ENL Philosophy Statement (2022)

You may wish to change your printer settings to "landscape" mode if you have a rubric with many performance columns.

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEARING EXPECTATIONS	BELOW EXPECTATIONS
2A. CANDIDATES DEMONSTRATE KNOWLEDGE OF HOW DYNAMIC ACADEMIC, PERSONAL, FAMILIAL, CULTURAL, AND SOCIAL CONTEXTS, INCLUDING SOCIOPOLITICAL FACTORS, IMPACT THE EDUCATION OF ELLS.	Includes all of Meets Expectations, plus: Philosophy integrates discussion of dynamic factors impacting ELL educational access and attainment throughout, citing theory and sources to support claims.	Philosophy includes a research-based discussion of the impact of learner personal and academic characteristics impact access to and acquisition of education for ELLs from a broad perspective.	Philosophy provides evidence of awareness of personal and academic characteristics that may impact learning for individual ELLs, but may not connect this knowledge to larger issues of equity and access.	Philosophy does not address (or does not use research and theory to accurately address) the ways individual characteristics impact ELL learning and educational attainment.
2B. CANDIDATES DEMONSTRATE KNOWLEDGE OF RESEARCH AND THEORIES OF CULTURAL AND LINGUISTIC DIVERSITY AND EQUITY THAT PROMOTE ACADEMIC AND	Includes all of Meets Expectations, plus: Philosophy integrates theories and research to lay out a strategic, intentional, inclusive and long-range plan for promoting academic and	Philosophy cites research and theory for cultural and linguistic diversity and learning. It includes examples of how candidate will foster academic and social language learning in keeping	Philosophy addresses elements of cultural and linguistic diversity, but may not provide a connection to equity and classroom instruction.	Philosophy does not address this standard, or does not effectively connect research and theory instruction in ELL contexts.

	EXCEEDS EXPECTATIONS	**MEETS EXPECTATIONS**	**NEARING EXPECTATIONS**	**BELOW EXPECTATIONS**
SOCIAL LANGUAGE LEARNING FOR ELLS.	social language learning for ELLs.	with principles of equity.		
2C. CANDIDATES DEVISE AND IMPLEMENT METHODS TO UNDERSTAND EACH ELL'S ACADEMIC CHARACTERISTICS, INCLUDING BACKGROUND KNOWLEDGE, EDUCATIONAL HISTORY, AND CURRENT PERFORMANCE DATA, TO DEVELOP EFFECTIVE, INDIVIDUALIZED INSTRUCTIONAL AND ASSESSMENT PRACTICES FOR THEIR ELLS.	Philosophy describes and uses research and theory from across program curricula to support the explanation of dynamic factors that impact ELL learning in the ELL classroom.	Philosophy describes research-based methods for getting to know student needs and teaching ELLs as individuals, based on their learner and personal characteristics, and how this knowledge may be effectively used for classroom instruction.	Philosophy provides evidence of awareness of methods for learning about and understanding individual student needs and characteristics, but may not fully explain how to apply this knowledge during instruction.	Philosophy does not include research- or evidence-based methods for getting to know individual students and applying this knowledge for effective instruction.
2D. CANDIDATES DEVISE AND IMPLEMENT	Philosophy includes a thorough	Philosophy includes a thorough	Philosophy demonstrate an awareness that	Philosophy does not demonstrate this awareness.

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METHODS TO LEARN ABOUT PERSONAL CHARACTERISTICS OF THE INDIVIDUAL ELL (E.G., INTERESTS, MOTIVATIONS, STRENGTHS, NEEDS) AND THEIR FAMILY (E.G., LANGUAGE USE, LITERACY PRACTICES, CIRCUMSTANCES) TO DEVELOP EFFECTIVE INSTRUCTIONAL PRACTICES.	understanding and plan of implementation in addressing the importance of an anti-bias curriculum and materials that promote and inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	understanding of the importance of an anti-bias curriculum and materials that promote and inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.	racism and discrimination have effects on teaching and learning.	
4A. CANDIDATES APPLY KNOWLEDGE OF VALIDITY, RELIABILITY, AND ASSESSMENT PURPOSES TO ANALYZE AND INTERPRET STUDENT DATA FROM MULTIPLE SOURCES, INCLUDING NORM-REFERENCED AND	Includes All of Meets Expectations, plus Philosophy integrate statements about assessment of ELLs with a combination of theory and specific, best-practice approaches. Theories are	Using appropriate references to theory and research, philosophy statement accurately articulates the importance of using valid and reliable assessments for making	Philosophy demonstrates knowledge of various purposes of assessment and types of assessment, but may not provide specific information on use of data for instructional decision-making in ELL contexts, or	Philosophy statement does not accurately describe the value of using assessment for instruction in ELL contexts, or does not fully address uses for different types and formats.

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CRITERION-REFERENCED TESTS. CANDIDATES MAKE INFORMED INSTRUCTIONAL DECISIONS THAT SUPPORT LANGUAGE LEARNING.	recent, appropriately cited, and from high-quality, well respected venues.	instructional decisions for ELLs. It also accurately explains how to use norm- and criterion-referenced assessment data for planning ELL instruction and setting goals.	may not accurately apply this understanding.	
4B. CANDIDATES DEMONSTRATE UNDERSTANDING OF CLASSROOM-BASED FORMATIVE, SUMMATIVE, AND DIAGNOSTIC ASSESSMENTS SCAFFOLDED FOR BOTH ENGLISH LANGUAGE AND CONTENT ASSESSMENT. CANDIDATES DETERMINES LANGUAGE AND CONTENT LEARNING	Includes All of Meets Expectations, plus: Philosophy integrates statements about formative and summative assessment with current research and best practice, citing appropriate sources from high-quality, well respected venues.	Philosophy accurately addresses the use of multiple and appropriate formative and summative assessments to establish and evaluate language and content goals in ENL contexts. It includes the use of assessment for both content and language learning, and specific examples are provided.	Philosophy accurately describes formative and summative assessment for instruction, but may not provide specific examples or references for use. May only address content- or language-learning goals, but not both.	Philosophy does not accurately address the uses of formative and/or summative assessment for ENL instruction.

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GOALS BASED ON ASSESSMENT DATA.				
4C. CANDIDATES DEMONSTRATE KNOWLEDGE OF STATE-APPROVED ADMINISTRATIVE CONSIDERATIONS, ACCESSIBILITY FEATURES, AND ACCOMMODATIONS APPROPRIATE TO ELLS FOR STANDARDIZED ASSESSMENTS.	Includes All of Meets Expectations, plus: Philosophy applies knowledge of the needs socio-cultural, socio-emotional, academic and linguistic needs of students with regard to administrative considerations for assessment. It draws from multiple sources and content learned throughout the candidate's preparation program.	Philosophy accurately articulates obstacles ELLs commonly face with standardized assessment and have strategies to help them in such situations. Descriptions of current, state-allowed test accommodations and accessibility features are included.	Philosophy lists state-approved administrative considerations for standardized assessments, but may not effectively describe why they are necessary in ELL contexts.	Philosophy does not include accurate, current information regarding administrative considerations for testing, or does not acknowledge the value of accommodations in ENL contexts.
4D. CANDIDATES DEMONSTRATE UNDERSTANDING OF HOW ENGLISH	Includes All of Meets Expectations, plus: Philosophy	Citing appropriate sources, philosophy accurately	Philosophy provides general information about how assessment	Philosophy does not accurately address uses of assessment data

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LANGUAGE PROFICIENCY ASSESSMENT RESULTS ARE USED FOR IDENTIFICATION, PLACEMENT, AND RECLASSIFICATION.	includes discussion of collaboration among stakeholders for appropriate uses of data from assessments identify, place, and reclassify ELLs. Discussion incorporates theory as well as best practices.	describes assessment for identification, placement, and reclassification.	results are used for identification, placement, and reclassification, but provides little additional insight or reflection.	for identification, placement, and reclassification.
5B. CANDIDATES APPLY KNOWLEDGE OF SCHOOL, DISTRICT, AND GOVERNMENTAL POLICIES AND LEGISLATION THAT IMPACT ELLS' EDUCATIONAL RIGHTS IN ORDER TO ADVOCATE FOR ELLS.	Includes all of Meets Expectations, plus: Philosophy describes a wide-range of current as well as historical policies that provide context for the current expectations for ENL learning.	Philosophy cites external sources and accurately describes the most relevant, current policies in place and student rights that impact ELLs at local school and governmental levels.	Philosophy articulates the rights of ELLs and some policies that impact their educational experience, but important policy components may not be addressed or included. Sources cited may not be sufficient.	Philosophy does not demonstrate accurate, up-to-date knowledge of the rights and policies impacting ELLs.
5C. CANDIDATES PRACTICE SELF-	Includes Meets Expectations, plus:	Philosophy appropriately	Philosophy describes self-	Philosophy does not accurately

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ASSESSMENT AND REFLECTION, MAKE ADJUSTMENTS FOR SELF-IMPROVEMENT, AND PLAN FOR CONTINUOUS PROFESSIONAL DEVELOPMENT IN THE FIELD OF ENGLISH LANGUAGE LEARNING AND TEACHING.	Philosophy includes a strategic, specific, and well-organized plan for a continuous cycle of ESL professional development that is informed by instructional reflections and analysis, and includes plans for increasing knowledge and keeping up to date with changing pedagogy, socio-cultural influences, and policy impacting ELLs and their families.	characterizes the roles of critical self-reflection and on-going professional development for ENL teachers, based on theory and best-practices. Includes a description of realistic, relevant, and achievable overview for on-going professional development and growth.	assessment and reflective practices with regard to lessons and instruction, but may not connect these practices with current theory/research in the field, and/or may not include specific plans for on-going professional development.	describe the role of self-assessment, and critical reflection, or continued professional development in educational contexts.