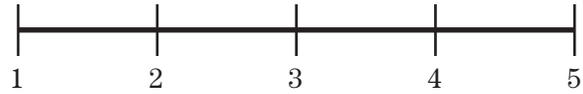


Handout 1.1: Self-Assessment

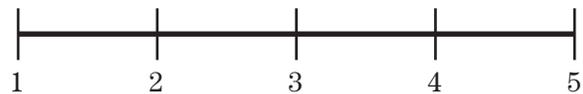
Adapted from the TESOL (2003)

Rate each statement on a 1–5 scale. 1=strongly disagree, 2= disagree, 3=somewhat disagree, 4=agree, 5=strongly agree

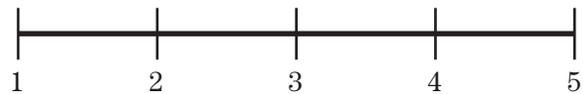
1. I know how to apply knowledge of English sounds, structures, and uses to help students read, write, and speak for communication and interaction.



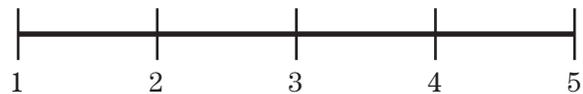
2. I can help students from culturally and linguistically diverse backgrounds acquire and use English for both social and academic purposes.



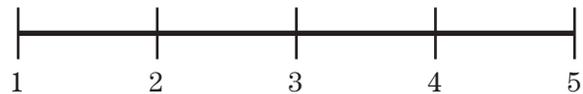
3. I understand the role of cultural values, identity, and practices in language development and academic achievement, and I can draw on this knowledge to support student learning.



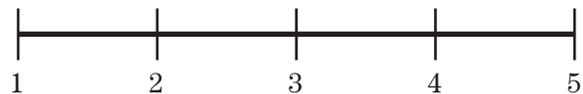
4. I know how to plan standards-based instruction for multilevel classrooms with learners from diverse backgrounds.



5. I know how to implement a variety of standards-based teaching strategies for developing English listening, speaking, reading, and writing.

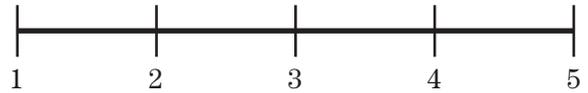


6. I know how to support English learners' access to all content areas by teaching language through academic content.

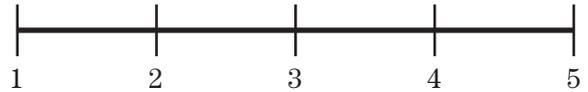


Handout 1.1: Self-Assessment (continued)

7. I know how to differentiate instruction based on students' English proficiency, learning styles, and prior educational experiences and knowledge.



8. I understand the various issues of assessment as they affect ELLs' learning (e.g., special education testing, cultural and linguistic bias, difference between language proficiency and other types of assessment).



9. I know and can use a variety of standards-based, ongoing formative and summative assessment tools to inform instruction in the classroom.

