

**Western Oregon University**  
**Observation of ESOL/Bilingual Practicum Student**  
*(To be completed by the mentor teacher)*

Date of Observation \_\_\_\_\_ Observer \_\_\_\_\_

A line is provided for the evaluator to indicate the degree of success towards each indicator.  
 Where appropriate, check the boxes of the strategies and techniques that support each indicator.

Beginning		Initial Licensure Level		Continuing Licensure Level		
Not Observed	Emerging (Not Met)		Developing	Proficient	Advanced	Distinguished
<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

**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 TESOL standards.
- \_\_\_\_\_ c. Integrating **language, content, and skills** that English 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. Planning meaningful lessons based on concepts of **multicultural and social justice**.

**Comments:**

**The candidate has demonstrated the ability to shelter and implement instruction for English Language Learners by:**

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

- 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
- advance/graphic organizers     modeled talk     KWL or KWHL

Participatory

- realia     manipulatives     TPR     shared reading
- interactive read aloud     bilingual books or inclusion of L1     other

\_\_\_\_\_ c. **Building background** to link new concepts.

- preview/review     accessing prior learning     discussing personal experiences

\_\_\_\_\_ d. Introducing and emphasizing necessary **vocabulary and academic English**.

- word walls     vocabulary charts     writing/highlighting key words
- visual scaffolding, vocabulary role play, vocabulary 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     drama/role-play
- integrated curriculum projects/thematic     other

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

- key vocabulary     key concepts     relevance of subject matter

**Comments:**

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

- \_\_\_\_\_ 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:
  - informal     formal     formative     summative
  - criterion-referenced     norm-referenced
- \_\_\_\_\_ f. Plan for assessments to guide instruction and re-teaching.

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

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

**The candidate has demonstrated professional behaviors by:**

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

**Comments:**

**Observer's Signature** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_