills in English with brief explanation of key support per BICS and CALP  | 5 hoursElementary sampleand/orSecondary sample**Assignment 1** |
| **(2)(a)1.(ii)(VII)** | Model appropriate oral and written communications. | Summative list tabulating examples of modeling of appropriate oral and written communication with brief explanation of appropriateness of each. | 5 hoursElementary sampleand/orSecondary sample**Assignment 1** |
| **(40 hours)****Language acquisition and development.**  Candidates understand and apply theories and research of language acquisition and development to facilitate the acquisition of English, in and out of classroom settings. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(2)(a)2.(ii)(I)** | Provide rich exposure to English and multiple opportunities for meaningful interaction. | How can you provide rich exposure to English and opportunities for meaningful interaction? Provide some examples of rich exposure to English and of meaningful interactions that you have facilitated for ELs. Remember to explain appropriateness of the language and interaction for students’ per their proficiency level and developmental stage. | 5 hoursElementary sampleand/orSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(II)** | Provide comprehensible input and scaffolding. | What does comprehensible input look like, and how can you insure that you are providing it for ELs across multiple levels? Provide examples of scaffolding within an activity or through differentiation of activities that provided access to assignments for ELs at different proficiency levels. Remember to explain how the activities and assignments met the specific needs per the proficiency levels of student(s) served. | 5 hoursElementary sampleandSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(III)** | Apply current theories and research in language and literacy development. | Review all of the activities and assignments you have included as evidence for this portfolio. Select representative samples of instruction and assessment. For each, briefly explain the relevant theories and/or research in language that support your decisions and actions. | 5 hoursElementary sampleandSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(IV)** | Build on the processes and stages of English language and literacy development.  | How can you build on the processes and stages of English language and literacy development when you differentiate instruction and assessment for ELs? Look at your responses for 2(c) and 2(d). Explain how and why those examples build on these processes and stages of development. | 5 hoursElementary sampleandSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(V)** | Build on the ELLs’ home language(s) and language varieties as a foundation for learning English. | How do you build on ELs’ home language(s) and language varieties? When have you been able to incorporate an EL’s home language into a classroom activity or assignment, and why is it important to do so? | 5 hoursElementary sampleand/orSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(VI)** | Apply knowledge of sociocultural and political variables to facilitate the process of learning English. | What are the sociocultural and political factors that can impact EL acquisition and learning of English? Give examples of such factors as they pertain to the learning process generally, and – where feasible – provide examples of factors as they have impacted individual ELs that you have worked with. Provide recommendations for appropriate actions. | 5 hours Elementary sampleand/orSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(VII)** | Apply knowledge of the role of individual learner variables in the process of learning English.  | Review the examples of activities and assignments in your portfolio. Select representative samples of both instruction and assessment. Provide a reflection on the individual learner variables that impacted your decision making as you designed specific activities and assignments for individual learners. | 5 hoursElementary sampleandSecondary sample**Assignment 2** |
| **(2)(a)2.(ii)(VIII)** | Help ELLs develop effective language learning strategies. | Review the exaamples of activities and assignments in your portfolio. Select representative samples of instruction. Provide a reflection on the effective language learning strategies presented to assist the ELs. | 5 hours Elementary sample and/orSecondary sample**Assignment 2** |
| **(20 hours)****Nature and role of culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support the cultural identities, language and literacy development, and content-area achievement of ELLs.  |
| **(2)(b)1.(ii)(I)** | Maintain a climate of respect for all cultures. | What does a climate of respect look like, and how do you ensure that you maintain such a climate for ELs from multiple cultures? Reflective piece including reference to materials you have used or actions you have taken to establish and maintain a climate of respect for all cultures in a school setting. | 5 hours**Assignment 3** |
| **(2)(b)1.(ii)(II)** | Help ELLs deal with discrimination.  | How can you help an EL deal with discrimination? Provide a reflective piece including references to materials you have used or actions you have taken to assist others in understanding discrimination as it pertains to ELs in P-12 settings and/or to assist an EL or ELs directly who is experiencing discrimination. | 5 hours**Assignment 3** |
| **(2)(b)1.(ii)(III)** | Support ELLs and families in valuing their own cultures.  | How can you provide support for ELs and their families in valuing their cultures? Provide a reflective piece detailing a time at which you provided such support for ELs and their families, either at an individual or group level.  | 5 hours **Assignment 3** |
| **(2)(b)1.(ii)(IV)** | Locate resources for communicating with families.  | What are the resources available to provide support for communication with families in your school district? Provide a list of resources and a brief description of the use of each. | 5 hours**Assignment 3** |
| **(20 hours)** |
| **Cultural groups and identity.**  Candidates know, understand, and use knowledge of how cultural identities, both group and individual, affect language learning and school achievement.  |
| **(2)(b)2.(ii)(I)** | Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.  | How can you increase your awareness of the cultures of the world in ways that positively impact your instruction? Provide a list of resources you use as a teacher (e.g. Google maps, Teaching Tolerance, bbc.com, aljazeera.com, The Economist, etc.) to increase your world cultures knowledge? Give examples of how you have applied your knowledge in working with ELs in the classroom. | **Assignment 2** |
| **(2)(b)2.(ii)(II)** | Implement activities and/or cultural events that promote the ELLs’ cultures and foster their learning.  | What are the benefits of including activities and cultural events promoting ELs cultures? How can such activities foster learning? Give examples of such activities and events in which you have been involved and/or would plan to achieve such goals.  | **Assignment 2** |
| **(2)(b)2.(ii)(III)** | Include ELLs’ cultural experience when building background for instruction.  | What does it mean to include EL’s cultural experiences when building background for instruction? How can that be realized in your own lessons? Give examples of times at which you have and/or plan to incorporate such experiences in your own instructional planning. | **Assignment 2** |
| **(20 hours)****Planning.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Using ESL and content standards, candidates plan instruction for culturally and linguistically diverse learners in multilevel classrooms. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(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. | Consider how you include both content and EL-specific standards as you create lessons in your instructional contexts. Highlight inclusion of both EL and content standards in the lessons and explain how the lessons are both culturally and linguistically responsive. | **Assignment 2** |
| **(2)(c)1.(ii)(II)** | Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.  | Document the ways in which you could or have create environments that promote standards-based language learning. Support the documentation through reference to specific activities or features that promote supportive, accepting classroom and/or school cultures. | **Assignment 2** |
| **(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. | Document your differentiation of learning experiences based on both formative and summative (informal and formal) assessment of EL ability, considering first language proficiency, learning styles, and prior formal educational experiences and knowledge.  | **Assignment 2** |
| **(2)(c)1.(ii)(IV)** | Plan for particular needs of students with limited formal schooling.  | What do you do when faced with newcomers who have limited or no formal schooling in their own backgrounds? Document the planning procedures you follow as you consider the particular needs of students with limited formal schooling.  | **Assignment 2** |
| **(30 hours)****Managing and Implementing.** Candidates know, manage, and implement a variety of research-based teaching strategies, techniques, and resources for meeting ESOL standards by developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs in meeting the content standards as they simultaneously learn language and content. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(2)(c)2.(ii)(I)** | Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.  | Document instructional moments in which you have used strategies and techniques specifically chosen in order to facilitate EL development of listening and speaking skills. Be sure to demonstrate such instruction across academic and social purposes. | **Assignment 2** |
| **(2)(c)2.(ii)(II)** | Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write. | Document instructional moments in which uo have provided standards-based instruction building on EL oral English to support their development in reading and writing. | **Assignment 2** |
| **(2)(c)2.(ii)(III)** | Provide accommodations for ELLs in standards-based reading instruction. | Based on your instructional modifications and documentations, identify selections in which you have provided accommodations for ELs specifically related to standards-based reading instruction. | **Assignment 2** |
| **(2)(c)2.(ii)(IV)** | Provide accommodations for ELLs in standards-based writing instruction. | Based on your instructional modifications and documentations, identify selections in which you have provided accommodations for ELs specifically related to standards-based writing instruction. | **Assignment 2** |
| **(2)(c)2.(ii)(V)** | Develop students’ writing though a range of activities, from sentence formation to expository writing. | Based on your instructional modifications and documentation, identify selections in which you have designed and/or delivered lessons specifically focused on support of student development of writing, to include sentential and discursive levels of production. | **Assignment 2** |
| **(2)(c)2.(ii)(VI)** | Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.  | Document your selection, adaptation, and use of culturally responsive, age-appropriate, and linguistically accessible materials across various class contexts and grades. | **Assignment 2** |
| **(20 hours)****Resources and technology.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(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.  | Document selection of materials and other resources that are appropriate to students’ developing language and content-area abilities, including the appropriate use of first language. | **Assignment 2** |
| **(2)(c)3.(ii)** | Employ a variety of materials for language learning, including books, visual aids, props, and realia.  | Document your employment of materials for language learning, including books, visual aids, props, and realia. | **Assignment 2** |
| **(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). | Document your use of appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). | **Assignment 2** |
| **(2)(c)3.(iv)** | Use software and Internet resources effectively in ESL and content instruction.  | Document your use of software and Internet resources effectively in ESL and content instruction. | **Assignment 2** |
| **(5 hours)****Formative assessment.** Formative assessment focuses on the process of learning. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(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. | Document your use of a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. | 5 hours**Assignment 2** |
| **(2)(d)1.(ii)(II)** | Assess ELL’s language skills and communicative competence using multiple sources of information. | **Refer to (2)(d)3.(ii)(V) below.** | **Assignment 2** |
| **(n/a)****Summative assessment.** Summative assessment focuses on the product of learning. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(2)(d)2.(ii)** | Use a variety of standards-based language proficiency instruments for identification, placement, and demonstration of language growth of ELLs.  | **Refer to (2)(d)3.(ii)(VI and VII) below.** | **Assignment 2** |
| **(30 hours)****Formative and Summative assessment.** Focused on the process and product of learning, prospective teachers of English for speakers of other languages shall: |
| **(2)(d)3.(ii)(I)** | Make accommodations for ELLs in formative and summative assessments.  | Refer to (2)(d)3.(ii)(III and IV) below. | **Assignment 4** |
| **(2)(d)3.(ii)(II)** | Prepare ELLs to use self- and peer-assessment techniques when appropriate.  | Document instances in which you asked ELs to reflect on their own learning and proficiency in English across skills. Include reference to specific techniques shared with the students. | **Assignment 4** |
| **(2)(d)3.(ii)(III)** | Select appropriate assessments for ELLs. | Document selection of assessment instruments appropriate for ELs and explain why they were appropriate for the given proficiency/skill combination. | **Assignment 4** |
| **(2)(d)3.(ii)(IV)** | Use assessment results appropriately.  | Document appropriate use of assessment results to inform instructional decisions and support of ELs in the classroom. | **Assignment 4** |
| **(2)(d)3.(ii)(V)** | Determine ELLs’ language proficiency skills using multiple sources of information.  | Document the use of multiple sources of information (formative/summative assessment instruments, WIDA APT, WIDA ACCESS, etc.) when determining EL language proficiency across skills. | **Assignment 4** |
| **(2)(d)3.(ii)(VI)** | Use authentic performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. | Identify and document the use of authentic performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. | **Assignment 4** |
| **(2)(d)3.(ii)(VII)** | Use a variety of rubrics to assess ESOL students’ language development in classroom settings.  | Document the use of a variety of rubrics to assess ESOL students’ language development in classroom settings. | **Assignment 4** |
| **(7.5 hours)****Research and history.** Candidates demonstrate knowledge of research in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates serve as advocates for ELLs and provide professional support for colleagues, families, and the communities. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(2)(e)1.(ii)(I)** | Plan and implement instruction that meets federal and state laws and policies related to the teaching of ELLs. | Review the instructional examples above and provide an explanation of how the instruction meets federal and state guidelines for the teaching of ELs.  | 2.5 hours**Assignments 2 & 5** |
| **(2)(e)1.(ii)(II)** | Utilize language and education resources for students and families in their schools and communities.  | Review the resources referenced above and provide an explanation of how those resources selected were used to support students and their families in their schools and communities. | 2.5 hours**Assignments 2 & 5** |
| **(2)(e)1.(ii)(III)** | Read and conduct classroom research. | Outline a class-based research project expanding on the work completed in ED 690. | 2.5 hours**ED 690** |
| **(7.5 hours)****Professional development, partnerships, and advocacy.** Candidates keep abreast of developments in the field of ESL and are prepared to serve as a resource to all staff to improve learning for ELLs. Prior to program completion, prospective teachers of English for speakers of other languages shall: |
| **(2)(e)2.(ii)(I)** | Plan for working collaboratively with other teachers and staff in meeting the needs of ELLs. | Identify needs of ELs in your school and design a plan to change policies and/or procedures through which those needs could be met. | **Assignments 2 & 5** |
| **(2)(e)2.(ii)(II)** | Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.  | Document instructional moments in which you have collaborated with content area teachers to meet the needs of ELs. | **Assignments 2 & 5** |
| **(2)(e)2.(ii)(III)** | Serve as a professional resource in their educational community.  | Documents moments in which you have served as a professional resource in your educational community. |  |

**Rubric—Reflection paper**

* Description of EL student (using pseudonym); including age, nationality, SES, language acquisition level, and any other relevant data to contextualize the learner (5 points)
* Cite examples to show how the teacher has implemented strategies to ensure a “climate of respect” for both the student’s home language and culture (10 points)
* Cite examples of how the teacher has implemented strategies to create a classroom “community” which does not tolerate discrimination and values the home culture and language of the student (10 points)
* Cite examples of specific strategies the teacher has used to include the EL’s family as shareholders in the education of the EL (5 points)
* Cite examples of specific resources which the teacher has used to facilitate communication with the EL’s family members (5 points)
* Proper mechanics (APA format, 5-7 pages, double-spaced, Times New Roman font, spelling, syntax, grammar, etc.) (15 points)