

Candidate Name \_\_\_\_\_

College of Education

# Practicum Guide

For Adding  
an  
ESOL Endorsement



Western Oregon  
UNIVERSITY

*(Revised Fall 2017)*

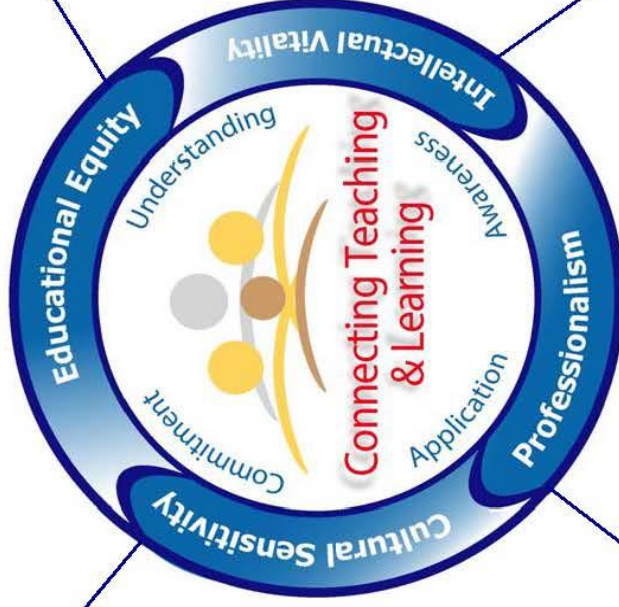
# College of Education Conceptual Framework

*Connecting teaching and learning requires a team of professionals working through states of development, resting upon core values and principles.*

**Cultural Sensitivity**  
Our educator programs value and model the broadest range of diversity and human identity. We believe strength and wisdom are found through seeking multiple perspectives, actively pursuing a diverse culture, and expanding our individual capacities for compassion, situational awareness, and self-knowledge in ways that support connecting teaching and learning.

**Connecting Teaching & Learning**  
*First, our goal as teacher educators is to assure our teaching efforts result in deep, meaningful learning on the part of our teacher candidates.*

**Professionalism**  
Our educator programs value and model a rich sense of professionalism including the development of leadership capacities, professional engagement, and lifelong learning. We are committed to modeling, mentoring, and demonstrating a commitment to these values in ways that support connecting teaching and learning.



**Educational Equity**  
Our educator programs value and model the inalienable human right of educational equity. We believe in ethical commitments to access, fairness, justice, and opportunity for all. We strive to eliminate barriers in ways that support access and contribute to connecting teaching and learning.

**Connecting Teaching & Learning**  
*Second, the teaching actions of our candidates should result in deep, meaningful learning on the part of P-12 students.*

**Intellectual Vitality**  
Our educator programs value and model a rich, intellectual community focused on inquiry, excellence, adaptability, and continuous improvement. We seek to understand our practices and capacities and demonstrate a willingness to grow in ways that contribute to connecting teaching and learning.

## States of Development

**Awareness:** Building on current knowledge about how learning occurs, candidates must first become aware and confront problems, issues, or concepts, including their own naïve conceptions, before moving on to more sophisticated understandings (Bransford, Brown & Cocking, 2000; Portes, 1996; Smith, diSessa & Rochelle, 1993; Strike & Posner, 1985). Foundations courses and early field experiences are common settings in which awareness building is likely the goal as candidates move toward the goal of connecting teaching and learning.

**Understanding:** After establishing appropriate readiness through awareness activities, candidates must build deep, flexible understandings of key concepts, theories, routines, and skills necessary to connect teaching and learning (Bransford, Brown & Cocking, 2000; Brown, Collins & Duguid, 1989; Woolfolk, 2001). Methods courses and early student teaching experiences are commonly designed to help students build understanding.

**Application:** Commonly pursued concurrently with understanding goals, application requires candidates demonstrate what they know and are able to do in authentic settings (Anderson, Reder & Simon, 1996; Lave & Wenger, 1991; Resnick, 1987). Through the work sample process and student teaching experiences, candidates demonstrate the application of skills necessary to effectively connect their teaching to P-12 student learning.

**Commitment:** Ultimately, our efforts in teacher preparation should result in candidates' long-term commitment to the goal of connecting teaching and learning (Freeman, 1991; Kennedy, 1999). Capstone and other summative program experiences should adopt commitment as one key goal.





## College of Education

### Key Concepts Underlying the Western Oregon University Conceptual Framework for assuring the Productivity and Professionalism of Teachers

<b><u>Key Concepts</u></b>	<b><u>Descriptions</u></b>
<b>Proficiency-based</b>	Candidates experience a model of standards- based teaching and learning in their preparation program and field experiences. Performance-based, authentic assessments are used for formative and summative evaluations.
<b>Seamless education</b>	Candidates understand and value the nature of teaching and learning from early childhood through adulthood. Candidates are actively engaged in continuing professional development from initial through continuing licensure programs.
<b>Diversity</b>	Candidates are prepared to teach P-12 students of diverse backgrounds, learning styles and stages of development. Candidates recognize and consider the context of the school, family and community as they implement instructional and assessment strategies.
<b>Contextual teaching and learning</b>	Candidates learn and teach using instructional models which are integrated, inquiry-based and require authentic application of knowledge. Teaching is responsive to diverse learning needs, individual interests and varied contexts.
<b>Accountability</b>	Candidates evaluate and reflect upon their effectiveness through multiple measures of their skills, knowledge and dispositions. They monitor their effect on student learning and think systematically about their practice.
<b>Intellectual vitality</b>	Candidates are prepared to be well-educated life-long learners, to continuously pursue new knowledge in their field, and to learn through inquiry and experience.
<b>Professional community</b>	Candidates are prepared to work collaboratively with colleagues, families and the community.

## Foreword

This guide was created to assist all participants in a practicum process designed to add depth or breadth to teacher licensure held by a candidate. Traditionally three or four participants are involved in the process. They are:

- **(Teacher) Candidate:** student seeking additional licensure.
- **Clinical Teacher:** a teacher currently teaching in a classroom who holds the endorsement sought by the candidate.
- **University (ESOL) Advisor:** a faculty member assigned to work with the candidate during program development, placement and development of the work sample. This person is usually a specialist in the licensure domain being sought.
- **University Supervisor:** a faculty member assigned to by the university to oversee the general education clinical experience.
- **University (Practicum) Supervisor:** an ESOL faculty member or district administrator assigned by the university to oversee the practicum experience, observe the candidate's performance, and participate in the final evaluation.

*Note: The university advisor, university supervisor and the practicum supervisor can be the same person.*

Office of Clinical Practice and Supervision  
College of Education  
Western Oregon University  
345 North Monmouth Avenue  
Monmouth, Oregon 97361  
503-838-8471



**Dear Clinical Teacher:**

Thank you for accepting the role of mentor as one of your colleagues (preservice or in-service teacher) completes the requirements for adding a new endorsement area to licensure. Under Oregon guidelines, these teachers are required to complete a practicum in the appropriate setting. We have compiled this Practicum Guide to assist you and your colleague. During this time your colleague must:

1. Complete a total of 90 clock hours in the area of the endorsement. These hours may be completed by being in the classroom full-time for three weeks or they can be spread over an entire quarter. If the hours are not completed in one quarter, a grade of Incomplete will be given until requirements are met.
2. Design, implement and report the results of one ESOL practicum project.
3. Remain in contact with the practicum supervisor and arrange for two observations in the classroom.
4. Teach small groups or total classroom lessons that you feel will best provide preparation for the new endorsement.

In your role as a clinical teacher, we ask that you do the following:

1. Observe the candidate twice using the attached forms (Observation of ESOL Endorsement Candidate)
2. Provide any guidance you see necessary in the development of the practicum project.
3. Share your knowledge of planning and implementation of lessons unique to your endorsement setting.
4. Complete a Summative Assessment of Candidate, along with the supervisor and the candidate, using the form provided later in this guide.

*In gratitude, WOU will provide you with a 25 Professional Development Unit Certificate that you can apply to your Continuing Professional Development Plan leading to renewal of your license.*

Again, thank you, and we hope this Practicum Guide provides the information you need.

For further assistance, please contact the practicum supervisor assigned to your candidate or contact me at (503) 838-8828.

Sincerely,

Dr. Marie LeJeune  
*Director of Clinical Practice and Licensure*

**Western Oregon University**  
**Clinical Teacher Demographic Form**

Your name \_\_\_\_\_

Your school \_\_\_\_\_

Your district \_\_\_\_\_

Educational degrees achieved: ☐ BA/BS ☐ MA/MS/MAT ☐ Ph.D./Ed.D.

State of Oregon license(s) and endorsement(s) held currently \_\_\_\_\_

Years of experience teaching \_\_\_\_\_

Grade levels taught during career \_\_\_\_\_

Middle level or high school subjects taught during career \_\_\_\_\_

In-service training or classes taken in supervision techniques \_\_\_\_\_

Number of WOU candidates you have had in your classroom(s) \_\_\_\_\_

Membership in professional organizations \_\_\_\_\_

*Is there anything you would like to tell us about your experiences with WOU candidates or faculty?*

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Your race \*: ☐ African American ☐ Latino/Hispanic ☐ Asian/Pacific American  
☐ Native American/Alaskan Native ☐ Caucasian ☐ Mixed ethnicity

\*Voluntary disclosure

## Context Description for Instructional Setting

Teacher Candidate	
School/District	
Term and Year	
Licensure Level ( <i>Circle</i> )	Early Childhood   Elementary   Middle   High
Clinical Teacher	
ESOL Practicum Supervisor	

### The Classroom as a Context for Teaching and Learning

\_\_\_\_\_ Grade Level(s)                      \_\_\_\_\_ Ages

\_\_\_\_\_ Class Enrollment                      \_\_\_\_\_ Number of students typically present

\_\_\_\_\_ Number of students on IEPs

\_\_\_\_\_ Number of students in pull out programs  
                     *List programs:* \_\_\_\_\_

\_\_\_\_\_ Number of students who speak language other than English  
                     *List languages:* \_\_\_\_\_

\_\_\_\_\_ Number of students who are ELs (have not been redesignated as FEP) *Circle*  
                     *proficiency levels:*  
                     Beginning   Early Intermediate   Intermediate   Early Advanced   Advanced

### Availability of Specialists and Classroom Support

*Y= Yes      N= No*

\_\_\_\_\_ Title I

\_\_\_\_\_ Special Education

\_\_\_\_\_ Instructional Assistants

\_\_\_\_\_ ESOL Specialists

\_\_\_\_\_ ESOL Resources (Community, District or School) \_\_\_\_\_

\_\_\_\_\_ Parent or Community Volunteers

\_\_\_\_\_ Other: Please describe \_\_\_\_\_

## ***WOU/ESOL Lesson Plan Template***

Name:

Date:

Grade level:

### **Title of Lesson**

### **GOAL(S)**

Content Area Standard(s) (from the CCSS, NGSS, or State):

ELP Standard(s) (For an ELD lesson, this is the **primary** focus):

### **OBJECTIVES**

What do you want students to be able to do as a result of this lesson? Objectives must be measureable.

**Content Objective(s):**

**ESOL Objective:** *[Students will be able to (language function) ... using (syntax or grammatical form)...]*

Language Function:

Syntax or Grammatical Forms *[List sentence frames for proficiency levels of ELs in your class, or choose two if hypothetical]:*

Level 1 (B):

Level 2 (EI):

Level 3 (I):

Level 4 (EA):

Level 5 (A):

Vocabulary:

Language Demand (Discourse level): *[Specify a key task or product that students will perform/create to display their learning of the language function/forms/vocabulary. This needs to involve oral or written communication organized in a way that is both coherent and cohesive]*

### **Targeted Language Modalities:**

Reading:

Writing:

Listening:

Speaking:

## **MATERIALS**

## **PROCEDURE**

(Prior to this lesson – *If necessary, describe topics covered in prior lessons which students would be reviewing during the present lesson*)

Anticipatory Set-- *Motivation or Hook or Building Background*

Modeling – *“I do”*

Group Practice – *“We do”*

Independent Practice – *“You do”*

Closure

## **DIFFERENTIATION**

*ESOL sheltered strategies are highlighted throughout the lesson procedure above (or underlined).*

## **ASSESSMENT**

Describe how your planned formal and informal assessments will provide direct evidence of students’ development in English language proficiency throughout the lesson.

Informal/Formative: *[How will you monitor and give feedback during the lesson? Be specific. Make sure you assess your language objective.]*

Plans for formal: *[Include a rubric or an explanation of how you will assess the task or product under “language demand” above. Remember that you need a formal assessment for both content and language. You can use the same product/assignment with different rubrics]*

## Lesson Planning Checklist:

### GRADUAL RELEASE OF RESPONSIBILITY

- Are the students eager to participate or know why this information is meaningful (anticipatory set)?
- Did you teach about and model what you expect them to do (content/language objectives)?
- Do students have a chance to practice in groups/pairs what you modeled for them (group practice)?
- Do your content/language objectives match the independent practice (progression)?
- Are you checking for understanding of both content and language (informal assessment)?
- Do the plans for formal assessment match the objectives and what students did for independent practice?

### ESOL – Explicit Language Instruction

- Did you teach/model the ESOL function(s) and grammatical forms?
- Do you have a place for students to practice the forms and demonstrate their understandings?
- Did you use vocabulary strategies?
- Did you include a language demand (assignment or product) that requires students to perform the language objectives at the extended discourse level?

### TARGETED LANGUAGE SKILLS

Where possible, ensure the students are actively and meaningfully using the four language skills. Is there a balance of oracy and literacy? Are productive skills combined with receptive skills?

Reading:

Writing:

Listening:

Speaking:

### MATERIALS

- Are the materials and technologies I'm using appropriate for ELLs?
- Can anything be modified to be more accessible to language learners?

### SHELTERED STRATEGIES

- Do I have strategies that benefit ELLs highlighted (sheltered strategies)?
- Do I have sheltered strategies throughout the lesson plan (ideally in each part of the procedure)?

### ASSESSMENT TOOLS

Do your assessment tools address both language and content objectives?

Are your assessment tools fair and valid for your ELs?

Do your assessment tools consider the needs of your ELs? How?

## Practicum Project for the ESOL Endorsement

Your project should include the following sections:

(note: A rubric for this project can be found on pages 36-40)

- **Description of Classroom Setting:** Provide information on the following topics:
  - number of EL students, their native languages and their ELP levels, personal and cultural assets, different support and strategies needed to address TAG, IEP, 504 needs
  - describe how the ELP levels were determined (ELPA, Woodcock-Munoz, ADEPT)
  - curriculum & programs available for EL students
  - how EL students' needs are being met by the teacher and support staff
  - additional resources available in the school and district (e.g., coaches, ESOL specialists, etc.)
  - identify and describe the particular students in your EL subgroup (3-5 students)
- **Unit Description and Lesson Plans:**
  - Discuss the overall purpose of the unit
  - Describe and justify why your instructional strategies and planned supports are appropriate for your EL students
  - Discuss how and why your assessment tools consider the needs of your ELs. Make sure that you include tools that assess both language and content goals/objectives and that are fair and valid for your ELs.
  - **Include 5 (or more) complete and consecutive lesson plans** using the WOU ESOL template (**address at least 2 functions** in your unit)
  - Include a reflection after teaching each lesson. For each reflection, answer the following questions:
    - What did your students learn in relation to the content and language objective(s)?
      - *Did your ELs meet the objectives?*
      - How do you know?
    - Did you make any changes to the lesson plan as you were teaching it?
      - *Were the sheltered strategies appropriate for the ELs?*
      - *What other support did they need during the lesson?*
    - What information did you gather from your assessment tools (both formal and informal)? How did/will this information impact your instruction?
    - What would you change about this lesson?
      - *Changes in the lesson plan?*
      - *Changes in your pedagogy?*
    - How will the results of this lesson impact your delivery of the lesson in the future?
    - What did you learn?
- **Assessment Analysis:** Analyze the results of the pre-assessment for all the ELs in your class, and highlight your subgroup. 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 all the ELs in your class, and highlight your subgroup. 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 content areas for all the ELs in your class, and highlight your subgroup. Also, include a chart that displays progress toward ESOL goals and objectives for the unit and discuss the results (this can be a checklist that indicates whether the language goals and objectives have been exceeded, met or not met).** Discuss assessment and instruction strategies that supported learning gains in both content and language and where you could have provided more support.
- **Reflective Essay:** 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. (*Graduate students must make specific references to the ESOL literature, using APA style for citations and references*).



**First Formal Observation of ESOL endorsement candidate**  
(To be completed by the clinical teacher)

Clinical Teacher \_\_\_\_\_ Date of observation \_\_\_\_\_

For explanation of rubric please see pages 32-35.

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.

Not Observed	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1 / 2	3	4	5	6

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. Lesson builds on students' everyday experiences, cultural backgrounds, and interests.
- \_\_\_\_\_ e. Pacing the lesson so that appropriately sequenced tasks reinforce and build on each other.
- \_\_\_\_\_ f. Using gradual release of responsibility to provide scaffolding in language and content instruction.
- \_\_\_\_\_ g. Designing student centered activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.  
[ ] partners [ ] small groups [ ] whole class  
[ ] heterogeneous [ ] homogenous
- \_\_\_\_\_ h. Providing sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing), with an emphasis on productive modalities (speaking, writing).
- \_\_\_\_\_ i. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.  
[ ] grammatical forms [ ] functions [ ] vocabulary  
[ ] discourse

- \_\_\_\_\_ j. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_\_\_ k. Incorporating **technologies** to benefit ELs, when applicable.
- \_\_\_\_\_ l. Planning meaningful lessons, infusing concepts of **multicultural and social justice**, when possible.

**The candidate demonstrates 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.
- ☐ enunciates                      ☐ longer pauses                      ☐ uses appropriate language load for students’ proficiency levels  
☐ wait time                      ☐ non-verbal cues  
☐ repetition                      ☐ models standard English                      ☐ has students repeat key language concepts  
☐ uses appropriate rate of speech                      ☐ modeled talk
- \_\_\_\_\_ b. Providing **visual** and **participatory** support.
- ☐ pictures                      ☐ bilingual labels                      ☐ graphs, maps, and reference charts  
☐ anchor/input charts                      ☐ advance/graphic organizers  
☐ realia  
☐ manipulatives                      ☐ bilingual books or inclusion of L1                      ☐ other \_\_\_\_\_  
☐ TPR    ☐ shared reading/writing    ☐ interactive read aloud/writing
- \_\_\_\_\_ c. Engaging students in **building background** to link new concepts.
- ☐ preview/review    ☐ accessing prior learning    ☐ discussing everyday experiences and interests  
☐ connecting to cultural background and community assets
- \_\_\_\_\_ d. Introducing and emphasizing necessary **academic English**. (vocabulary, sentence structure, discourse)
- ☐ vocabulary charts                      ☐ word walls                      ☐ writing/highlighting key words  
☐ visual scaffolding, vocabulary role play, vocab. processing, language focus lessons  
☐ strategies to develop grammatical competence, such as sentence frames  
☐ strategies to develop pragmatic and discourse competence, such as role play and letter writing  
☐ strategies to develop metalinguistic competence, such as exploring cognates and idioms

\_\_\_\_\_ e. Using a variety of **question types**.

☐ leveled questions                      ☐ known-answer/direct as well as inferential questions

\_\_\_\_\_ f. Employing a variety of **instructional and organizational strategies** that promote oracy.

☐ cooperative learning              ☐ learning centers              ☐ integrated/thematic curriculum projects

☐ drama/role-play                      ☐ inside/outside circle    ☐ other\_\_\_\_\_

☐ think-pair-share                      ☐ Socratic seminar

\_\_\_\_\_ g. Concluding the lesson with a **comprehensive review**.

☐ key vocabulary                      ☐ key concepts                      ☐ relevance of subject matter

☐ other\_\_\_\_\_

**Comments:**

**The candidate demonstrates the ability to evaluate performance of ELs in content and language 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 demonstrates 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. (in general)*

- \_\_\_\_\_ 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 demonstrates 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)*

[    ] I have read and discussed this with my Clinical Teacher: \_\_\_\_\_

**Comments/Suggestions for next lesson(s):**



**Second Formal Observation of ESOL Endorsement Candidate**  
(To be completed by the clinical teacher)

Clinical Teacher \_\_\_\_\_ Date of observation \_\_\_\_\_

For explanation of rubric please see pages 32-35.

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.

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- \_\_\_\_\_ c. Integrating **language, content, and skills** that English language learners need to succeed in academic tasks.
- \_\_\_\_\_ d. Lesson builds on students' everyday experiences, cultural backgrounds, and interests.
- \_\_\_\_\_ e. Pacing the lesson so that appropriately sequenced tasks reinforce and build on each other.
- \_\_\_\_\_ f. Using gradual release of responsibility to provide scaffolding in language and content instruction.
- \_\_\_\_\_ g. Designing student centered activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.
 

<input type="checkbox"/> partners	<input type="checkbox"/> small groups	<input type="checkbox"/> whole class
<input type="checkbox"/> heterogeneous	<input type="checkbox"/> homogenous	
- \_\_\_\_\_ h. Providing sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing), with an emphasis on productive modalities (speaking, writing).
- \_\_\_\_\_ i. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.
 

<input type="checkbox"/> grammatical forms	<input type="checkbox"/> functions	<input type="checkbox"/> vocabulary
<input type="checkbox"/> discourse		

- \_\_\_\_\_ j. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_\_\_ k. Incorporating **technologies** to benefit ELs, when applicable.
- \_\_\_\_\_ l. Planning meaningful lessons, infusing concepts of **multicultural and social justice**, when possible.

**The candidate demonstrates 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"/> uses appropriate language load for students’ proficiency levels |
| <input type="checkbox"/> wait time                       | <input type="checkbox"/> non-verbal cues         |  |
| <input type="checkbox"/> repetition                      | <input type="checkbox"/> models standard English | <input type="checkbox"/> has students repeat key language concepts                       |
| <input type="checkbox"/> uses appropriate rate of speech | <input type="checkbox"/> modeled talk            |  |
- \_\_\_\_\_ b. Providing **visual** and **participatory** support.
- |  |   |   |
|--|---|---|
| <input type="checkbox"/> pictures            | <input type="checkbox"/> bilingual labels                   | <input type="checkbox"/> graphs, maps, and reference charts |
| <input type="checkbox"/> anchor/input charts | <input type="checkbox"/> advance/graphic organizers         |   |
| <input type="checkbox"/> realia              |   |   |
| <input type="checkbox"/> manipulatives       | <input type="checkbox"/> bilingual books or inclusion of L1 | <input type="checkbox"/> other _____                        |
| <input type="checkbox"/> TPR                 | <input type="checkbox"/> shared reading/writing             | <input type="checkbox"/> interactive read aloud/writing     |
- \_\_\_\_\_ c. Engaging students in **building background** to link new concepts.
- |   |   |  |
|---|---|--|
| <input type="checkbox"/> preview/review   | <input type="checkbox"/> accessing prior learning | <input type="checkbox"/> discussing everyday experiences and interests |
| <input type="checkbox"/> connecting to cultural background and community assets |   |  |
- \_\_\_\_\_ d. Introducing and emphasizing necessary **academic English**. (vocabulary, sentence structure, discourse)
- |   |                                     |   |
|---|-------------------------------------|---|
| <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            |                                     |   |
| <input type="checkbox"/> strategies to develop grammatical competence, such as sentence frames                          |                                     |   |
| <input type="checkbox"/> strategies to develop pragmatic and discourse competence, such as role play and letter writing |                                     |   |
| <input type="checkbox"/> strategies to develop metalinguistic competence, such as exploring cognates and idioms         |                                     |   |

\_\_\_\_\_ e. Using a variety of **question types**.

☐ leveled questions                      ☐ known-answer/direct as well as inferential questions

\_\_\_\_\_ f. Employing a variety of **instructional and organizational strategies** that promote oracy.

☐ cooperative learning              ☐ learning centers              ☐ integrated/thematic curriculum projects

☐ drama/role-play                      ☐ inside/outside circle    ☐ other \_\_\_\_\_

☐ think-pair-share                      ☐ Socratic seminar

\_\_\_\_\_ g. Concluding the lesson with a **comprehensive review**.

☐ key vocabulary                      ☐ key concepts                      ☐ relevance of subject matter

☐ other \_\_\_\_\_

**Comments:**

**The candidate demonstrates the ability to evaluate performance of ELs in content and language 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 demonstrates 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. (in general)*

\_\_\_\_\_ 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 demonstrates 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)*

[    ] I have read and discussed this with my Clinical Teacher: \_\_\_\_\_

**Comments/Suggestions for next lesson(s):**



**First Formal Observation of ESOL Endorsement Candidate**  
(To be completed by the university supervisor)

University Supervisor \_\_\_\_\_ Date of observation \_\_\_\_\_

For explanation of rubric please see pages 32-35.

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.

Not Observed	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1 / 2	3	4	5	6

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. Lesson builds on students' everyday experiences, cultural backgrounds, and interests.
- \_\_\_\_\_ e. Pacing the lesson so that appropriately sequenced tasks reinforce and build on each other.
- \_\_\_\_\_ f. Using gradual release of responsibility to provide scaffolding in language and content instruction.
- \_\_\_\_\_ g. Designing student centered activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.
 

☐ partners  
☐ heterogeneous

☐ small groups  
☐ homogenous

☐ whole class
- \_\_\_\_\_ h. Providing sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing), with an emphasis on productive modalities (speaking, writing).
- \_\_\_\_\_ i. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.
 

☐ grammatical forms
 ☐ functions
 ☐ vocabulary
 ☐ discourse

- \_\_\_\_\_ j. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_\_\_ k. Incorporating **technologies** to benefit ELs, when applicable.
- \_\_\_\_\_ l. Planning meaningful lessons, infusing concepts of **multicultural and social justice**, when possible.

**The candidate demonstrates 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"/> uses appropriate language load for students’ proficiency levels |
| <input type="checkbox"/> wait time                       | <input type="checkbox"/> non-verbal cues         |  |
| <input type="checkbox"/> repetition                      | <input type="checkbox"/> models standard English | <input type="checkbox"/> has students repeat key language concepts                       |
| <input type="checkbox"/> uses appropriate rate of speech | <input type="checkbox"/> modeled talk            |  |
- \_\_\_\_\_ b. Providing **visual** and **participatory** support.
- |  |   |   |
|--|---|---|
| <input type="checkbox"/> pictures            | <input type="checkbox"/> bilingual labels                   | <input type="checkbox"/> graphs, maps, and reference charts |
| <input type="checkbox"/> anchor/input charts | <input type="checkbox"/> advance/graphic organizers         |   |
| <input type="checkbox"/> realia              |   |   |
| <input type="checkbox"/> manipulatives       | <input type="checkbox"/> bilingual books or inclusion of L1 | <input type="checkbox"/> other _____                        |
| <input type="checkbox"/> TPR                 | <input type="checkbox"/> shared reading/writing             | <input type="checkbox"/> interactive read aloud/writing     |
- \_\_\_\_\_ c. Engaging students in **building background** to link new concepts.
- |   |   |  |
|---|---|--|
| <input type="checkbox"/> preview/review   | <input type="checkbox"/> accessing prior learning | <input type="checkbox"/> discussing everyday experiences and interests |
| <input type="checkbox"/> connecting to cultural background and community assets |   |  |
- \_\_\_\_\_ d. Introducing and emphasizing necessary **academic English**. (vocabulary, sentence structure, discourse)
- |   |                                     |   |
|---|-------------------------------------|---|
| <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            |                                     |   |
| <input type="checkbox"/> strategies to develop grammatical competence, such as sentence frames                          |                                     |   |
| <input type="checkbox"/> strategies to develop pragmatic and discourse competence, such as role play and letter writing |                                     |   |
| <input type="checkbox"/> strategies to develop metalinguistic competence, such as exploring cognates and idioms         |                                     |   |

\_\_\_\_\_ e. Using a variety of **question types**.

☐ leveled questions                      ☐ known-answer/direct as well as inferential questions

\_\_\_\_\_ f. Employing a variety of **instructional and organizational strategies** that promote oracy.

☐ cooperative learning              ☐ learning centers              ☐ integrated/thematic curriculum projects

☐ drama/role-play                      ☐ inside/outside circle    ☐ other \_\_\_\_\_

☐ think-pair-share                      ☐ Socratic seminar

\_\_\_\_\_ g. Concluding the lesson with a **comprehensive review**.

☐ key vocabulary                      ☐ key concepts                      ☐ relevance of subject matter

☐ other \_\_\_\_\_

**Comments:**

**The candidate demonstrates the ability to evaluate performance of ELs in content and language 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 demonstrates 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. (in general)*

\_\_\_\_\_ 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 demonstrates 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)*

[    ] I have read and discussed this with my University Supervisor: \_\_\_\_\_

**Comments/Suggestions for next lesson(s):**



**Second Formal Observation of ESOL Endorsement Candidate**  
(To be completed by the university supervisor)

University Supervisor \_\_\_\_\_ Date of observation \_\_\_\_\_

For explanation of rubric please see pages 32-35.

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.

Not Observed	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1 / 2	3	4	5	6

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. Lesson builds on students' everyday experiences, cultural backgrounds, and interests.
- \_\_\_\_\_ e. Pacing the lesson so that appropriately sequenced tasks reinforce and build on each other.
- \_\_\_\_\_ f. Using gradual release of responsibility to provide scaffolding in language and content instruction.
- \_\_\_\_\_ g. Designing student centered activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.
 

<input type="checkbox"/> partners	<input type="checkbox"/> small groups	<input type="checkbox"/> whole class
<input type="checkbox"/> heterogeneous	<input type="checkbox"/> homogenous	
- \_\_\_\_\_ h. Providing sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing), with an emphasis on productive modalities (speaking, writing).
- \_\_\_\_\_ i. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.
 

<input type="checkbox"/> grammatical forms	<input type="checkbox"/> functions	<input type="checkbox"/> vocabulary
<input type="checkbox"/> discourse		

- \_\_\_\_\_ j. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_\_\_ k. Incorporating **technologies** to benefit ELs, when applicable.
- \_\_\_\_\_ l. Planning meaningful lessons, infusing concepts of **multicultural and social justice**, when possible.

**The candidate demonstrates 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.
- ☐ enunciates                      ☐ longer pauses                      ☐ uses appropriate language load for students’ proficiency levels  
☐ wait time                      ☐ non-verbal cues  
☐ repetition                      ☐ models standard English                      ☐ has students repeat key language concepts  
☐ uses appropriate rate of speech                      ☐ modeled talk
- \_\_\_\_\_ b. Providing **visual** and **participatory** support.
- ☐ pictures                      ☐ bilingual labels                      ☐ graphs, maps, and reference charts  
☐ anchor/input charts                      ☐ advance/graphic organizers  
☐ realia  
☐ manipulatives                      ☐ bilingual books or inclusion of L1                      ☐ other \_\_\_\_\_  
☐ TPR    ☐ shared reading/writing    ☐ interactive read aloud/writing
- \_\_\_\_\_ c. Engaging students in **building background** to link new concepts.
- ☐ preview/review    ☐ accessing prior learning    ☐ discussing everyday experiences and interests  
☐ connecting to cultural background and community assets
- \_\_\_\_\_ d. Introducing and emphasizing necessary **academic English**. (vocabulary, sentence structure, discourse)
- ☐ vocabulary charts                      ☐ word walls                      ☐ writing/highlighting key words  
☐ visual scaffolding, vocabulary role play, vocab. processing, language focus lessons  
☐ strategies to develop grammatical competence, such as sentence frames  
☐ strategies to develop pragmatic and discourse competence, such as role play and letter writing  
☐ strategies to develop metalinguistic competence, such as exploring cognates and idioms

\_\_\_\_\_ e. Using a variety of **question types**.

☐ leveled questions                      ☐ known-answer/direct as well as inferential questions

\_\_\_\_\_ f. Employing a variety of **instructional and organizational strategies** that promote oracy.

☐ cooperative learning              ☐ learning centers              ☐ integrated/thematic curriculum projects

☐ drama/role-play                      ☐ inside/outside circle    ☐ other\_\_\_\_\_

☐ think-pair-share                      ☐ Socratic seminar

\_\_\_\_\_ g. Concluding the lesson with a **comprehensive review**.

☐ key vocabulary                      ☐ key concepts                      ☐ relevance of subject matter

☐ other\_\_\_\_\_

**Comments:**

**The candidate demonstrates the ability to evaluate performance of ELs in content and language 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 demonstrates 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. (in general)*

- \_\_\_\_\_ 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 demonstrates 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)*

[    ] I have read and discussed this with my University Supervisor: \_\_\_\_\_

**Comments/Suggestions for next lesson(s):**

**Summative Assessment of Candidate**  
**Seeking English for Speakers of Other Languages (ESOL) Endorsement**  
*(To be completed by the candidate, the clinical teacher, and the university supervisor)*

Name of Candidate \_\_\_\_\_ Course \_\_\_\_ ED 409 \_\_\_\_ ED 609  
 ESOL Practicum Supervisor \_\_\_\_\_ Date of summative meeting \_\_\_\_\_  
 School/District at which practicum was completed \_\_\_\_\_  
 ESOL Practicum Project Title \_\_\_\_\_ Requirements: Met \_\_\_\_ Not Met \_\_\_\_  
 Passing scores achieved on required ESOL test(s): Yes \_\_\_\_ No \_\_\_\_

Not Observed	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1 / 2	3	4	5	6

**The candidate has demonstrated the ability to plan for instruction of English Language Learners.**

- \_\_\_\_\_ 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. Lesson builds on students' everyday experiences, cultural backgrounds, and interests.
- \_\_\_\_\_ e. Pacing the lesson so that appropriately sequenced tasks reinforce and build on each other.
- \_\_\_\_\_ f. Using gradual release of responsibility to provide scaffolding in language and content instruction.
- \_\_\_\_\_ g. Designing student centered activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.
- \_\_\_\_\_ h. Providing sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing), with an emphasis on productive modalities (speaking, writing).
- \_\_\_\_\_ i. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.
- \_\_\_\_\_ j. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_\_\_ k. Incorporating **technologies** to benefit ELs, when applicable.
- \_\_\_\_\_ l. Planning meaningful lessons, infusing concepts of **multicultural and social justice**, when possible.

**The candidate has demonstrated the ability to shelter and implement instruction for ELLs.**

- \_\_\_\_\_ a. Using adjusted **"teacher talk,"** or appropriate speech for students' academic and developmental proficiency level.
- \_\_\_\_\_ b. Providing **visual** and **participatory** support.
- \_\_\_\_\_ c. Engaging students in **building background** to link new concepts.
- \_\_\_\_\_ d. Introducing and emphasizing necessary **academic English**. (vocabulary, sentence structure, discourse)
- \_\_\_\_\_ e. Using a variety of **question types**.
- \_\_\_\_\_ f. Employing a variety of **instructional and organizational strategies** that promote oracy.
- \_\_\_\_\_ g. Concluding the lesson with a **comprehensive review**.

**The candidate has demonstrated the ability to evaluate performance of English Language Learners.**

- \_\_\_\_\_ a. Checking for understanding during lesson.
- \_\_\_\_\_ b. Consistently using student 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.
- \_\_\_\_\_ 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.**

- \_\_\_\_\_ 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. (in general)*
- \_\_\_\_\_ 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.**

- \_\_\_\_\_ 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)*

*Candidates at the **undergraduate or MAT level** need an average score of 3 or higher in each category above in order to pass the ESOL practicum. Those at the **post licensure level** need an average score of 5 or higher in order to pass the ESOL practicum. "Licensure level" and all indicator scores must be filled in for results to compute.*

**The candidate has** ☐ *Met* ☐ *Not Met* **the requirements of the practicum.**

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Clinical Teacher \_\_\_\_\_ WOU Supervisor \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_ circle one: Term I Term II Term III

### Knowledge Skills and Dispositions Short Form (aligned to InTASC Core Standards)

This form will be used to evaluate your professionalism during class and field (clinical) experiences and your sensitivity toward the community. It will be used to document your professional progress and notify you should an inappropriate behavior be observed. Using the categories of “Not Applicable (N/A),” “Does Not Meet Standard (DNM),” “Developing Proficiency Toward Standard (DP),” “Proficient Relative To Standards (PR),” and “Exceeds Standards (E),” your instructors, university supervisor and your mentor teacher will evaluate your progress toward the ten standards identified below.

Not Applicable N/A	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)
Certain behaviors (e.g., 6.2 & 10.2) may be N/A in the early stages of the program. N/A may be used at the discretion of the mentor teacher or university supervisor.	The candidate displays behaviors contrary to those expected.	The candidate occasionally but not consistently displays the desired behaviors.	The candidate consistently displays the desired behaviors	The candidate displays behaviors above and beyond those expected.

Standard 9 Professional Learning and Ethical Practices	N/A	DNM	DP	PR	E
9.1 The candidate reflects upon performance and attitudes as a teacher and regularly reassesses his/her commitment to the profession.					
9.2 The candidate reflects on and offers ideas to address curricular, instructional, and classroom management matters.					
9.3 The candidate conveys a professional image in all aspects of life (e.g., dress, use of social media, emails, voicemails, texting, etc.)					
9.4 The candidate exhibits the energy drive and determination to make the classroom the best possible environment for teaching and learning.					
9.5 The candidate demonstrates self confidence and enthusiasm for teaching and learning through body language, voice tone, eye contact, and preparedness.					
9.6 The candidate is dependable, conscientious, punctual, and follows through with assignments in a timely manner.					
9.7 The candidate displays honesty, integrity, and maintains confidentiality. She/he elicits trust and respect from students, peers, colleagues, and university faculty.					
9.8 The candidate produces original work and credits sources when appropriate in all field and course assignments.					
9.9 The candidate adheres to class, school, district rules and policies.					
9.10 The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.					
Comments:					

Standard 10 Leadership and Collaboration	N/A	DNM	DP	PR	E
10.1 The candidate interacts constructively with students, peers, colleagues, university faculty and families, and shows respect for the thoughts and feelings of others.					
10.2 The candidate contributes (e.g. communicates effectively, shares ideas and materials) as a member of an instructional team to achieve long term curriculum goals and support student learning.					
10.3 The candidate becomes a professional member of the learning community (e.g. attends faculty meetings, PLC, IEP's, inservice days, conferences, and supports mentor teacher in performing duties).					
10.4 The candidate embraces the challenge of continuous improvement, unforeseen circumstances and change.					
Comments:					

**Comments:**

**Signature of the candidate who has read this form:**

*Signature acknowledges only that the candidate has had an opportunity to read the feedback; it does not imply concurrence with the information documented.*

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*Signature of Teacher Candidate*

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*Signature of Clinical Teacher*

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*Signature of University Supervisor*

---

*Date*

**Western Oregon University ESOL Practicum Project Evaluation**  
**English for Speakers of Other Languages (ESOL) Endorsement**

Name of Candidate \_\_\_\_\_ Course \_\_\_\_ ED 409 \_\_\_\_ ED 609  
 ESOL Practicum Supervisor \_\_\_\_\_ Date of completion \_\_\_\_\_  
 School at which practicum was completed \_\_\_\_\_  
 ESOL Practicum Project Title \_\_\_\_\_

For explanation of rubric, please see pages 35-38

Beginning		Initial Licensure Level			Continuing Licensure Level
Not Observed	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards €	Distinguished (D)
N/O	1 / 2	3	4	5	6

**Description of Classroom Setting**

Score	Comments

**Unit Description and Lesson Plans**

Score	Comments

**Assessment Analysis**

Score	Comments

**Reflective Essay**

Score	Comments

Candidates need a minimum score of 3 for initial licensure and 5 for continuing licensure in each category above to pass the ESOL practicum. "Licensure level" and all indicator scores must be filled in for results to compute.

Average score:  The candidate has ☐ Met ☐ Not Met the requirements of the practicum.

Signature of WOU Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Western Oregon University**  
**Assessment of Teacher Candidate**  
**ESOL/Bilingual Education Practicum**

The candidate has demonstrated the ability to plan for instruction of English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards €	Distinguished (D)
N/O	1	2	3	4	5	6
	Does not take into account the needs of ELLs when designing lessons. Content and language objectives are not appropriate for language learners, or are absent. Activities and grouping strategies do not engage students.		Attempts to take into account the needs of ELLs when designing lessons. Recognizes and begins to develop content and language objectives that are appropriate for language learners. Activities are superficially aligned to learning objectives, and grouping strategies engage some students.	Takes into account the needs of ELLs as a whole group when designing lessons. Content and language objectives are appropriate for language learners. Activities and assessments are aligned to objectives, and are student-centered, promote critical thinking and address all four language skills. Grouping strategies are purposeful and consistently engage students.	Consistently takes into account the needs of ELLs when designing lessons. Learning tasks and scaffolds address the needs of individual ELLs or groups with similar needs. Content and language objectives are effective for language learners and evident in most of the lesson. Activities and assessments are closely aligned to objectives, and are student-centered, promote critical thinking and address all four language skills. Purposeful grouping strategies ensure all students are engaged.	Always takes into account the needs of individual ELLs when designing meaningful lessons. Learning tasks and scaffolds are strategically designed to meet specific needs of individual ELLs. Effective content and language objectives are evidenced throughout the lesson. All activities and assessments are tightly aligned to objectives, allow for individual ELLs to demonstrate their learning, are student-centered, promote critical thinking and address all four language skills. Student-centered activities and purposeful grouping strategies ensure all students are challenged and engaged throughout the lesson.

The candidate has demonstrated the ability to shelter and implement instruction for English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	Makes minimal effort to build background via prior learning and/or experiences. Rarely uses strategies to aid the comprehension of language learners.		Provides some efforts to build background knowledge via prior learning and/or experiences. Uses a few strategies that help ELLs' comprehension. Begins to scaffold instruction and highlight language features. Teaches concepts/skills without careful modeling, and provides only limited opportunities for practice.	Builds background knowledge via prior learning and/or experiences on a regular basis. Scaffolds instruction, especially about vocabulary and academic language. Employs sheltered strategies that benefit ELLs' comprehension, such as visuals, wait time and/or L1 support. Teaches concepts/skills with modeling and appropriate opportunities for practice.	Has established a variety of ways to build background knowledge via prior learning and/or experiences on a regular basis. Consistently employs a variety of sheltered strategies that benefit individual ELLs' comprehension, including visuals, wait time and L1 support. Academic language is scaffolded throughout lesson. Explicitly teaches concepts/skills with careful modeling, and provides opportunities for guided and independent practice.	Draws from wide/extensive repertoire of strategies to build background knowledge via prior learning and/or experiences. Consistently employs a wide range of sheltered strategies that are thoughtfully designed to benefit individual ELLs' comprehension. Both academic language and content instruction are made comprehensible. Explicitly teaches concepts/skills with careful modeling, and provides meaningful opportunities for guided and independent practice. This is done multiple times and in multiple ways to ensure that individual students have met the lesson objectives.

The candidate has demonstrated the ability to evaluate performance of English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	Does not check for understanding during instruction. There is little connection between what is being taught and what is being assessed. No efforts are made to differentiate assessment of language and content knowledge.		Attempts to check for understanding during instruction. There is some connection between what is being taught and assessed. Limited efforts are made to differentiate assessment of language proficiency and content knowledge. No assessment accommodations are made.	Checks for student understanding during lesson delivery using informal and formal assessment tools. There are clear connections between lesson objectives and assessment results. Efforts are made to differentiate assessment of language proficiency and content. Assessment accommodations are made to address the needs of ELLs as a group.	Checks for understanding throughout lesson using various informal and formal assessment tools. Assessment consistently drives instruction. There are demonstrated efforts to differentiate assessments and evaluation of both language and content objectives. Assessment accommodations are made to address the needs of individual ELLs.	Seamlessly checks for understanding in each part of the lesson using a wide range of informal and formal assessment tools. Meaningful assessment drives all instruction. Assessments are differentiated in a variety of ways to ascertain comprehension of language and content objectives. Multiple Assessment accommodations are made to address the needs of individual ELLs.

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

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	Does not establish a classroom climate conducive to learning. Rarely attempts to lower the affective filter of ELLs. Manner of addressing content or language mistakes is ineffective or insensitive.		Seeks ways to establish a classroom climate that encourages learning. Provides some effort to lower students' affective filter and to engage ELLs in learning. Attempts to address content or language mistakes in a sensitive way.	Establishes a classroom climate where learning and clear expectations are the norm by using signals and feedback strategies. The affective filter is lowered so that ELLs consistently participate. Content or language mistakes are addressed in a respectful and effective way. Provides a social environment that reveals mutual respect among students.	High expectations foster a respectful classroom environment conducive to engaged learning. Consistent use of a variety of signals and feedback strategies. The affective filter is consistently lowered so that ELLs eagerly participate. Content or language mistakes are respectfully and effectively addressed. Provides a social environment that consistently encourages mutual respect among students.	High and clear expectations foster a classroom environment conducive to productive and engaged learning. Consistent use of a wide range of signals and feedback strategies. The affective filter remains low so that ELLs eagerly participate. Content or language mistakes are respectfully and strategically addressed. Provides a social environment that encourages opportunities to express varied perspectives, and promotes mutual respect among students.

The candidate has demonstrated professional behaviors.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	Lacks habits and skills to be reliable and collegial. Work ethic lacks consistency. Seems unaware of school and community cultures and norms. Becomes defensive about or fails to address constructive feedback.		Demonstrates some efforts to be reliable, hard-working, and collaborative. Attempts to understand the cultural norms and traditions of the school and community. Attempts to seek constructive feedback and reflect on professional practices.	Reliable, hard-working and collaborative. Consciously learns and respects the school and community cultures, norms and traditions. Seeks and utilizes constructive feedback for professional growth. Works to establish reflective practices.	Consistently reliable and hard-working, and frequently initiates collaboration. Values and contributes to school and community norms, cultures, and traditions. Utilizes external feedback and reflective practices for professional growth.	A role model for reliability, collaboration, and work ethic. Deeply engaged in the school and community and effects positive change where appropriate. Continuous professional growth occurs as a result of reflective practices and external feedback.

## Rubrics for scoring ESOL Practicum Project (used by ESOL Practicum Supervisor)

### Description of Classroom Setting

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	No or little evidence of understanding of school or classroom factors that are relevant to teaching and learning. No or little evidence of understanding of characteristics of the class as a whole and the EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs). No effort or includes stereotypical knowledge of student characteristics.		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 EL 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 EL 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 EL 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 EL subgroup in particular (primary languages, ELP levels, students' backgrounds, strengths and needs).

### Unit Description and Lesson Plans

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	No or little evidence that the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs is understood. Goals are not aligned with appropriate standards. Content and language objectives are not appropriate for student characteristics, prior knowledge, and skills. No evidence of variety in cognitive and performance levels, or in strategies to demonstrate learning. Does not address functions in the unit.		Attempts to demonstrate understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Attempts to align content and language goals/objectives with appropriate standards. Content and language objectives are somewhat appropriate for student characteristics, prior knowledge, and skills. Most objectives include only a few sheltered strategies to facilitate/demonstrate learning. Addresses only a few functions in the unit that are based on student needs. Some of the time, follows an appropriate procedure that includes scaffolding, gradual release of responsibility and an assessment plan.	Demonstrates appropriate understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Most lessons represent a cohesive unit. Content and language goals/objectives are aligned with appropriate standards. Content and language objectives are appropriate for student characteristics, prior knowledge, and skills. All objectives include several sheltered strategies to facilitate/demonstrate learning. Addresses several functions in the unit that are based on student needs. Most of the time, follows an appropriate procedure that includes scaffolding, gradual release of responsibility and an assessment plan.	Demonstrates consistent understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Lessons represent a cohesive unit. All content and language goals/objectives are closely aligned with appropriate standards. Content and language goals/objectives demonstrate knowledge of student characteristics, prior knowledge, and skills. All objectives include a variety of sheltered strategies to facilitate/demonstrate learning. Addresses a variety of functions in the unit that are based on student needs. Consistently follows an appropriate procedure that includes scaffolding, gradual release of responsibility and an assessment plan.	Demonstrates deep understanding of the purpose and importance of the content and skills to be learned, given linguistic and socio-cultural needs of ELs. Lessons represent a tightly cohesive unit. All content and language goals/objectives are tightly aligned with appropriate standards. Content and language objectives demonstrate deep knowledge of student characteristics, prior knowledge, and skills. All objectives include a wide range of sheltered strategies to facilitate/demonstrate learning. Addresses a wide range of functions in the unit that are based on student needs. Always follows a procedure that includes scaffolding, gradual release of responsibility and an assessment plan.

## Assessment Analysis

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

# Reflective Essay

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