RUBRICS
FOR
BILINGUAL/BICULTURAL EDUCATION STANDARDS

SOE STANDARD – 1 Disciplinary Foundations
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disciplinary foundations: demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	DOES NOT MEET (undergraduate/graduate level)	MEETS (undergraduate/graduate level)	EXCEEDS (undergraduate/graduate level)
Understand one or more of the disciplinary knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts, including the complexities of class, ethnicity, gender, race and/or sexuality as it relates to the interpretive study of educational phenomenon and/or praxis	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases as related to the interpretive study of educational phenomenon and/or praxis.	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits a general appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
Understand the theoretical significance of past and present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits a general appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

SOE STANDARD -- 2 Transformation
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Transformation: Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social**.**

	DOES NOT MEET (undergraduate/graduate level)	**MEETS** (undergraduate/graduate)	**EXCEEDS)** (undergraduate/graduate level)
Understand theoretical frame-works that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social, as related to the dynamics of class, ethnicity, gender, race, and/or sexuality, as well as other cultural contexts.	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
Understand the relationship between the organizing principles of a social order and educational phenomenon, and/or praxis the influence of that relationship on human self and/or social transformation.	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits a general appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

SOE STANDARD -- 3 Identity Development
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Understands the social and psychological dimensions of human development within, both ontogenetically and phylogenetically.	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
Understands that social institutions and relations of power and privilege frame the processes of human development and the construction of the discipline itself.	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted and complex interdependent relationship between the individual and social dimensions of human thought and activity.
Understands the interdependent nature/construction of dimensions of identity, e.g. race, social class, ethnicity, gender, sexuality.	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates a general understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.
Understands the complexity of processes of human growth and	Demonstrates little understanding of or is unable to grasp the	Demonstrates a self-reflective understanding of identity as a	Demonstrates a deep, self-reflective understanding of the sociocultural and

change.	sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously consider individual-psychological and the social-relational nature of human growth and change.	sociocultural, historical process of meaning-making on the individual and social level.	historical process of identity formation. Exhibits an ability to analyze and examine the complex relationship between maturational processes at the individual level and sociohistorical processes at the societal level.
Understands the role of institutions and individual agency in shaping and contesting identity constructions in the in the context of social relations.	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in identity construction processes.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
Understands and appreciates issues of difference and multivocality in the educational process as they challenge identificatory formations that support social inequity and thwart human growth and change.	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

SOE STANDARD – 4 Understanding Difference
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	DOES NOT MEET (at the preservice level)	MEETS (at the preservice level)	EXCEEDS) (at the preservice level)
Understands that social relations of race, ethnicity, gender, social class, and sexuality as relations of power and privilege that serve the interests of dominant groups and marginalize others.	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalize privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
Understands that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individual's and groups' lived experience and social position.
Understands that educational contexts can promote particular constructs of identity that can facilitate/inhibit individual and collective expressions of difference, and reinforce relations of power and social inequity.	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

BILINGUAL/BICULTURAL STANDARD -- 5 ESL/BILINGUAL RESEARCH AND HISTORY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

ESL/Bilingual Research and History. Demonstrates knowledge of history, research, and current practice in the field of ESL/Bilingual teaching and applies this knowledge to improve teaching and learning.

	Does Not Meet	Meets	Exceeds
History	Exhibits limited or incorrect knowledge of language teaching methods and/or their historical contexts and/or use of this knowledge to design effective instruction is inadequate or inappropriate	Demonstrate knowledge of language teaching methods in their historical contexts and use this knowledge to design effective instruction.	Candidates use their extensive knowledge of the research and evolution of the field of ESL/Bilingual education to make instructional decisions and conduct their own classroom-based research.
Laws and Policies	Demonstrate limited or incorrect knowledge of the evolution of laws and policy in the ESL/Bilingual profession and/or use of this knowledge to design effective instruction is inadequate or inappropriate.	Demonstrate knowledge of the evolution of laws and policy in the ESL/Bilingual profession and use this knowledge to design effective instruction.	Demonstrate extensive knowledge of the evolution of laws and policy in the ESL/Bilingual profession and design ESL/bilingual instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.

BILINGUAL/BICULTURAL STANDARD -- 6 DESCRIBING LANGUAGE – Language Components
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Describing Language – Language Components   Demonstrates understanding of language as a system and a high level of competence in helping ESOL students acquire and use the components of the language system.

	Does Not Meet	Meets	Exceeds
Phonology	Knowledge of phonology is insufficient and/or application of knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English is inadequate or inappropriate.	Applies basic knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.	Knowledge of phonology is through and deep and application of knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English is highly effective.
Morphology	Knowledge of morphology is insufficient and/or application of knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English is inadequate or inappropriate.	Applies basic knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English.	Knowledge of morphology is through and deep and application of knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English is highly effective.
Syntax	Knowledge of syntax is insufficient and/or application of knowledge of syntax (phrase and sentence structure) to assist ESOL students' development of oral and literacy skills in English is inadequate or inappropriate	Applies basic knowledge of syntax (phrase and sentence structure) to assist ESOL students' development of oral and literacy skills in English	Knowledge of syntax is through and deep and application of knowledge of syntax (phrase and sentence structure) to assist ESOL students' development of oral and literacy skills in English is highly effective
Semantics	Knowledge of semantics is insufficient and/or application of understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English is inadequate or inappropriate.	Applies basic understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.	Knowledge of semantics is through and deep and application of understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English is highly effective.
Pragmatics	Knowledge of pragmatics is insufficient and/or application of knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and for a variety of purposes in spoken and written language is inadequate or inappropriate	Applies basic knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and for a variety of purposes in spoken and written language	Knowledge of pragmatics is through and deep and application of knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and for a variety of purposes in spoken and written language is highly effective

BILINGUAL/BICULTURAL STANDARD -- 7 DESCRIBING LANGUAGE – Linguistic Repertoire
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Describing Language – Linguistic Repertoire Demonstrates understanding of language as a system and a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

	Does Not Meet	Meets	Exceeds
Oral Language	Attempts to help ESOL students develop social and/or academic language skills in English are limited or inappropriate	Helps ESOL students develop social and academic language skills in English.	Ability to help ESOL students develop both social and academic language skills in English is extensive, research-based, and highly effective
Written Language	Attempts to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English are limited or inappropriate	Helps ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.	Ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English is extensive, research-based, and highly effective
Dialects	Understanding of the nature and value of World Englishes and dialect variation is limited, and/or attempts to build on the language that ESOL students bring in order to extend their linguistic repertoire are inadequate or inappropriate.	Understands the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.	Understanding of the nature and value of World Englishes and dialect variation is thorough and deep, and ability to build on the language that ESOL students bring in order to extend their linguistic repertoire is research-based and highly effective
Linguistic Resources	Attempts to locate and use linguistic resources to learn about the structure of English and of students' home languages are limited or reluctant and/or resources are inappropriate.	Locates and uses linguistic appropriate resources to learn about the structure of English and of students' home languages.	Attempts to locate and use linguistic resources to learn about the structure of English and of students' home languages are proactive and extensive and resources are highly appropriate.
English Proficiency	Proficiency in English is inadequate and/or attempts to serve as a good language model for ESOL students are limited.	Demonstrates proficiency in English and serves as a good language model for ESOL students.	Proficiency in English is extensive and highly accurate and serves as an outstanding language model for ESOL students.

BILINGUAL/BICULTURAL STANDARD -- 8 LANGUAGE ACQUISITION & DEVELOPMENT – SUPPORT FOR LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Acquisition and Development – Support for Learning. Understands and applies concepts, theories, research, and practice to support the acquisition of a primary and a new language in and out of classroom settings.

	Does Not Meet	Meets	Exceeds
Learning Environment	Has difficulty creating a secure, positive, and motivating learning environment.	Creates a secure, positive, and motivating learning environment.	Creates an exceptionally positive and motivating learning environment in which a community of learners (including the teacher) feels secure enough to take chances and make mistakes in order to learn.
Current Theories	Understanding of current theories and research in language and literacy development is insufficient or incorrect and/or application of current theories and research is limited or inappropriate	Understands and applies current theories and research in language and literacy development.	Understanding of current theories and research in language and literacy development is extensive and/or application of current theories and research is highly appropriate and unusually effective
Stages of Development	Ability to recognize the processes and stages of English language and/or literacy development is inadequate and/or attempts to build on these stages are limited or inappropriate	Recognizes and builds on the processes and stages of English language and literacy development.	Ability to recognize the processes and stages of English language and literacy development is exceptional and efforts to build on these stages are highly appropriate and unusually effective
Home Languages	Recognition of the importance of ESOL students' home languages and language varieties is limited and/or attempts to build on these skills as a foundation for learning English are insufficient or inappropriate.	Recognizes the importance of ESOL students' home languages and language varieties and builds on these skills as a foundation for learning English.	Recognition of the importance of ESOL students' home languages and language varieties is exceptionally insightful and efforts to build on these skills as a foundation for learning English are enthusiastic, proactive and highly effective.
Sociocultural/Political Variables	Knowledge of sociocultural and political variables to facilitate the process of learning English is inadequate and/or attempts to apply this knowledge are insufficient or inappropriate.	Understands and applies knowledge of sociocultural and political variables to facilitate the process of learning English.	Knowledge of sociocultural and political variables to facilitate the process of learning English is extensive and application of this knowledge is highly appropriate and unusually effective
Individual Learners	Knowledge of the role of individual learner variables in the process of learning English is limited and/or attempts to apply this knowledge are insufficient or inappropriate.	Understands and applies the role of individual learner variables (age, cognitive development, literacy level in L1, personality, motivation, learning style) in the process of learning English	Knowledge of the role of individual learner variables in the process of learning English is thorough and deep and application of this knowledge is highly appropriate, unusually effective and carefully individualized.

BILINGUAL/BICULTURAL STANDARD -- 9 LANGUAGE ACQUISITION & DEVELOPMENT – STRATEGIES FOR LEARNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Acquisition and Development – Strategies for Learning. Understand and applies concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings

	Does Not Meet	**Meets**	**Exceeds**
Exposure	Understanding of the importance of a language-rich learning environment is inadequate and/or provision of rich exposure to English is insufficient.	Understands the importance of a language-rich learning environment and provides rich exposure to English.	Is thoroughly committed to creating a language-rich learning environment and provides an exposure to English is exceptionally rich and varied.
Comprehension	Input provided is too difficult and/or use of scaffolding to aid ESOL students' comprehension and production is inadequate.	Provides comprehensible input and uses scaffolding to aid ESOL students' comprehension and production.	Provides comprehensible input at precisely the appropriate developmental level and use of scaffolding to aid ESOL students' comprehension and production is highly appropriate and effective.
Expression	Understanding of the communicative, social, and constructive nature of language is limited and/or provision of regular opportunities for meaningful interaction in the classroom is inadequate.	Understands the communicative, social, and constructive nature of language and provides regular opportunities for meaningful interaction in the classroom.	Understanding of the communicative, social, and constructive nature of language is broad and deep and provision of regular opportunities for meaningful interaction in the classroom is creative and highly effective.
Feedback and Instruction	Ability to understand and monitor patterns in ESOL student language errors is limited, and/or provision of feedback is insufficient or inappropriate, and/or instructional activities are inadequate to meet learners' needs	Understands and monitors patterns in ESOL student language errors, provides effective feedback, and designs instructional activities to meet learners' needs at appropriate times	Ability to understand and monitor patterns in ESOL student language errors is strong and insightful, provision of feedback is highly effective, and instructional activities clearly meet individual learners' needs
Social Proficiency	Attempts to help ESOL students to communicate in socially and culturally appropriate ways in diverse social settings are inadequate or inappropriate.	Helps ESOL students to communicate in socially and culturally appropriate ways in diverse social settings.	Activities to help ESOL students to communicate in socially and culturally appropriate ways in diverse social settings are exceptionally well-planned and highly effective
Academic Proficiency	Attempts to help ESOL learners in developing sophisticated academic language skills in English language arts and other content areas are inadequate or inappropriate	Helps ESOL learners in developing sophisticated academic language skills in English language arts and other content areas	Activities to help ESOL learners in developing sophisticated academic language skills in English language arts and other content areas are exceptionally well-planned and highly effective
Language Learning Strategies	Attempts to model, teach, and help ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks are inadequate or inappropriate	Models, teaches, and helps ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks	Ability to model, teach, and help ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks is exceptionally strong and highly effective

BILINGUAL/BICULTURAL STANDARD --10   NATURE AND ROLE OF CULTURE
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Nature and Role of Culture. Knows, understands and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

	Does Not Meet	Meets	Exceeds
Cultural Values	Understanding and application of knowledge about cultural values and beliefs including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping is inadequate.	Understands and applies knowledge about cultural values and beliefs including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.	Understanding and application of knowledge about cultural values and beliefs including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping is exceptionally thorough and effective.
Antibias Curriculum	Understanding and application of knowledge about the effects of racism, stereotyping, and discrimination to ESL/BILINGUAL teaching and learning is limited and delivery of instruction includes insufficient antibias materials.	Understands and applies knowledge about the effects of racism, stereotyping, and discrimination to ESL/BILINGUAL teaching and learning and deliver instruction that includes antibias materials.	Understanding and application of knowledge about the effects of racism, stereotyping, and discrimination to ESL/BILINGUAL teaching and learning is exceptionally thorough and delivery of instruction that includes antibias materials is highly effective.
Home Language and Culture	Understanding and application of knowledge about home/school communication to enhance ESL/BILINGUAL teaching and build partnerships with ESOL families is limited.	Understands and applies knowledge about home/school communication to enhance ESL/BILINGUAL teaching and build partnerships with ESOL families.	Understanding and application of knowledge about home/school communication to enhance ESL/BILINGUAL teaching and build partnerships with ESOL families is exceptionally thorough and effective.
Language and Culture	Understanding and application of concepts about the interrelationship between language and culture and integrate cultural issues when teaching ESL/BILINGUAL is inadequate	Understands and applies concepts about the interrelationship between language and culture and integrate cultural issues when teaching ESL/BILINGUAL	Understanding and application of concepts about the interrelationship between language and culture and integrate cultural issues when teaching ESL/BILINGUAL is exceptionally thorough and effective.

BILINGUAL/BICULTURAL STANDARD -- 11 CULTURAL GROUPS AND IDENTITY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Cultural Groups and Identity. Knows, understands, and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

	Does Not Meet	Meets	Exceeds
Resources	Use of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms is limited and attempts to apply that learning to instruction are inadequate or inappropriate.	Uses a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and applies that learning to instruction.	Use of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms is exceptionally strong and application of that learning to instruction are highly effective
Cultural Identity	Knowledge about how an individual's cultural identity affects their ESL/BILINGUAL learning and how levels of cultural identity will vary widely among students is insufficient or incorrect and/or application of that knowledge is inadequate.	Understands and applies knowledge about how an individual's cultural identity affects their ESL/BILINGUAL learning and how levels of cultural identity will vary widely among students.	Understanding and application of knowledge about how an individual's cultural identity affects their ESL/BILINGUAL learning and how levels of cultural identity will vary widely among students are exceptionally thorough and highly effective
Home Cultures	Knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning is insufficient or incorrect and/or application of that knowledge is inadequate.	Understands and applies knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.	Understanding and application of knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning are exceptionally thorough and highly effective.
Demographic Variables	Understanding and application of knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL/BILINGUAL is insufficient or incorrect and/or application of that knowledge is inadequate.	Understands and applies knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL/BILINGUAL.	Understanding and application of knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL/BILINGUAL are exceptionally thorough and highly effective
Immigration	Understanding and application of knowledge of U.S. immigration history and patterns in teaching ESL/BILINGUAL is insufficient or incorrect and/or application of that knowledge is inadequate.	Understands and applies knowledge of U.S. immigration history and patterns in teaching ESL/BILINGUAL.	Understanding and application of knowledge of U.S. immigration history and patterns in teaching ESL/BILINGUAL are exceptionally thorough and highly effective

BILINGUAL/BICULTURAL STANDARD -- 12 PLANNING
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

12. Planning for Standards-Based ESL/BILINGUAL and Content Instruction. Knows, understands and applies concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL/BILINGUAL students.

	Does Not Meet	**Meets**	**Exceeds**
Standards	Ability to plan standards-based ESL/BILINGUAL and content instruction is limited	Plans standards-based ESL/BILINGUAL and content instruction.	Standards-based ESL/BILINGUAL and content instruction is exceptionally thorough and well-planned.
Learning Environment	Ability to plan environments that promote standards-based language learning in supportive, accepting classrooms and schools is insufficient.	Plans environments that promote standards-based language learning in supportive, accepting classrooms and schools.	Plans highly effective environments that promote standards-based language learning in exceptionally supportive, accepting classrooms and schools.
Learning Experiences	Ability to plan students' learning experiences based on assessment of language proficiency and prior knowledge is inadequate.	Plans students' learning experiences based on assessment of language proficiency and prior knowledge.	Uses multiple, carefully designed assessment of language proficiency and prior knowledge to plan individualized, highly effective, and well-designed learning experiences
Special ESL/BILINGUAL Populations	Ability to plan for particular needs of students with limited formal schooling (LFS) in their L1 is limited.	Plans for particular needs of students with limited formal schooling (LFS) in their L1.	Thoroughly understands the needs of students with limited formal schooling (LFS) and carefully and effectively plans for particular needs of in their L1.

BILINGUAL/BICULTURAL STANDARD -- 13 ESL/BILINGUAL & CONTENT INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Managing and Implementing Standards-Based ESL/BILINGUAL and Content Instruction. Knows, manages, and implements a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

	Does Not Meet	Meets	Exceeds
Standards		Organize learning around standards-based subject matter and language learning objectives.	
Authentic Uses of Language		Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	
Integration of Oral and Written Language		Provide activities and materials that integrate listening, speaking, reading, and writing.	
Listening Skills		Develop students' listening skills for a variety of academic and social purposes.	
Speaking Skills		Develop students' speaking skills for a variety of academic and social purposes.	
Oral Language and Literacy		Provide standards-based instruction that builds upon students' oral English to support learning to read and write	
Reading Skills		Provide standards based reading instruction adapted to ESOL learners.	
Writing Skills		Provide standards based writing instruction adapted to ESOL learners through a range of activities, from sentence formation to expository writing.	

BILINGUAL/BICULTURAL STANDARD – 14 RESOURCES
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Using Resources in ESL/BILINGUAL and Content Instruction. Is familiar with a wide range of standards-based materials and resources, and chooses, adapts, and uses them in effective ESL/BILINGUAL and content teaching.

	Does Not Meet	**Meets**	**Exceeds**
Culturally Appropriate Materials	Ability to select, adapt, and use culturally responsive, age appropriate, and linguistically accessible materials is limited and/or materials are inappropriate.	Selects, adapts, and uses culturally responsive, age appropriate, and linguistically accessible materials.	Selects, adapts, and uses culturally responsive, age appropriate, and linguistically accessible materials that are highly relevant, appropriate, effective .
Linguistically Appropriate Materials	Ability to select materials and other resources that are appropriate to students' developing language and content area abilities, including appropriate use of L1 is insufficient and/or materials are inappropriate.	Selects materials and other resources that are appropriate to students' developing language and content area abilities, including appropriate use of L1.	Selects instructionally effective materials and other resources that are highly relevant and appropriate to students' developing language and content area abilities, including appropriate use of L1.
Variety of Materials	Ability to employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia is inadequate and/or materials are inappropriate.	Employs an appropriate variety of materials for language learning, including books, visual aids, props, and realia.	Employs a wide variety of highly effective, relevant, and appropriate materials for language learning, including books, visual aids, props, and realia.

BILINGUAL/BICULTURAL STANDARD – 15 ISSUES OF ASSESSMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Issues of Assessment for ESL/BILINGUAL. Understands various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

	Does Not Meet	**Meets**	**Exceeds**
Purposes	Demonstrates a limited understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.	Demonstrates an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.	Demonstrates an exceptionally strong and thorough understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.
Qualities Indicators	Demonstrates an inadequate understanding of the quality indicators of assessment instruments (technical qualities of assessment; authentic and traditional assessments).	Demonstrates an understanding of the quality indicators of assessment instruments (technical qualities of assessment; authentic and traditional assessments).	Demonstrates an exceptionally thorough and detailed understanding of the quality indicators of assessment instruments (technical qualities of assessment; authentic and traditional assessments).
Limitations & Accommodations	Demonstrates an insufficient understanding of the limitations of assessment situations and/or has difficulty making accommodations for ESOL students.	Demonstrates understanding of the limitations of assessment situations and makes accommodations for ESOL students.	Demonstrates an unusually insightful and thorough understanding of the limitations of assessment situations and makes exceptionally appropriate and effective accommodations for ESOL students.
Differential Diagnosis	Ability to distinguish between and address language difference, gifted and talented, and special education needs for ESOL students is inadequate.	Distinguishes between and addresses language differences, gifted and talented, and special education needs for ESOL students.	Ability to distinguishes between address language difference, gifted and talented, and special education needs for ESOL students is especially insightful, appropriate, and effective.

BILINGUAL/BICULTURAL STANDARD – 16 LANGUAGE PROFICIENCY ASSESSMENT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Language Proficiency Assessment. Knows and uses a variety of standards-based language proficiency instruments to inform instruction and understands their uses for identification, placement, and demonstration of language growth of ESOL students.

	Does Not Meet	Meets	Exceeds
Requirements for Identification, Reclassification and Exit	Understanding and/or implementation of national and state requirements for identification, reclassification, and exit of ESOL students from language support programs is limited or incorrect.	Understands and implements national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	Understanding and implementation of national and state requirements for identification, reclassification, and exit of ESOL students from language support programs is exceptionally strong, thorough, and accurate.
Norm-Referenced Assessments	Understanding, development, and/or use of norm-referenced assessments with ESOL learners are limited, inaccurate, or inappropriate.	Understands, develops, and uses norm-referenced assessments appropriately with ESOL learners.	Understanding, development, and use of norm-referenced assessments with ESOL learners are exceptionally strong, thorough, and accurate.
Criterion-Referenced Assessments	Understanding, development, and/or use of criterion-referenced assessments appropriately with ESOL learners are limited, inaccurate, or inappropriate..	Understands, develops, and uses criterion-referenced assessments appropriately with ESOL learners.	Understanding, development, and use of criterion-referenced assessments appropriately with ESOL learners are exceptionally strong, thorough, and accurate.
Purposes of Assessment	Understanding, construction, and/or use of assessment measures for a variety of purposes for ESOL students are limited, inaccurate, or inappropriate.	Understands, constructs, and uses assessment measures for a variety of purposes for ESOL students.	Understanding, construction, and use of assessment measures for a variety of purposes for ESOL students are exceptionally strong, thorough, and accurate.
Assessment of Language and Communication Skills	Assessment of ESOL learners' language skills and communicative competence using multiple sources of information is inadequate, inaccurate, or inappropriate.	Assesses ESOL learners' language skills and communicative competence using multiple sources of information.	Assessment of ESOL learners' language skills and communicative competence using multiple sources of information are exceptionally strong, thorough, and accurate.

BILINGUAL/BICULTURAL STANDARD -- 17 USE OF ASSESSMENT FOR CLASSROOM INSTRUCTION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Use of Assessment for Classroom Instruction. Knows and uses a variety of performance-based assessment tools and techniques to inform instruction.

	Does Not Meet	Meets	Exceeds
Measuring Language Progress	Use of performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards of language competence is inadequate, inaccurate, or inappropriate.	Uses performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards of language competence.	Use of performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards of language competence is well planned and exceptionally strong, thorough, and accurate.
Measuring Content Area Learning	Use of various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development is inadequate, inaccurate, or inappropriate.	Uses various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.	Use of various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development is well planned and exceptionally strong, thorough, and accurate.
Self and Peer Assessment	Preparation of ESOL students to use self- and peer-assessment techniques when appropriate is limited or inappropriate.	Prepares ESOL students to use self- and peer-assessment techniques when appropriate.	Preparation of ESOL students to use self- and peer-assessment techniques when appropriate is exceptionally strong, thorough, and well-planned

BILINGUAL/BICULTURAL STANDARD -- 18 TECHNOLOGY I
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

	Does Not Meet	Meets	Exceeds
Knows assessment technology	Displays limited understanding of the relevance of technology to language testing.	Displays sufficient knowledge of use of technology in language testing	Displays exceptionally strong and thorough knowledge of use of technology in language testing
Uses appropriate technologies to monitor and assess student progress	Displays limited ability to find and use technology resources for designing and implementing language tests.	Is able to find and use adequate technology resources for designing and implementing language tests.	Is able to apply knowledge of technology to adapt and modify testing procedures to meet different contextual needs.
Knows appropriate instructional technology	Displays limited knowledge of appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).	Displays basic knowledge of technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).	Displays extensive knowledge of technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).
Incorporates appropriate hardware & software into learning experience	Displays limited understanding of principle usage of hardware & software	Understands primary functions of educational hardware and software for students' learning needs and is able to use technology in theoretically sound and practically adequate manner.	Is able to apply the knowledge and skill for hardware & software to meet varying needs of diverse students' population

SOE STANDARD -- 19 TECHNOLOGY II
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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Technology II. Understands and uses technology to enhance his/her teaching

	Does Not Meet (at preservice level)	Meets (at preservice level)	Exceeds (at preservice level)
Use of productivity tools for instruction or program management	Shows little or no evidence of ability to use productivity tools appropriately for instruction or program management	Appropriately uses basic productivity tools (e.g., word processing, spread sheet) for instruction or program management	Thoroughly & creatively integrates a variety of productivity tools into instruction &/or program management repertoire
Use of technology-based resources for personal professional development	Demonstrates limited skilled use of technology resources for personal professional development &/or professional communication	Appropriately uses technology resources (e.g., Internet, email, productivity tools) to research & to communicate with other professionals	Keenly chooses & skillfully uses technology-based resources for professional research & communication with the professional community
Ethical principles in exploring, using, and sharing technology resources	Demonstrates limited or superficial awareness of the ethical principles involved in using and sharing technology resources and/or does not adhere to these principles	Demonstrates appropriate awareness of and adherence to the ethical principles involved in using and sharing technology resources	Models excellence in adhering to and or expressing awareness of the ethical principles involved in using and sharing technology resources

SOE STANDARD -- 20 INQUIRY (T&L)
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Inquiry.   Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

	Does Not Meet	Meets	Exceeds
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in education	Explains the value of reading and conducting research in education through	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in education
Key concepts	Explanation and/or use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is inadequate or incorrect	Explains and uses key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education	Explanation and use of key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education is skillful, thorough, and detailed
Ethical Issues in Inquiry	Has little awareness of ethical issues in research	Has basic awareness of ethical issues in research	Can explain ethical dilemmas in research clearly and thoughtfully
Designing inquiry	Design and/or conduct of inquiry in education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks
Evaluating existing research	Evaluative judgments about the quality of existing research in education are superficial or inappropriate	Makes meaningful evaluative judgments about the quality of existing research in education	Evaluative judgments about the quality of existing research in education are insightful and demonstrate application of strong critical thinking skills
Use of technology in research	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in education is highly appropriate and effective

BILINGUAL/BICULTURAL STANDARD -- 21 COLLABORATION
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Collaboration. Understands the role of community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

	Does Not Meet	Meets	Exceeds
Meeting the Needs of the child and understanding child development	Little or no awareness of children's needs, including cognitive, emotional, social, and physical needs; inadequately values and appreciates the importance of all aspects of children's experiences; does not or inappropriately talks with and listens to students, and does not positively address students' concerns; does not act as an advocate for students	Sufficiently aware of children's needs, including cognitive, emotional, social, and physical needs; adequately values and appreciates the importance of all aspects of children's experiences; appropriately talks with and listens to students, and positively addresses students' concerns; sufficiently acts as an advocate for students	Has a heightened awareness of children's needs, including cognitive, emotional, social, and physical needs; demonstrably values and appreciates the importance of all aspects of children's experiences; always talks with and listens to students, and positively addresses students' concerns; skillfully acts as an advocate for students
Fostering and participating in professional collaborations	Inadequately committed to developing collegial and collaborative relationships with other teachers and has little or no commitment to working with other adults in support of students' language and literacy development	Sufficiently committed to developing collegial and collaborative relationships with other teachers and is committed to working with other adults in support of students' language and literacy development	Extraordinarily committed to developing collegial and collaborative relationships with other teachers and is overtly committed to working with other adults in support of students' language and literacy development
Recognizing and developing connections between home and school	Little or no understanding of how factors in the students' home environment, including language and literacy, may influence students' lives and learning. Fails to establish respectful and productive relationships with parents and guardians in support of students' language and literacy learning.	Has an adequate understanding of how factors in the students' home environment, including language and literacy, may influence students' lives and learning. Appropriately establishes respectful and productive relationships with parents and guardians in support of students' language and literacy learning.	Has a thorough and detailed understanding of how factors in the students' home environment, including language and literacy, may influence students' lives and learning. Creatively and sensitively establishes respectful and productive relationships with parents and guardians in support of students' language and literacy learning.
Understanding the nature of community resources and developing connections between the community and the school	Little or no understanding that schools are part of larger community contexts and creatively and makes few, if any, links to students' community and to community agencies in support of students' language and literacy learning. Little or no commitment to using community resources.	Has an adequate understanding that schools are part of larger community contexts and sufficiently makes links to students' community and to community agencies in support of students' language and literacy learning. Somewhat committed to using community resources.	Thoroughly understands that schools are part of larger community contexts and creatively and consistently makes links to students' community and to community agencies in support of students' language and literacy learning. Extraordinarily committed to using community resources.

BILINGUAL/BICULTURAL STANDARD -- 22 REFLECTION & PROFESSIONAL GROWTH
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Reflection and Professional Growth.   Is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

	Does Not Meet	Meets	Exceeds
Understands the research in the field of bilingual and ESL/BILINGUAL education on language learning and on cognitive and academic development of English language learners.	Demonstrates limited understanding of the research in the field of bilingual and ESL/BILINGUAL education on language learning and on cognitive and academic development of English language learners.	Demonstrates an understanding of the research in the field of bilingual and ESL/BILINGUAL education on language learning and on cognitive and academic development of English language learners.	Demonstrates an extensive understanding of the research in the field of bilingual and ESL/BILINGUAL education on language learning and on cognitive and academic development of English language learners.
Knows where to find resources for professional development in the field.	Demonstrates a limited Knowledge of where to find resources for professional development in the field.	Knows where to find resources for professional development in the field.	Shows a heighten awareness and knowledge of the where to find resources for professional development in the field.
Understands the need to continually analyze, evaluate and use research based best practices.	Has an inadequate understanding of the need to continually analyze, evaluate and use research based best practices.	Understands the need to continually analyze, evaluate and use research based best practices.	Displays a well developed understating of the need to continually analyze, evaluate and use research based best practices.

BILINGUAL/BICULTURAL STANDARD -- 23. ADVOCACY
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Advocacy. Serves as professional resources to all staff, including paraprofessionals, advocates for ESOL students, and builds partnerships with students' families to improve learning for all ESL/BILINGUAL students.

	Does Not Meet	Meets	Exceeds
Commitment to Advocacy	Commitment to creating the circumstances and environment that support ESOL student and family empowerment is limited or reluctant	Is committed to creating the circumstances and environment that support ESOL student and family empowerment	Commitment to creating the circumstances and environment that support ESOL student and family empowerment is exceptionally strong and proactive
Advocates for Students and Families	Attempts to advocate for and serve as language and education resources for students and families in their schools and communities are inadequate.	Advocates for and serves as language and education resources for students and families in their schools and communities.	Ability to advocate for and serve as language and education resources for students and families in their schools and communities is exceptionally strong and proactive
Professional Resource	Attempts to serve as professional resource personnel in their educational communities are insufficient.	Serves as professional resource to personnel in their educational communities.	Ability to serve as professional resource personnel in their educational communities is exceptionally strong and proactive
Access to Resources	Attempts to advocate for ESOL students' access to all available academic resources, including instructional technology are limited.	Advocates for ESOL students' access to all available academic resources, including instructional technology.	Ability to advocate for ESOL students' access to all available academic resources, including instructional technology is exceptionally strong and proactive

BILINGUAL/BICULTURAL STANDARD -- 24 PROEFESSIONAL CONDUCT
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Professional Conduct. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.

	Does Not Meet	Meets	Exceeds
Understands what constitutes the professional standards for ESL/BILINGUAL/Bilingual teachers	• Displays inadequate knowledge and skills to become informed language teaching professionals • Displays the lack of motivation and attitude to become responsible language teaching professionals	• Understands the core principles and knowledge behind the standards for informed language teaching professionals • Displays commitment and willingness to improve one's conduct as language professionals	• Displays exceptional knowledge and exemplary skills as effective and informed practitioners • Displays exemplary attitudes and commitment to improve the life of ESL/BILINGUAL/Bilingual students
Displays the type of leadership that are conducive for improving the learning and well-being of ESL/BILINGUAL/Bilingual students	• Exhibits limited leadership qualities to guide learning process of ESL/BILINGUAL/Bilingual students	• Exhibits the leadership quality that recognizes the needs of ESL/BILINGUAL/Bilingual students and that improves learning experience for ESL/BILINGUAL/Bilingual students	• Exhibits the exceptional leadership qualities that not only improves the life of ESL/BILINGUAL/Bilingual students but also is conducive for professional dialogue and collaboration