

Western Oregon University
ED 409 or ED 609 Bilingual/ESOL Practicum Policy

Students completing the ESOL or the ESOL/Bilingual Endorsement are required by Teacher Standards & Practices Commission and Western Oregon University to complete a 90 hour (3 credit) practicum, either ED 409 or ED 609.

Course Description:

The intention of this course is to provide the student with additional practical teaching experience in a field setting with English Language Learners (ELLs). Practicum students are placed with a mentor teacher who has experience working with ELLs and holds an ESOL or ESOL/Bilingual Endorsement. Students receive instruction through observation and guidance from an on-site mentor teacher and a Western Oregon University faculty supervisor.

Qualifications for Practicum:

1. A candidate may register for ED 409 or ED 609 ESOL Practicum after:
 - a. completing at least five out of six required classes at Western Oregon University in the Bilingual/ESOL Endorsement Program; and
 - b. successfully passing the ESOL ORELA exam (Subtests I and II) and presenting scores to the WOU College of Education the term before the practicum is requested.
2. Candidates may request that the practicum and work sample be waived based on a minimum of one year of successful classroom teaching (at least half time) in an identified ESOL/Bilingual setting. This includes working in a classroom with at least 20% English Language Learners. Documentation of successful teaching in this setting needs to be confirmed by their District Personnel Office (e.g., a letter from the school principal describing the effectiveness of the candidate's teaching abilities, the length of the teaching assignment, and the percentage of ELLs in the candidate's classroom). In addition, a formal observation should be completed by a qualified administrator or colleague (using the WOU mentor observation form). Both the district letter and the signed observation form must be received by the ESOL/Bilingual Coordinator before the waiver can be granted. ***This waiver will only be granted after the candidate completes all coursework towards the ESOL endorsement and obtains a passing score on the ESOL ORELA exam.***

Requirements:

PLACEMENT

- 90 contact hours in an approved bilingual/sheltered English classroom
- classroom must have an ESOL/Bilingual program in place
- classroom must comprise at least 20% of bilingual/ELL students
- a mentor teacher who holds an ESOL or ESOL/Bilingual Endorsement

Every effort will be made to place candidates in classrooms that include both English speakers and English language learners (ELLs). Placements in ELL-only settings (e.g., ELD, ESL or pull-out programs) will be made only when other options are not available. Exceptions must be approved by the Coordinator of the ESOL/Bilingual Program.

OBSERVATIONS

- four formal observations: two by the mentor teacher (also known as collegial mentor) and two by the faculty supervisor
- formal observations require written lesson plans
- at least half of the formal observations should correlate with work sample lessons
- scheduled time to debrief after the lesson
- additional informal observations may be required on an as-needed basis

WORK SAMPLE

Requirements for undergraduate students in ED 409 who are completing the ESOL/Bilingual Practicum in conjunction with their fourth term of student-teaching:

- work sample documenting a unit of instruction, contextual information and learning gains by the candidate (see field experience book and ESOL/Bilingual work sample guidelines)
- all lesson plans should follow the ESOL lesson plan template
- a copy of the work sample on a CD should be given to the faculty supervisor

Undergraduate students in ED 409 placed in an ELL-only classroom (e.g., ELD, ESL or pull-out setting separate from the classroom where they are completing their full-time student teaching) should follow all the above guidelines for the work sample. All lesson plans should follow the ESOL template, even if no ELLs are present in the mainstream classroom (choose 2 hypothetical ELD levels for differentiation). In addition, please add the following to your work sample:

- In the “Setting” section, include a description of the ELL classroom. Describe the student population, any support staff that may be present, efforts to involve parents, etc.
- In the “Final Reflection,” include a reflective essay on your experience in the ELL classroom

(All formal observations in the ELL setting require written lesson plans following the ESOL template)

Requirements for post-baccalaureate or graduate students in ED 409 or ED 609 who are completing the ESOL/Bilingual Practicum after licensure:

- 5 lesson plans following the ESOL lesson plan template
- see guidelines for graduate or post-bacc ESOL work sample

PARTICIPATION

- reflective practice about the needs and teacher practices that benefit ELLs
- active participation in a summative 3-way conference