College of Education

Practicum Guide

For Adding an ESOL or ESOL/Bilingual Endorsement

To be returned to the College of Education by the university supervisor

(Revised Winter 2014)
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.

**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.

**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.

**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.

**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.

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

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency-based</td>
<td>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.</td>
</tr>
<tr>
<td>Seamless education</td>
<td>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.</td>
</tr>
<tr>
<td>Diversity</td>
<td>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.</td>
</tr>
<tr>
<td>Contextual teaching and learning</td>
<td>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.</td>
</tr>
<tr>
<td>Accountability</td>
<td>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.</td>
</tr>
<tr>
<td>Intellectual vitality</td>
<td>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.</td>
</tr>
<tr>
<td>Professional community</td>
<td>Candidates are prepared to work collaboratively with colleagues, families and the community.</td>
</tr>
</tbody>
</table>
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.
- **Mentor 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 (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 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 Mentor Teacher:

Thank you for accepting the role of mentor as one of your colleagues 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 (preservice or inservice teacher) 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 work sample.
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 collegial mentor, we ask that you do the following:

1. Observe the candidate twice using the attached forms (Observation of ESOL or ESOL/Bilingual Endorsement Candidate)
2. Provide any guidance you see necessary in the development of the work sample.
3. Share your knowledge of planning and implementation of lessons unique to your endorsement setting.
4. Complete a Summative Assessment of 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,

Sue Thompson
Director of Clinical Practice and Licensure
Western Oregon University
Mentor 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?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

*Voluntary disclosure
Context Description For Work Sample Setting

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School/District</td>
<td></td>
</tr>
<tr>
<td>Term and Year</td>
<td></td>
</tr>
<tr>
<td>Authorization Level (Circle)</td>
<td>Early Childhood ● Elementary ● Middle ● High</td>
</tr>
<tr>
<td>Mentor Teacher</td>
<td></td>
</tr>
<tr>
<td>ESOL Practicum Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

The Classroom as a Context for Teaching and Learning

______ Grade Levels          ____ 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 ELLs (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_________________________________________
All lessons that are part of a WOU requirement are expected to use the following components. Use of these components ensures that the writer has thought through all of the parts of a lesson when planning and, in addition, makes it easier for those in supervisory roles to be helpful.

Information not presented in italics can apply to all lesson plans. *Italicized information serve as guidelines for those pursuing the ESOL endorsement. Please also consider the ESOL/Bilingual Practicum Observation Form when planning your lessons.*

### LESSON PLAN COMPONENTS

**Name:**

**Date:**

**Grade level:**

**Content Area:**

**Lesson Title**

Lesson # (if applicable)

Total Time allotted:

### GOALS

**Content Standard(s):**

Here the lesson plan writer is expected to list standards that relate to this lesson. The intent is to make sure the writer is meeting the educational expectations of Oregon and the responsible district. If the lesson is an integrated lesson, such as reading and math, then you would need to include goals for Language Arts and Math.

**ESOL Goal (Function):**

For the ESOL/Bilingual program, you will also need to have an ESOL goal, or function, for your English learners.

### OBJECTIVES

The lesson plan writer is expected to explicitly state one over-riding and measurable objective for each goal of the lesson. In the lesson if you are integrating two content areas, like reading and math, then you need to have a goal and objective for each one. Remember that each objective must be assessed.

**Content Objective:** Students will… (or SWBAT, Students will be able to…)

**ESOL Objective (Forms):** (List proficiency levels of ELLs in your class)

[choose two if there are no ELLs or if this lesson is for an unknown/hypothetical context]

- **B:**
- **EI:**
- **I:**
- **EA:**
- **A:**

*ESOL objectives are the differentiated forms or sentence frames that the teacher will model and that ELLs at different proficiency levels will practice.*
**Targeted Language Skills:** [Graduate students should list]
- Reading: *Students will read in order to...*
- Writing: *Students will write about...*
- Listening: *Students will speak using...*
- Speaking: *Students will listen for...*

If this is a literacy lesson, strive to have all four language skills. If this is another content lesson, you may have two to four. *Think about connecting literacy to oracy, and receptive skills to productive skills whenever possible.*

**Learning Strategies:** [Graduate students should list]

Learning strategies help students develop autonomy in learning. They are strategies for planning, monitoring or evaluating one’s own learning, such as problem solving, predicting, classifying and summarizing. What strategy is being introduced or reinforced in this lesson?

**PRE-REQUISITE KNOWLEDGE/SKILLS**
To be successful with this lesson, what prior knowledge and/or skills do your students already need to have? List any pre-requisite skills a student should have in order to begin this lesson and complete it successfully, including technological skills.

**MATERIALS** (or EQUIPMENT or SUPPLIES or PREPARATION, choose one label)
List all of the materials, equipment, supplies and technologies needed to carry out this lesson. Include notes about where special supplies can be found and if materials need to be prepared ahead of time. *Think about the needs of English language learners when choosing/designing your materials and technologies. Visuals and graphic organizers are imperative!*

**PROCEDURE**
The procedure has several parts as indicated below and shows the sequence the teacher will follow in helping the students meet the stated objective. The procedure accounts for what the teacher and students will do during the lesson. Next to each part of the procedure, indicate your estimate of the length of time required. (Please choose one label) *Be sure to include highlighted/underlined ESOL strategies throughout the procedure.*

- **Anticipatory Set** (or Motivation or Hook or Building Background)
  This is a brief activity to "hook" the learners on the topic of the lesson. It can include reference to a previous lesson, reading of a short story, a demonstration, telling the class what the objective is, showing an example to stimulate interest, stimulating prior knowledge, etc. *This is a good time to use visuals and realia for all students, but especially your ELLs.*

- **Teaching** (and Modeling)
  This is where the lesson plan writer gives the step-by-step procedure for teaching the class what is necessary to meet the stated objectives. This is where one lists what the teacher does, including questions the teacher plans on posing to the group, including what students will do. This is where one lists what background information will be given, what instruction will be given and, in general, how the teacher is going to help the class learn what is necessary to meet the objective. This is a critical part of the lesson and should demonstrate careful thought. *Try to teach things multiple times and in multiple ways. After you teach the new concept/skill, model what students will be doing in guided practice. Make sure to model your...*
language (ESOL) objectives as well as your content objectives. In other words, explicitly model and teach the language forms you want the students to practice.

**Guided Practice (Group Application)**

This is an extremely important piece for English learners and SHOULD be in every lesson. It is where one lists the activities the class will do under the teacher's guidance. Its purpose is to allow the class to try out what has been learned before proceeding on their own, and to provide ample opportunity for the teacher to correct misinformation or flawed application of a concept, skill, or strategy. Include how the teacher will check to make sure the students are learning what is expected (checking for understanding/comprehension). If the students proceed to the next step and are confused about the directions/content, they will “practice incorrectly.” As Madaline Hunter warned, “Practice makes permanent,” and reteaching is much more time-consuming than teaching/learning it correctly in the first place!

This section is also a prime opportunity for students to be active in terms of their four language skills (reading, writing, speaking, and listening). Make sure they are using the language that was modeled previously.

**Independent Practice (or Independent Application)**

This should be in every lesson plan. It is where one lists what students will do independently to demonstrate learning by applying what was learned. It usually is the behavior or performance listed in the objective. If the bulk of independent practice is sent home, make sure that students understand the directions and can complete that work on their own.

At some point students should be held accountable individually for demonstrating their mastery of the learning objectives. Otherwise, you won’t be able to ensure that the students have learned the material through formal or informal assessments, nor would you have the opportunity to re-teach or clarify any confusion. Therefore, this section should connect to your informal assessment and plans for the formal assessment. If small groups are used during this period, make sure that there is a way to indicate which pieces were contributed by individual students.

**Closure (or Expansion)**

This is a way of ending the lesson and preparing for what is coming next. It can be a summary or review of what was learned in the lesson and instructions for transition. It could also be a discussion of the skills or strategies that were used or an opportunity for students to verbalize their reflections about the learning process, such as exit tickets or outcome sentences. It could also be an opportunity for students to self-assess. For ELLs, be sure to review key vocabulary, key concepts, and relevance of subject matter.

**DIFFERENTIATION (or MEETING VARYING NEEDS)**

This is where you differentiate your instruction for the children in your class, including those with special needs or abilities. Think about the physically or behaviorally challenged, linguistically and culturally diverse students, the developmentally delayed and the gifted and talented, and discuss what might be done to meet their needs. Think about the learning styles of your students and the struggling readers/writers/mathematicians, etc. Remember, these adaptations are lesson specific for real students, not hypothetical ones. It would not be appropriate to use the same adaptations for every lesson.

Strategies that will benefit English learners should be easily evidenced throughout the lesson plan, and ideally during each phase of the “Procedure.” The lesson plan writer should underline or highlight sheltered strategies or other activities/parts that were specially designed to improve the comprehension of multilingual students. Make sure you have addressed the specific language needs of the English language learners in your class. Instead of listing them here, you can write “ESOL strategies are highlighted” (or underlined).
ASSESSMENT
If the objective at the beginning of the plan is clearly stated, the assessment consists of checking to see that most, or all, of the students can do what was stated. State how and when formative assessments will be done (not including the post-assessment).
For English Language Learners, assessment is crucial to know what skills/knowledge each student has mastered. As such, state what informal assessment or evidence was collected in this lesson (these can be quick assessments during the lesson or systematic observation tools, but not observation alone). State what formal assessments are planned and when they occur (after how many lessons?). Formal assessments can either be formative (during a unit or instruction) or summative (at the end of a unit, the post-assessment).

Informal (from this lesson):
Plans for formal (beyond this lesson):

For English learners, it is essential to consider what you will do if a student has not reached the objective(s), when and how will you provide more opportunity for practice and/or reteaching? In addition, think about the language needs of English language learners. Is a student’s English language proficiency level being assessed instead of their knowledge of the content/skill? What kind of testing accommodations can be made so that the assessment can guide your instruction of content and language?

REFLECTION
This is completed after having taught the lesson. (No more than one page). It is an opportunity to discuss both the positives and negatives of the lesson. An important part of the reflection is considering ideas for improvement. Statements made about how well a lesson went or how well a lesson did not go should be supported by an explanation. For each lesson consider at least these questions:

1. What did your students learn in relation to the lesson objective(s)?
   a. Did they meet the objective? Did your ELLs meet the objective?
   b. How do you know?
2. Did you make any changes to the lesson plan as you were teaching it?
   a. Were the sheltered strategies appropriate for the ELLs?
   b. What other support did they need during the lesson?
3. What would you change about this lesson?
   a. Changes in the lesson plan?
   b. Changes in your pedagogy?
4. How will the results of this lesson impact your delivery of the lesson in the future?
5. What did you learn?

It is also important to consider ELLs’ progress in terms of language usage and ESOL objectives.
ESOL Lesson Plan Checklist

CONTENT

● Are 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 objectives)?

● Do students have a chance to practice in groups/pairs what you modeled for them (guided practice)?

● Does your content objective match the independent practice (progression)?

● Are you checking for understanding of both directions and content (informal assessment)?

● Do the plans for formal assessment match the objectives and what students did for independent practice?

ESOL [Explicit Language Instruction]

● Do my ESOL objectives (forms) align with my function?

● Did I teach/model the ESOL forms (the mortar)?

● Do I have a place for students to practice the forms (bricks and mortar)?

SHELTERED STRATEGIES

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

MATERIALS

● Are the materials and technologies I’m using appropriate for ELLs?

● Can anything be modified to be more accessible to language learners?

TARGETED LANGUAGE SKILLS [Required for Graduate Students]

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: Students will read in order to . . .
- Writing: Students will write about . . .
- Listening: Students will speak using . . .
- Speaking: Students will listen for . . .
Work Sample Guidelines for the ESOL or ESOL/Bilingual Endorsement

Description of Setting: Describes language levels and native languages of ELLs
  - Community, District, School ~ Ethnic groups, language groups, relevant services, resources, curriculum, program models, support staff
  - Classroom ~ Native language and ELP levels of ELLs
    How ELP level is determined (ELPA, Woodcock-Muñoz, ADEPT)
    What do you know about students’ backgrounds, strengths and needs?
    ELLs need to be your subgroup (include in your charts & narrative)

Rationale: Includes linguistic and socio-cultural needs of ELLs (either include information about ELLS in each section of your rationale or create a final paragraph that addresses your ELL population)
  - How are you making this unit meaningful for students from culturally and linguistically diverse backgrounds?
  - How are their needs addressed in your connection to standards, lesson planning & sequencing?
  - How did ELLs do on pre-assessment? What prior knowledge do they have?
  - What kinds of ESOL teaching strategies will you use? Are you using a variety of strategies?

Unit Goals and Objectives: Includes content goals as well as language goals; Objectives are assessable
  - Include a chart listing your content & language (ESOL) goals & objectives for the unit.
  - Make sure you are addressing a variety of functions in your unit that are based on student needs. (at least 5 for a full worksample; at least 3 for a mini-worksample)

Planning and Materials: Language demands are differentiated so that all students, regardless of language acquisition levels, use critical thinking and problem solving
  - Write differentiated language forms (ESOL objectives) that correspond to the function (ESOL goal) and are appropriate to students’ ELP levels
  - Be sure to include forms in your procedure (teach/model them, provide students opportunities to practice them & offer independent practice) and assessment plan
  - Highlight sheltered strategies in lesson plans and reflect about them after the lesson
    Do you have a variety of strategies and activities? How did ELLs respond to them?
    Did you include scaffolding and modeling of both content & language?
  - Think about Bloom’s Taxonomy. Are students just being asked to recall information, or are they synthesizing, analyzing, etc.?
  - Address all of the above in your reflections.

Pre- and Post-Assessment: Assessments are culturally just, and potential biases are addressed
  - ELLs should be one of your subgroups to analyze.
  - In your assessments and assessment plan, try to disentangle content knowledge from language proficiency so that language skills do not prevent the demonstration of knowledge.
  - Discuss how and why your assessment tools consider ELL needs. Is it fair and just for ELLs in design and administration?

Assessment Analysis: Analyzes effects of specific strategies on learning gains of all students and also makes special reference to ESOL subgroup(s)
  - Address ELLs and their outcomes (especially how they do on the assessment). Analyze factors that might contribute to their success or lack thereof.
  - Include checklist/chart and a narrative that display and discuss progress toward ESOL goals & objectives.
  - Discuss how you assessed language goals & objectives.

Reflective Essay: Self-assesses classroom effectiveness and also makes special reference to effectiveness with ESOL subgroup(s)
  - Refer back to your student demographics. How did these students progress in their learning?
  - Evaluate the effectiveness of your chosen strategies. What was effective? What would you modify to improve the learning and engagement of ELLs?
  - For Graduate Students and those at the Continuing Licensure Level:
    Discuss significant theoretical concepts, relevant research, and scholars who influenced your teaching in this unit.

Appendices and References: Includes resources for ESOL subgroup(s)
  - What resources are particularly helpful when thinking about the teaching and learning of ELLs?
First Formal Observation of ESOL/Bilingual endorsement candidate
(To be completed by the mentor teacher)

Mentor Teacher ____________________________ Date of observation ________________

Licensure Level: ______ Initial (Candidates with 0-3 years of experience)
_____ Continuing (Candidates with 3+ years of experience)

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.

<table>
<thead>
<tr>
<th>Beginning Not Observed</th>
<th>Initial Licensure Level</th>
<th>Continuing Licensure Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distinguished</td>
</tr>
<tr>
<td>Not Observed (Not Met)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>N/O</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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 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
[ ] simplifies sentence structure

[ ] wait time
[ ] non-verbal cues
[ ] avoids idioms, slang, and pronouns

[ ] repetition
[ ] models standard English
[ ] has students repeat directions

_____ b. Meeting the needs of various learning styles.

Visuals
[ ] pictures/visual realia
[ ] bilingual labels
[ ] graphs, maps, and reference charts

[ ] KWL or KWHL
[ ] modeled talk
[ ] advance/graphic organizers
[ ] other

Participatory
[ ] realia
[ ] manipulatives
[ ] bilingual books or inclusion of L1
[ ] other

[ ] TPR
[ ] shared reading
[ ] interactive read aloud

_____ c. Building background to link new concepts.

[ ] preview/review
[ ] accessing prior learning
[ ] discussing personal experiences

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

[ ] vocabulary charts
[ ] word walls
[ ] writing/highlighting key words

[ ] visual scaffolding, vocabulary role play, vocab. processing, language focus lessons

_____ 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.

[ ] cooperative learning
[ ] learning centers
[ ] integrated/thematic curriculum projects

[ ] drama/role-play
[ ] other

_____ 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 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 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)

Comments/Suggestions for next lesson(s):

[ ] I have read and discussed this with my Mentor Teacher: ____________________________________________
Second Formal Observation of ESOL/Bilingual Endorsement Candidate
(To be completed by the mentor teacher)

Mentor Teacher __________________________________ Date of observation _______________

Licensure Level: _______ Initial (Candidates with 0-3 years of experience)
________ Continuing (Candidates with 3+ years of experience)

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.

<table>
<thead>
<tr>
<th>Not Observed</th>
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<th>Initial Licensure Level</th>
<th>Continuing Licensure Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/O</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The candidate demonstrates 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 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  [ ] simplifies sentence structure

[ ] wait time  [ ] non-verbal cues  [ ] avoids idioms, slang, and pronouns

[ ] repetition  [ ] models standard English  [ ] has students repeat directions

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

**Visuals**

[ ] pictures/visual realia  [ ] bilingual labels  [ ] graphs, maps, and reference charts

[ ] KWL or KWHL  [ ] modeled talk  [ ] advance/graphic organizers

[ ] other___________

**Participatory**

[ ] realia  [ ] manipulatives  [ ] bilingual books or inclusion of L1  [ ] other___________

[ ] TPR  [ ] shared reading  [ ] interactive read aloud

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

[ ] preview/review  [ ] accessing prior learning  [ ] discussing personal experiences

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

[ ] vocabulary charts  [ ] word walls  [ ] writing/highlighting key words

[ ] visual scaffolding, vocabulary role play, vocab. processing, language focus lessons

_____ 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.**

[ ] cooperative learning  [ ] learning centers  [ ] integrated/thematic curriculum projects

[ ] drama/role-play  [ ] other___________

_____ 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 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 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)

Comments/Suggestions for next lesson(s):

[   ] I have read and discussed this with my Mentor Teacher: __________________________________________
First Formal Observation of ESOL/Bilingual Endorsement Candidate  
(To be completed by the university supervisor)

University Supervisor __________________________________ Date of observation ______________

Licensure Level: ______ Initial (Candidates with 0-3 years of experience)  
______ Continuing (Candidates with 3+ years of experience)

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.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Initial Licensure Level</th>
<th>Continuing Licensure Level</th>
</tr>
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<tbody>
<tr>
<td>Not Observed</td>
<td>Emerging (Not Met)</td>
<td>Developing</td>
</tr>
<tr>
<td>N/O</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The candidate demonstrates 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 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  [ ] simplifies sentence structure

[ ] wait time  [ ] non-verbal cues  [ ] avoids idioms, slang, and pronouns

[ ] repetition  [ ] models standard English  [ ] has students repeat directions

_____ b. Meeting the needs of various learning styles.

Visuals
[ ] pictures/visual realia  [ ] bilingual labels  [ ] graphs, maps, and reference charts

[ ] KWL or KWHL  [ ] modeled talk  [ ] advance/graphic organizers

[ ] other____________

Participatory
[ ] realia  [ ] manipulatives  [ ] bilingual books or inclusion of L1  [ ] other__________

[ ] TPR  [ ] shared reading  [ ] interactive read aloud

_____ c. Building background to link new concepts.

[ ] previewreview  [ ] accessing prior learning  [ ] discussing personal experiences

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

[ ] vocabulary charts  [ ] word walls  [ ] writing/highlighting key words

[ ] visual scaffolding, vocabulary role play, vocab. processing, language focus lessons

_____ 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.

[ ] cooperative learning  [ ] learning centers  [ ] integrated/thematic curriculum projects

[ ] drama/role-play  [ ] other__________

_____ 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 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 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)

Comments/Suggestions for next lesson(s):

[   ] I have read and discussed this with my University Supervisor ____________________________
Second Formal Observation of ESOL/Bilingual Endorsement Candidate
(To be completed by the university supervisor)

University Supervisor ______________________________ Date of observation __________

Licensure Level: _______ Initial (Candidates with 0-3 years of experience)
_________ Continuing (Candidates with 3+ years of experience)

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.

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Emerging (Not Met)</th>
<th>Initial Licensure Level</th>
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<th>Continuing Licensure Level</th>
<th>Advanced</th>
<th>Distinguished</th>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The candidate demonstrates 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 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  [ ] simplifies sentence structure

[ ] wait time  [ ] non-verbal cues  [ ] avoids idioms, slang, and pronouns

[ ] repetition  [ ] models standard English  [ ] has students repeat directions

_____ b. Meeting the needs of various learning styles.

Visuals

[ ] pictures/visual realia  [ ] bilingual labels  [ ] graphs, maps, and reference charts

[ ] KWL or KWHL  [ ] modeled talk  [ ] advance/graphic organizers

[ ] other____________

Participatory

[ ] realia  [ ] manipulatives  [ ] bilingual books or inclusion of L1  [ ] other____________

[ ] TPR  [ ] shared reading  [ ] interactive read aloud

_____ c. Building background to link new concepts.

[ ] preview/review  [ ] accessing prior learning  [ ] discussing personal experiences

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

[ ] vocabulary charts  [ ] word walls  [ ] writing/highlighting key words

[ ] visual scaffolding, vocabulary role play, vocab. processing, language focus lessons

_____ 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.

[ ] cooperative learning  [ ] learning centers  [ ] integrated/thematic curriculum projects

[ ] drama/role-play  [ ] other____________

_____ 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 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 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)

Comments/Suggestions for next lesson(s):

[ ] I have read and discussed this with my University Supervisor ____________________________
Western Oregon University
Summative Assessment of Candidate
Seeking English for Speakers of Other Languages (ESOL) Endorsement
(To be completed by the candidate, the mentor teacher, and the university supervisor)

Name of Candidate ________________________________________  Course ___ ED 409 ___ ED 609
Practicum Supervisor __________________________________________ Date of completion ______________
School/District at which practicum was completed _________________ Requirements: Met ___  Not met ___
Work Sample Title _____________________________________________
Endorsement sought: ESOL ___  Bilingual/ESOL ___
Passing scores achieved on required ESOL test(s): Yes___ No ___
Total Score _______  [If applicable: Subtest 1 ______  Subtest 2 ______]
Licensure Level: _______Initial (Candidates with 0-3 years of experience)
                _______Continuing (Candidates with 3+ years of experience)

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<th>Emerging (Not Met)</th>
<th>Initial Licensure Level</th>
<th>Continuing Licensure Level</th>
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<tbody>
<tr>
<td>N/O</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advanced</td>
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</tbody>
</table>

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. Scaffold 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.
  _____ 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.

<table>
<thead>
<tr>
<th>Average</th>
<th>Comments</th>
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</table>

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. Meeting the needs of various learning styles.
  _____ c. Building background to link new concepts.
  _____ d. Introducing and emphasizing necessary vocabulary and academic English.
  _____ e. Using a variety of question types.
  _____ f. Employing a variety of instructional and organizational strategies.
  _____ 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 initial licensure level need an average score of 3 or higher in each category above in order to pass the ESOL practicum. Those at the continuing 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 ___________________________

Mentor _______________________________________ WOU Supervisor ___________________________
**Western Oregon University ● Work Sample Evaluation**

**English for Speakers of Other Languages (ESOL) or Bilingual/ESOL Endorsement**

Name of Candidate ___________________________  Course ___ ED 409 ___ ED 609
Practicum Supervisor ___________________________  Date of completion ____________
School at which practicum was completed ____________________________

**Work Sample Title**

Endorsement sought: ESOL ___  Bilingual/ESOL ___  Language (if Bilingual): ______
Passing scores on required ESOL test(s): Total Score ___  [If applicable: Subtest 1 __  Subtest 2 ___]
Licensure Level: Initial (0-3 years of experience) Continuing (3+ years of experience)

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<th>Beginning</th>
<th>Initial Licensure Level</th>
<th>Continuing Licensure Level</th>
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<tr>
<td>Not Observed</td>
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<td>Developing</td>
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**Description of Setting**

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<th>Score</th>
<th>Comments</th>
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**Rationale**

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<th>Comments</th>
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**Unit Goals and Objectives**

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<th>Comments</th>
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**Planning and Materials**

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**Pre- and Post-Assessment**

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**Assessment Analysis**

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**Reflective Essay**

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<th>Comments</th>
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**Appendices and References**

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
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</table>

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 ____________
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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>N/A</th>
<th>DNM</th>
<th>DP</th>
<th>PR</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>The candidate reflects upon performance and attitudes as a teacher and regularly reassesses his/her commitment to the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>The candidate reflects on and offers ideas to address curricular, instructional, and classroom management matters.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>The candidate conveys a professional image in all aspects of life (e.g., dress, use of social media, emails, voicemails, texting, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4</td>
<td>The candidate displays behaviors above and beyond those expected.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Comments:

Name __________________________ Date __________________________ Circle one: Term I Term II Term III
<table>
<thead>
<tr>
<th>Standard 10 Leadership and Collaboration</th>
<th>N/A</th>
<th>DNM</th>
<th>DP</th>
<th>PR</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 The candidate interacts constructively with students, peers, colleagues, university faculty and families, and shows respect for the thoughts and feelings of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4 The candidate embraces the challenge of continuous improvement, unforeseen circumstances and change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

Overall 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.*

Signature of Candidate

Signature of Mentor Teacher

Signature of University (Practicum) Supervisor

Date