

Feedback Survey - Draft 2017 TESOL Standards for P-12 Teacher Education Programs

1. About You

Thank you for being willing to provide feedback on the draft 2017 TESOL Standards for P-12 Teacher Education Programs! This feedback survey includes a total of 12 question, with several opportunities for comments. Please respond to the questions as your expertise allows.

* Which best describes your work setting?

- Teacher Education
- Secondary Education
- Early Childhood Education
- In Service Teacher Training
- Elementary/Primary Education
- Higher Education
- Other (please specify)

* Please identify your level of familiarity with the 2009 TESOL Standards for TESOL Programs P-12 ESL Teacher Education (also known as the TESOL P-12 Professional Teaching Standards). Please check all that apply.

- I have served as a TESOL/CAEP Program Reviewer.
- I work at a teacher education program that is nationally recognized by CAEP.
- I have been part of preparing my institution's program report for national recognition.
- I have read the standards.
- I graduated from a program that is nationally recognized by CAEP.

Other (please specify)

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2. Standards Questions

As you read each standard statement and accompanying components, please evaluate them and provide feedback using the considerations below.

Considerations

- The standards identify what is most critical for newly prepared candidates.
- The knowledge and skills required by the standards are achievable during the course of pre-service preparation.
- The standards reflect the advances in research and practice in the field.
- The standards are measurable.

Standard 1 - Language Content

Candidates demonstrate knowledge of English language structures, English language use, and second language acquisition and development to help ELs acquire academic language and literacies specific to various disciplinary practices or content areas.

Components

- 1a. Candidates demonstrate knowledge of language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening.
- 1b. Candidates demonstrate knowledge of second language acquisition theory and developmental stages of language; the communicative, social, and constructive nature of language; and the effects of environmental and other influences (e.g., language disorders) to set expectations for and facilitate language learning.
- 1c. Candidates demonstrate knowledge of language processes (e.g., interlanguage, translanguaging, language progressions, social and academic language, and individual variables) to facilitate and monitor ELs' language learning in English.
- 1d. Candidates apply knowledge of English academic language functions, learning domains, discipline-specific language and discourse structures and vocabulary to promote ELs' acquisition of multiple and diverse literacies.

Strongly Disagree

Disagree

Agree

Strongly Agree

The standard and components identify what is most critical for newly prepared candidates.

Strongly Disagree

Disagree

Agree

Strongly Agree

The knowledge and skills required by the standard and components are achievable during the course of pre-service preparation.

The standard and components reflects the advances in research and practice in the field.

The standard and components are measurable.

The rational and citations adequately support the standard and components.

Do you have any additional comments or feedback on this standard? Please provide any suggested changes in language or terminology.

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3. Standards Questions

Standard 2: Instruction: Planning and Implementation

Candidates consider the characteristics, strengths, and needs of each EL holistically to plan English instructional processes, implement standards-based English instruction, reflect on progress, and adjust instruction. Candidates demonstrate understanding of the role of working in collaboration with colleagues and communicating with families to support their ELs' learning of English language and literacies in the content areas.

Components

- 2a. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELs' learning. Candidates design lessons to support the meeting of standards and curricular objectives through scaffolded instruction that develops ELs' language and literacies in the content areas.
- 2b. Candidates implement instruction with ELs using research-based, student-centered, interactive approaches.
- 2c. Candidates adjust and justify instructional decisions based on critical reflection on individual ELs' learning outcomes in both language and content.
- 2d. Candidates demonstrate knowledge of the role of collaboration in working with content area teachers in order to support their ELs' learning of language and literacies in the content areas.
- 2e. Candidates use relevant technology and digital resources effectively to plan lessons for ELs, support communication with co-teachers and ELs and their families, and foster student language learning in the content areas.

Strongly Disagree Disagree Agree Strong Agree

The standard and components identify what is most critical for newly prepared candidates.

The knowledge and skills required by the standard and components are achievable during the course of pre-service preparation.

The standard and components reflect the advances in research and practice in the field.

Strongly Disagree

Disagree

Agree

Strong Agree

The standard and components are measurable.

The rational and citations adequately support the standard and components.

Do you have any additional feedback or comments on the standard? Please provide any suggested changes in language or terminology.

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4. Standards Questions

Standard 3: Assessment & Evaluation

Candidates apply assessment principles to design or adapt, analyze, and interpret multiple and varied assessments for ELs.

Candidates understand how to make informed decisions that promote English language and content learning, progress, and facilitate collaboration and advocacy.

Components

- 3a. Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including standardized, classroom-based, and English language proficiency assessments, to make informed instructional decisions that promote advocacy for ELs and support language learning.
- 3b. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates know how to determine language and content learning goals and communicate the results from these assessments to teachers, ELs, and ELs' families.
- 3c. Candidates demonstrate knowledge of how to select research-based and state-approved accommodations appropriate to ELs for standardized assessments. Candidates understand how to accurately analyze and interpret standardized test data, including results of norm-referenced and criterion-referenced tests, to inform instructional decision making and advocating for ELs.
- 3d. Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, reclassification and recommendation to investigate additional learning supports needed and how to communicate this information with families and teams who work with ELs.

Strongly Disagree

Disagree

Agree

Strongly Agree

The standard and components identify what is most critical for newly prepared candidates.

The knowledge and skills required by the standard and components are achievable during the course of pre-service preparation.

Strongly Disagree

Disagree

Agree

Strongly Agree

The standard and components reflect the advances in research and practice in the field.

The standard and components are measurable.

The rational and citations adequately support the standard and components.

Do you have any additional feedback or comments on the standard? Please provide any suggested changes in language or terminology.

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5. Standards Questions

Standard 4: English Language Learners (ELs) in Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and socio-political contexts on ELs and English language learning as supported by research and theories. Candidates investigate the personal and academic characteristics of their students to develop effective instructional and assessment practices for their ELs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELs' strengths and needs.

Components

- 4a. Candidates demonstrate knowledge of how the greater social context of the school and community, plus socio-political factors and legislation, impact ELs.
- 4b. Candidates demonstrate knowledge of research and theories of diversity and equity and how they impact the education of ELs.
- 4c. Candidates devise and implement methods to understand each EL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective instructional and assessment practices for their ELs.
- 4d. Candidates identify and describe the impact of cultural understandings and personal biases, including their own, on their interpretation of ELs' strengths and needs on the education of ELs in general.
- 4e. Candidates devise and implement methods to learn about personal characteristics of the individual EL (e.g., interests, motivations, learning preferences, strengths, needs, perspectives on schooling) through student and family interactions, reflections, discussions, and surveys.
- 4f. Candidates consider ELs' family circumstances, language use, and literacy practices to develop effective instructional practices and family outreach.

Strongly Disagree

Disagree

Agree

Strongly Agree

The standard and components identify what is most critical for newly prepared candidates.

Strongly Disagree

Disagree

Agree

Strongly Agree

The knowledge and skills required by the standard and components are achievable during the course of pre-service preparation.

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The standard and components are measurable.

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6. Standards Questions

Standard 5: Professionalism and Leadership

Candidates demonstrate dispositions of professionalism and leadership by collaborating with colleagues, advocating for ELs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

Components

- 5a. Candidates demonstrate knowledge and initiative to plan instruction and assessment collaboratively with other teachers and proactively serve as a resource for EL instruction and support to teachers and school staff.
- 5b. Candidates demonstrate knowledge of school, district, and governmental policies and legislation that impact the education of ELs in order to advocate for ELs.
- 5c. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and make plans for continuous professional development in the field of English learning and teaching.
- 5d. Candidates engage in supervised teaching to apply and hone their teaching of ELs and professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.
- 5e. Candidates demonstrate dispositions of professionalism and leadership through respect, empathy, and flexibility with ELs, their families, and colleagues.

Strongly Disagree

Disagree

Agree

Strongly Agree

The standard and components identify what is most critical for newly prepared candidates.

The knowledge and skills required by the standard and components are achievable during the course of pre-service preparation.

The standard and components reflect the advances in research and practice in the field.

Strongly Disagree

Disagree

Agree

Strongly Agree

The standard and components are measurable.

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7. General Questions

Do the standards and components sufficiently address the paradigm of college and career readiness standards (teaching analytical language, critical thinking), and what the roles and necessary skills of ESOL teachers will be? If not, what are your specific recommendations to change them? Please provide any suggested language or terminology.

Yes

No

Are there essential components from the current standards that need to be added to the revised standards and components to capture anything that may have been lost in the revision? If so, please provide a suggestion for making those additions.

No

Yes (please specify)

Are there any critical skills or knowledge critical for TESOL teacher candidates that have not been included in the draft standards? If so, please provide a suggestion for making those additions.

No

Yes (please specify)

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8. General Questions

Do you have any additional comments or feedback to share that has not yet been captured?

Can we contact you about your responses? If so, please enter your name and email address below.

Name

Email Address