



Practicum Waiver Policy for the ESOL or ESOL/Bilingual Endorsement

A candidate may request that the practicum and work sample be waived based on a minimum of one year of successful classroom teaching (at least half time) in an identified ESOL setting. This includes working in a classroom with at least 20% English Language Learners (ELLs). If the candidate is seeking the ESOL/Bilingual endorsement, the setting must be a bilingual classroom (e.g., transitional bilingual or dual-language). **The waiver will only be granted after the candidate completes all coursework towards the ESOL endorsement and obtains a passing score on the ESOL NES exam.** The following documentation must be received by the ESOL/Bilingual Coordinator before the waiver can be granted:

1. a letter from the candidate's school principal (or another qualified administrator) describing the effectiveness of the candidate's teaching abilities and overall skills in serving the needs of ELL students, the length of the teaching assignment, and the percentage of ELLs in the candidate's classroom. The letter should be written on the school's letterhead.
2. a formal observation completed by a qualified administrator or an ESOL-endorsed colleague. The attached observation form must be used.
3. a reflective paper (4-5 pages) written by the candidate based on a unit of instruction taught in his/her classroom. The reflective paper must include four sections:
 - **Description of classroom setting:** Provide information on number of ELL students, curriculum & programs, their native languages and their ELP levels, how the ELP level was determined (ELPA, Woodcock-Munoz, ADEPT), history/background/strengths/weaknesses of the ELL students, how their needs are being met by the teacher and support staff, etc.
 - **Description of a unit of instruction:** Discuss overall purpose of the unit, and both content and language objectives of lessons in relation to standards used. Describe the materials and sheltered strategies used to facilitate ELLs' access to grade level content.
 - **Assessment Analysis:** Analyze the results of the pre-assessment for the entire class and for the subgroup of ELLs. What did your pre-assessment tell you about your students' prior knowledge and/or skills? How did you need to adjust your teaching of the unit? Analyze the results of the post-assessment for the entire class and for the subgroup of ELLs. Include whether each intended outcome was exceeded, met, or not met. **Include charts that indicate pre & post assessment scores along with learning gains for the whole class and ELL subgroup.** Discuss assessment and instruction strategies that supported learning gains and where you could have provided more supportive strategies.
 - **Overall reflection:** Identify several successful and unsuccessful goals, objectives, lessons, experiences, activities, and assessments. What contributed to the success of those? What would have improved the unsuccessful ones? What have you learned from working with ELL students? Refer to your students' demographics. Refer to your own philosophy of education where appropriate.

Please see rubric at:

http://www.wou.edu/education/teacher_ed/esol_bilingual/practicumwaiverrubric2015.pdf

Western Oregon University
Observation of ESOL/Bilingual endorsement candidate
for the purposes of waiving the practicum requirement
(To be completed by a qualified administrator or colleague)

Name of Candidate _____
Observer _____ Observer's Position/Title: _____
School where observation was completed _____ Date of completion _____
Endorsement sought: ESOL ____ Bilingual/ESOL ____ Level: Undergraduate ____ Graduate ____
Passing score on required ESOL test(s): Total Score _____

A line is provided for the evaluator to indicate the degree of success towards each indicator. Use the scoring guide below and provide a numerical score for each of the items. Where appropriate, check the boxes of the strategies and techniques that support each indicator.

- **Initial Licensure Level: Candidates with 0-3 years of experience**
- **Continuing Licensure Level: Candidates with 3+ years of experience**

Please see updated rubric at:
http://www.wou.edu/education/teacher_ed/esol_bilingual/esolsummativerubric2015.pdf

The candidate has demonstrated the ability to plan for instruction of English language learners by:

- ____ a. Determining the **educational and language acquisition level** of students.
- ____ b. Writing clearly defined **content and language objectives** that are consistent with school, district, state and/or TESOL standards.
- ____ c. Integrating **language, content, and skills** that English language learners need to succeed in academic tasks.
- ____ d. **Scaffolding and pacing** the lesson so that appropriately sequenced tasks reinforce and build on each other.
- ____ e. Designing group activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.
- partners small groups whole class
- heterogeneous homogenous
- ____ f. Providing **student-centered activities** with sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing).
- ____ g. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.
- ____ h. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- ____ i. Incorporating **technologies** to benefit ELLs, when applicable.
- ____ j. Planning meaningful lessons, infusing concepts of **multicultural and social justice** when possible.

Comments:

The candidate has demonstrated the ability to shelter and implement instruction for English language learners by:

_____ a. Using adjusted “**teacher talk**,” or appropriate speech for students’ academic and developmental proficiency level.

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> enunciates | <input type="checkbox"/> longer pauses | <input type="checkbox"/> simplifies sentence structure |
| <input type="checkbox"/> wait time | <input type="checkbox"/> non-verbal cues | <input type="checkbox"/> avoids idioms, slang, and pronouns |
| <input type="checkbox"/> repetition | <input type="checkbox"/> models standard English | <input type="checkbox"/> has students repeat directions |

_____ b. Meeting the needs of various **learning styles**.

Visuals

- | | | |
|---|---|---|
| <input type="checkbox"/> pictures/visual realia | <input type="checkbox"/> bilingual labels | <input type="checkbox"/> graphs, maps, and reference charts |
| <input type="checkbox"/> KWL or KWHL | <input type="checkbox"/> modeled talk | <input type="checkbox"/> advance/graphic organizers |
| <input type="checkbox"/> other _____ | | |

Participatory

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> realia | <input type="checkbox"/> manipulatives | <input type="checkbox"/> bilingual books or inclusion of L1 |
| <input type="checkbox"/> TPR | <input type="checkbox"/> shared reading | <input type="checkbox"/> interactive read aloud |
| <input type="checkbox"/> other _____ | | |

_____ c. **Building background** to link new concepts.

- | | | |
|---|---|--|
| <input type="checkbox"/> preview/review | <input type="checkbox"/> accessing prior learning | <input type="checkbox"/> discussing personal experiences |
|---|---|--|

_____ d. Introducing and emphasizing necessary **vocabulary and academic English**.

- | | | |
|--|-------------------------------------|---|
| <input type="checkbox"/> vocabulary charts | <input type="checkbox"/> word walls | <input type="checkbox"/> writing/highlighting key words |
| <input type="checkbox"/> visual scaffolding, vocabulary role play, vocab. processing, language focus lessons | | |

_____ e. Using a variety of **question types**.

- | | |
|--|---|
| <input type="checkbox"/> leveled questions | <input type="checkbox"/> known-answer/direct as well as inferential questions |
|--|---|

_____ f. Employing a variety of **instructional and organizational strategies**.

- | | | |
|---|---|--|
| <input type="checkbox"/> cooperative learning | <input type="checkbox"/> learning centers | <input type="checkbox"/> integrated/thematic curriculum projects |
| <input type="checkbox"/> drama/role-play | <input type="checkbox"/> other _____ | |

_____ g. Concluding the lesson with a **comprehensive review**.

- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> key vocabulary | <input type="checkbox"/> key concepts | <input type="checkbox"/> relevance of subject matter |
| <input type="checkbox"/> other _____ | | |

Comments:

The candidate has demonstrated the ability to evaluate performance of ELLs by:

- _____ a. Checking for understanding during lesson.
 - questioning strategies discussion formats activities and assignments
- _____ b. Consistently using students' responses to refine or adjust pacing of lesson.
- _____ c. Circulating room to monitor student work.
- _____ d. Giving specific and ongoing praise and feedback.
- _____ e. Applying a variety of assessments:
 - informal formative norm-referenced
 - formal summative criterion-referenced
- _____ f. Utilizing informal assessment to guide instruction and reteaching within the lesson, when applicable.

The candidate has demonstrated the ability to establish a classroom climate conducive to learning by:

- _____ a. Using predictable routines and signals to communicate expectations.
- _____ b. Lowering the affective filter of second language learners.
- _____ c. Sensitive error correction (of meaning before form, as appropriate).
- _____ d. Valuing home cultures through use of culturally relevant curricula and pedagogy.
- _____ e. Providing positive and specific feedback for appropriate behavior.
- _____ f. Monitoring student conduct and taking appropriate action for misbehavior.
- _____ g. *Fostering opportunities to use native language with peers or adults. (in general)*

The candidate has demonstrated professional behaviors by:

- _____ a. Being dependable and conscientious in meeting work schedule and school demands.
- _____ b. Consistently exhibiting respect, understanding, and sensitivity toward cultural heritages and community values.
- _____ c. Seeking, accepting, and utilizing constructive feedback for professional growth.
- _____ d. Self-assessing own performance in terms of strengths and weaknesses through a variety of reflective practices.
- _____ e. *Working to understand community needs and cultural practices. (in general)*

Comments/Suggestions for next lesson(s):

Observer's printed name and signature _____

Candidate's printed name and signature _____