Appendix 2A: TESOL Stream A – Evidence of Professionalism

*(25 Day **Supervised** Placement)*

TESOL Stream A – Evidence of Professionalism

Instructions to SUPERVISING TEACHER

This report is to be completed after the TESOL student has completed his or her 25 days of professional engagement. TESOL students are to be assessed for each Standard/requirement as either:

ND – Not Demonstrated;   D – Demonstrated;   E – Exceeds expectations (please tick)

Upon completion, this document is to be returned to the TESOL student who will forward it on to the Work Integrated Learning Office.

Details of TESOL Student

Name:	
Student ID:	School/Organisation:
Supervising Teacher's Name:	
Date of Visit:	

EVIDENCE CONSIDERED   (Tick)

1. *TEACHING PERFORMANCE*   ☐
2. *LESSON PLANS*   ☐
3. *LOGBOOK*   ☐

Observations (teacher/peer)   ☐   *Self-evaluations* ☐   *Video/audio evaluations* ☐   *Program participation* ☐

This assessment criteria are structured in terms of the elaborations of the Australian Professional Standards for Teachers at the proficient level, when working with learners of English as an Additional Language or Dialect (EAL/D).
http://www.tesol.org.au/RESOURCES/Australian-Professional-Standards-for-Teachers

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	ND	D	E
1.1 Use teaching strategies that recognise students' EAL/D proficiency and their social and academic needs at their Year Level.			
1.2 Structure teaching programs using EAL/D specialist advice and resources for learners who concurrently (a) learn EAL/D, (b) learn subject area content through EAL/D, and (c) learn about EAL/D.			
1.3 Design and implement inclusive teaching practices responsive to EAL/D learner needs and principles of multilingualism, reconciliation and anti-racism, with support from EAL/D specialists and intercultural officers.			
1.4 Taking account of the local context, and building on students' learning strengths, implement practices informed by all Proficient indicators in the EAL/D Elaborations and refer to the Capability Framework as relevant.			
1.5 Scaffold student learning of the language-and-culture demands of curriculum areas, recognising the increasing complexity of academic language across the Year Levels, and drawing on EAL/D resources.			
1.6 Design and implement teaching activities distinguishing EAL/D learning needs from disability, by addressing relevant policy legislative requirements to support the participation of EAL/D learners with disability.			
Comments:			

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH It	ND	D	E
2.1 Address the specific language and-culture demands of each curriculum area, including types of texts, grammar and vocabulary, recognising that they become more complex over the years.			
2.2 Select and organise content and experiential activities to address EAL/D learners' identified content and language needs within curriculum areas.			
2.3 Address the knowledge and language needs of EAL/D learners through the design of learning sequences and lesson plans informed by EAL/D learning progressions in collaboration with EAL/D specialists and intercultural officers.			
2.4 Respond appropriately to how different cultural communities within and beyond Australia perceive and relate to Aboriginal and Torres Strait Islander people, as well as their histories, cultures and languages.			
2.5 Use teaching strategies that respond to EAL/D learners' levels of literacy and numeracy in both the home language or dialect and Standard Australian English, drawing on EAL/D knowledge sources.			
2.6 Use ICT to provide visual and auditory support for both content learning and EAL/D learning, and respond to the language-and-culture demands made by the use of ICT.			

Comments:

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E
3.1 Drawing on EAL/D learner data, set explicit, challenging and achievable learning goals both for content and Standard Australian English, recognising EAL/D learners' varying proficiencies in EAL/D and in familiarity with Australian education.			
3.2 Plan and implement learning and teaching programs that engage EAL/D learners and scaffold EAL/D language and-culture learning towards curriculum achievement by drawing on EAL/D knowledge sources and analysis of the language-and-culture demands of Year Level curriculum.			
3.3 Use effective EAL/D teaching strategies that address the language-and-culture demands of problem solving and critical and creative thinking, drawing on EAL/D knowledge sources.			
3.4 Select resources that address the knowledge needs of EAL/D learners, scaffold learning when using resources, and draw on EAL/D knowledge sources to identify the language-andculture demands of resources so that EAL/D learners may readily access the curriculum.			
3.5 Use communication strategies that are responsive to students' level of EAL/D proficiency and familiarity with Australian cultures, providing concrete and visual support to achieve student understanding and curriculum achievement.			
3.6 Evaluate own teaching in terms of cultural inclusivity and effectiveness for EAL/D learners, using student assessments and feedback from students, EAL/D specialists, intercultural officers, and parents/carers.			
3.7 Plan opportunities for EAL/D parents/carers and community members to be involved in the educative process, drawing on the support of intercultural officers and EAL/D specialists.			

Comments:

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D	E
4.1 Use culturally and linguistically inclusive strategies that support EAL/D learners to participate in learning environments, showing respect for languages and knowledges that EAL/D students bring.			
4.2 Respond to the additional challenges facing EAL/D learners at different stages/levels of achievement and in different types of learning tasks.			
4.3 Manage challenging behaviour with sensitivity to possible EAL/D-related factors.			
4.4 Use strategies that support a culturally inclusive environment and promote EAL/D students' wellbeing and safety.			
4.5 Incorporate strategies that respond to EAL/D and intercultural issues in using ICT.			
Comments:			

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D	E
5.1 Develop, select and use assessment strategies that take account of the language-and-culture demands for EAL/D learners in comprehending and responding to subject area assessment tasks.			
5.2 Work with an EAL/D specialist to analyse the language-and-culture demands of tasks to provide feedback that is linked to learning goals that are sensitive to students' EAL/D proficiency and intercultural competence.			
5.3 Understand and participate in moderation of EAL/D assessments, working with EAL/D specialists and using EAL/D annotated samples of student work such as those in local and national EAL/D curriculum and assessment documents.			
5.4 Collaborate with EAL/D specialists to interpret responses to assessment tasks, discriminating between content learning and EAL/D learning, and modify teaching practices accordingly.			
5.5 Collaborate with EAL/D specialists and intercultural officers to report clearly, accurately and respectfully to students and parent/carers about EAL/D learner achievement.			
Comments:			

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E
6.1 Use the EAL/D Elaborations of the National Professional Standards for Teachers and advice from EAL/D specialists to plan the professional learning needed to effectively support EAL/D learners.			
6.2 Participate in professional learning to develop EAL/D knowledge and practice targeted to personally identified professional needs.			
6.3 Engage with EAL/D knowledge sources to improve professional knowledge and practice in supporting EAL/D learners.			
6.4 Undertake professional learning that responds to the multiple factors that may affect individual EAL/D learners, and apply it to address the combination of their needs.			
Comments:			

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	D	E
7.1 Establish consistent practices of cultural and linguistic inclusivity, actively developing respect and reciprocity in intercultural relationships.			
7.2 Understand and comply with administrative and organisational requirements for working with EAL/D students and their families.			
7.3 Establish and maintain respectful collaborative engagement with EAL/D parents/carers regarding their children's learning and wellbeing.			
7.4 Participate in EAL/D teacher networks and engage with external EAL/D professionals to broaden knowledge and improve practice.			

Comments:

PERSONAL LANGUAGE COMPETENCIES

The TESOL student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

Satisfactory ☐   Unsatisfactory ☐

Comments by Supervising Teacher

Please provide a comment on the degree of professional engagement that you observed in the TESOL student:

Supervising Teacher's name _____

Signature_____ Date _____

TESOL student's name _____

TESOL student's signature _____ Date _____