Assessment of Candidate Waiving the ED 609 Practicum for the English for Speakers of Other Languages (ESOL) or Bilingual/ESOL Endorsement

Name of Candidate	School at which pra	acticum waiver was completed	d b	
Formal Observation completed by	Date of completion	Letter from Principal/Ac	dministrator	_ Date received
Title of Self-Analysis Paper	Endo	rsement sought: ESOL	Bilingual/ESOL	Language (if Bilingual):
Passing scores on required ESOL test:	Licensure Level:Initial (Can	didates with 0-3 years of expe	erience)Continuing	(Candidates with 3+ years of exp.)

Description of Classroom Setting

Not	Does Not Meet Standard		Developing Proficiency	Proficient Relative to	Exceeds Standards	Distinguished
Observed	(DNM)		Toward Standard (DP)	Standards (PR)	(E)	(D)
N/O	1	2	3	4	5	6
N/O	No or little evid understanding classroom factor relevant to teach learning. No or evidence of unof characteristic class as a who ELL subgroup (primary langual levels, students backgrounds, sand needs). No includes stereot knowledge of scharacteristics.	of school or ors that are ching and little derstanding cs of the ale and the in particular ages, ELP s' strengths of effort or otypical student	Attempts to identify and explain one or two school and classroom factors that are relevant to teaching and learning. Attempts to identify and explain one or two characteristics of the class as a whole and the ELL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).	Identifies, explains, and analyzes the most salient school and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes the most salient characteristics of the class as a whole and the ELL subgroup in particular (primary? languages, ELP levels, students' backgrounds, strengths and needs).	Identifies, explains, and analyzes several school and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes several characteristics of the class as a whole and the ELL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).	Identifies, explains, and analyzes in depth the school and classroom factors that are relevant to teaching and learning. Identifies, explains and analyzes in depth characteristics of the class as a whole and the ELL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).

Description of Unit of Instruction

Not	Does Not Meet Standard		Developing Proficiency	Proficient Relative to	Exceeds Standards	Distinguished
Observed	(DNM)		Toward Standard (DP)	Standards (PR)	(E)	(D)
N/O	1	2	3	4	5	6
	No or little evi	idence that	Attempts to demonstrate	Demonstrates appropriate	Demonstrates consistent	Demonstrates deep
	the purpose a	ınd	understanding of the	understanding of the	understanding of the	understanding of the
	importance of		purpose and importance of	purpose and importance of	purpose and importance of	purpose and importance of
	and skills to b		the content and skills to be	the content and skills to be	the content and skills to be	the content and skills to be
	given linguisti		learned, given linguistic	learned, given linguistic	learned, given linguistic	learned, given linguistic
	cultural needs		and socio-cultural needs of	and socio-cultural needs of	and socio-cultural needs of	and socio-cultural needs of
	understood. 0		ELLs. Attempts to align	ELLs. Content and	ELLs. All content and	ELLs. All content and
	aligned with a		content and language	language goals/objectives	language goals/objectives	language goals/objectives
	standards. Co		goals/objectives with	are aligned with	are closely aligned with	are tightly aligned with
	language obje		appropriate standards.	appropriate standards.	appropriate standards.	appropriate standards.
	not appropria		Content and language	Content and language	Content and language	Content and language
	characteristic	•	objectives are somewhat	objectives are appropriate	objectives demonstrate	objectives demonstrate
	knowledge, a		appropriate for student	for student characteristics,	knowledge of student	deep knowledge of student
	evidence of v	•	characteristics, prior	prior knowledge, and skills.	characteristics, prior	characteristics, prior
	cognitive and	•	knowledge, and skills. Most	All objectives include	knowledge, and skills. All	knowledge, and skills. All
	levels, or in s	•	objectives include only a	several sheltered	objectives include a variety	objectives include a wide
	demonstrate	•	few sheltered strategies to	strategies to	of sheltered strategies to	range of sheltered
		ress functions	facilitate/demonstrate	facilitate/demonstrate	facilitate/demonstrate	strategies to
	in the unit.		learning. Addresses only a	learning. Addresses	learning. Addresses a	facilitate/demonstrate
			few functions in the unit	several functions in the unit	variety of functions in the	learning. Addresses a wide
			that are based on student	that are based on student	unit that are based on	range of functions in the
			needs.	needs.	student needs.	unit that are based on
						student needs.

Assessment Analysis

Not	Does Not Meet Standard	Developing Proficiency	Proficient Relative to	Exceeds Standards	Distinguished
Observed	(DNM)	Toward Standard (DP)	Standards (PR)	(E)	(D)
N/O	1 2	3	4	5	6
	No or little evidence of	Includes an analysis of	Includes an analysis of	Includes an analysis of	Includes an analysis of
	analysis of progress of	progress of ELLs towards	progress of ELLs towards	progress of ELLs towards	progress of ELLs towards
	ELLs towards meeting the	meeting some of the	meeting most of the	meeting all of the content	meeting all of the content
	content and language	content and language	content and language	and language goals and	and language goals and
	goals and objectives in the	goals and objectives in the	goals and objectives in the	objectives in the unit.	objectives in the unit.
	unit. Interpretation of data	unit. Interpretation of data	unit. Interpretation of data	Interpretation of data is	Interpretation of data is
	is somewhat inaccurate;	is somewhat accurate;	is mostly accurate;	accurate; conclusions are	highly accurate;
	conclusions are not	conclusions are supported	conclusions are supported	supported by a variety of	conclusions are supported
	supported by sources of	by one or two sources of	by several sources of	sources of evidence,	by a wide range of sources
	evidence. Does not provide	evidence, including	evidence, including	including formative	of evidence, including
	an analysis of the factors	formative assessments.	formative assessments.	assessments. Provides a	formative assessments.
	contributing to ELLs'	Provides a limited analysis	Provides an analysis of the	clear analysis of the factors	Provides a thorough
	success or lack thereof.	of the factors contributing	factors contributing to	contributing to ELLs'	analysis of the factors
		to ELLs' success or lack	ELLs' success or lack	success or lack thereof.	contributing to ELLs'
		thereof.	thereof.		success or lack thereof.

Overall Reflection

Overall Refl				· · · · ·	5 1.11.1.1
Not	Does Not Meet Standard	Developing Proficiency	Proficient Relative to	Exceeds Standards	Distinguished
Observed	(DNM)	Toward Standard (DP)	Standards (PR)	(E)	(D)
N/O	1 2	3	4	5	6
	No or little evidence of	Attempts to reflect upon	Reflects upon several	Reflects upon a variety of	Reflects upon a wide range
	reflection upon	experiences; begins to	experiences; shows	experiences; shows clear	of experiences; shows
	experiences; does not	show understanding of the	understanding of the total	understanding of the total	deep understanding of the
	show understanding of the	total teaching process	teaching process through	teaching process through	total teaching process
	total teaching process;	through the use of a few	the use of several specific	the use of a variety of	through the use of a wide
	does not use specific	specific details and	details and examples.	specific details and	range of specific details
	details and examples.	examples. Attempts to	Evaluates the effectiveness	examples. Clearly	and examples. Evaluates
	Does not evaluate the	evaluate the effectiveness	of several of ESOL	evaluates the effectiveness	the effectiveness of a wide
	effectiveness of ESOL	of a few ESOL strategies,	strategies, reflecting on	of a variety of ESOL	range of ESOL strategies
	strategies. Does not reflect	reflecting on what went	what went well, what was	strategies, reflecting on	in depth, reflecting on what
	on what went well, what	well, what was learned,	learned, and what could	what went well, what was	went well, what was
	was learned, or what could	and what could have been	have been done differently	learned, and what could	learned, and what could
	have been done differently	done differently to improve	to improve own teaching	have been done differently	have been done differently
	to improve own teaching	own teaching and ELLs'	and ELLs' learning.	to improve own teaching	to improve own teaching
	and ELLs' learning.	learning.	Provides a limited	and ELLs' learning. Clearly	and ELLs' learning.
			discussion of own	discusses own philosophy	Thoroughly discusses own
			philosophy of education,	of education, including	philosophy of education,
			including theoretical	significant theoretical	including significant
			concepts, relevant	concepts, relevant	theoretical concepts,
			research, and scholars	research, and scholars	relevant research, and
			who influenced the	who influenced the	scholars who influenced
			teaching of the unit.	teaching of the unit.	the teaching of the unit.

Average Score: S	tudents need a minimum score of 3 for initial licensure and 5 for continuing licensure in each category above to pass the ESOL practicum.
The student has Met	Not Met the requirements of the practicum.
Signature of WOU Evaluator	Date