Criteria for Receiving the SIT TESOL Certificate
Participants will meet the following course requirements:

Attendance
Attend all course sessions. In event of an illness or emergency, participants must notify a trainer as soon as possible and must make up all missed work and any practice teaching sessions. (If more than 2 days are missed for any reason, the participant must withdraw from the course.[1])

Observable Classroom Teaching Skills
Participants must demonstrate the following teaching skills during the course
- o Identify and appropriately respond to students' needs, interests, levels and cultural backgrounds.
- o Demonstrate an understanding of the learning and teaching process in written assignments, workshop discussions and post-teaching feedback and reflection.
- o Structure activities for a learner-centered focus.
- o Create opportunities for students to demonstrate what they have learned at each stage of the lesson.
- o Reflect on teaching in terms of student learning.
- o Plan and teach a lesson using a productive skills teaching framework (e.g. Presentation, Practice, Use; Task Based Learning; Test, Teach, Test) so that activities in each stage are appropriate to the stage and build logically toward student learning from Awareness to Accuracy and then Fluency.
- o Plan and teach a receptive skills focused lesson using the PDP (Pre, During, Post) framework so that activities in each stage are appropriate to the stage and build logically toward student learning.

Written Work
- Successfully complete the following minimum course assignments:
  (There may be additional work as assigned by the site).
  - o 1 Language analysis paper
  - o 3 Extended reflections
  - o 1 Self-assessment form (completed 3 times during the course)
  - o 1 Course portfolio
  - o 1 Survival Kit
  - o 1 Course evaluation form
  - o Lesson plans for each session taught in practice teaching
  - o Summary of selected documents in portfolio

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[1] On extensively run courses, "2 days" is equal to 14 hours of course sessions.

- Meet requirements of assignments in terms of length, format and content.
- Submit work on time, or within the course-approved timetable as agreed upon with the trainer.
- Explore ideas in-depth, providing supportive examples from the course and from life.

Course Sessions
- Participate actively in all aspects of the course: workshops, lesson planning, practice teaching/observation of practice teaching, and post-teaching feedback.
- Maintain respectful and supportive relations with others.

Language Ability
- Express self clearly and accurately in all aspects of the course, oral and written.
- Demonstrate mastery of English so as to be credible for teaching advanced level ESOL students (i.e. fluency, pronunciation, and grammatical accuracy).

Observable Classroom Teaching Skills Explained
> The trainer(s) will observe participants demonstrating the following skills during the course:

Skill	Behavior that demonstrates the skill
Identify and appropriately respond to students' needs, interests, levels and cultural backgrounds.	- Develop lessons that recycle and build upon what was learned in previous lessons and re-teach what was unclear or not yet mastered. - Personalize material so that it addresses the reality of the students' lives (their names, countries, jobs, interests, experiences, etc.) Provide opportunities for the students to share their cultures. - Plan and teach lessons which include a variety of sensory modalities (visual, audio, kinesthetic, tactile) and which address a variety of learning preferences. - When teaching, make observable adjustments to lesson plan, which reflect an awareness of students' immediate needs.
Demonstrate an understanding of the learning and teaching process in written assignments, workshop discussions and post-teaching feedback and reflection.	Discuss what helps and hinders learning regarding significant themes such as, but not limited to: goals and objectives, errors and error correction, praise and encouragement, scaffolding, repetition and practice, learning styles and strategies, lesson staging, instructions, feedback on performance, peers, group work, assessment

Structure activities for a learner-centered focus.	• Allow students sufficient time • Structure a variety of activities so that students can work on their own, in pairs and in small groups
Create opportunities for students to demonstrate what they have learned at each stage of the lesson.	• Write lesson objectives in terms of what the students will be able to do with the new material by the end of the lesson. *(SWBAT + observable /action verb that describes how the students will show they learned at the end of the lesson)* • Plan/prepare and teach activities in order to observe student actions that clearly demonstrate what students are learning.
Reflect on teaching in terms of student learning.	• In post-teaching feedback and written extended reflections, make reasonable links between the effectiveness of the teaching and observable student learning for individual students and the group as a whole, i.e. what helped and what hindered student learning and why. • In post-teaching feedback and written extended reflections, identify whether lesson objectives were met as evidenced by student behavior.

Skill	Behavior that demonstrates the skill
Plan and Teach a lesson using a productive skills teaching framework (e.g. Presentation, Practice, Use; Task Basked Learning; Test, Teach, Test) so that activities in each stage are appropriate to the stage and build logically toward student learning Awareness to Accuracy and then Fluency.	**AWARENESS**: The meaning of new material/language is conveyed to students (inductively or deductively) material in a way that is clear and gives them the opportunity to interact with it and demonstrate in some way (not necessarily by producing the language) that they have understood, i.e. answering simple Yes/No or Wh- questions, pointing or marking correct pictures or replies, ordering pictures, matching items, deducing and explaining rules or concepts, and creating questions. **ACCURACY**: Students work with the material in a controlled, focused way to help them develop accuracy, build confidence and move toward fluency. Activities begin as more controlled: repetition, copying, info. gaps, picture card games, simple fill-ins (word, dialog, gesture, strategy). Activities next move to being freer or more complex, such as question-answer exercises where students are restricted to a particular topic or certain vocabulary items. **FLUENCY**: Students have a clear opportunity to use the target language or skill to complete a communicative task. Students apply the target language to a "real world" context and develop fluency skills. Activities allow for student learning to be demonstrated as defined by the lesson objective. Common activities include role plays, student spiels, personal reactions, discussions, and games
Plan and Teach a receptive skills focused lesson using the PDP (Pre, During, Post) framework so that activities in each stage are appropriate to the stage and build logically toward and aid observable student learning.	**PRE**: The teacher builds schema and introduces new language as needed to prepare students for successful listening or reading. Students clearly demonstrate that they are prepared for the first listening/reading of the text. **DURING**: Students complete multiple tasks that move from a general to specific focus in order to deepen their understanding of the text and develop specific listening/reading skills, such as reading/listening for gist or specifics, skimming and scanning, or using context clues. Students demonstrate, through engagement in multiple

	listenings/readings, a deepened understanding of the text. **POST**: Students engage in clear, focused activities that expand on content or language from the text using other skills, i.e. grammar, speaking, writing.
Present language clearly	• (Planned and from student questions) and check comprehension so that students show (not just say) that they understand the form and meaning of the vocabulary. • Check students' comprehension to be sure that form and meaning are understood. ("Use" should also be made clear if it is part of the objective or if it is a significant part of the grammar point.)
Elicit	Information, ideas and answers from students, as opposed to providing them
Give clear instructions	Use modeling and visuals (as well as other appropriate techniques) and check comprehension.
Monitor	Pairs and group work in order to assist with the task and language issues (like explaining vocabulary) and to treat errors/mistakes or note them for later treatment.
Treat errors/mistakes	That are the target of the lesson or of past lessons so that students' work is focused on pertinent material (as opposed to having students produce completely error-free language). Error correction techniques should guide students toward self-correction (followed by peer correction if help is needed) before the teacher steps in to correct.