



## Practicum Waiver Policy for the ESOL Endorsement

### ESOL advisors:

- [Use this decision tree](#) to determine if the student is eligible for the ESOL practicum waiver.
- Please email the ESOL coordinator to get approval to offer an ESOL practicum waiver (one term prior to the expected term).
- Students will be added to a Canvas shell for every student completing the waiver process. All documents for the ESOL practicum waiver will be submitted to a secure Canvas shell. General petition/waiver forms and course substitution forms still need to go to the Grad Office separately (those forms are found on the Grad Office website).

A candidate may request that the ESOL practicum be waived based on a minimum of one year of successful classroom teaching (at least half time) in an identified and approved ESOL setting. The candidate must be on an unrestricted license. This includes working in a classroom with at least 20% English Learners (ELs). ***The waiver will only be granted after the candidate completes all coursework towards the ESOL endorsement and obtains a passing score on the ESOL ORELA-NES exam. If the waiver is being used in place of the 3 credits for ED 609 in a graduate degree program, another 3 credit course will need to be taken and subbed for ED 609 and a course sub form will need to be submitted to the Grad Office.***

FEE: The practicum waiver requires a \$150 fee.

### The following documentation must be received by the ESOL Coordinator before the waiver can be granted:

1. **four formal observations** (the included observation form must be used- [linked here](#)) :
  - 2 observations completed by a qualified administrator or an ESOL endorsed colleague in-person.
  - 2 observations completed by an WOU ESOL supervisor virtual through streaming or video.**\*The observer will create a pdf at the end of the online observation form. This should be sent to the ESOL student to upload to Canvas.**
2. **a final summative evaluative meeting** with the ESOL candidate, WOU ESOL supervisor, and observing colleague to assign a final consensus score on the included form in order to discuss student progress and note that the requirements for demonstrating proficiency have been met. [See this link](#) for more directions.

THIS IS ONLY A SAMPLE OF THE OBSERVATION FORM.

OBSERVERS WILL USE [THIS LINK](#) TO COMPLETE AN OFFICIAL OBSERVATION.



**Formal Observation of ESOL endorsement candidate**

*(To be completed by qualified administrator or ESOL endorsed colleague)*

Observer: \_\_\_\_\_ Date of observation \_\_\_\_\_

*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 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 learners need to succeed in academic tasks.
  - function  language forms  central focus  learning target
  - sentence frames  translanguaging/cross linguistic strategies  note taking, metacognition etc
- \_\_\_\_\_ 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. Providing opportunities for students to use their full linguistic repertoire to promote content area comprehension and language development.
- \_\_\_\_\_ j. 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
- \_\_\_\_\_ k. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_\_\_ l. Incorporating **technologies** to benefit ELs, when applicable.
- \_\_\_\_\_ m. 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
- wait time      non-verbal cues
- repetition      models standard English      has students repeat key language
- uses appropriate rate of speech      modeled talk
- \_\_\_\_\_ b. Providing **visual** and **participatory** support.
- pictures      bi/multilingual labels      graphs, maps, and reference charts
- anchor/input charts      advance/graphic organizers
- realia
- manipulatives      bilingual books or inclusion of home language      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 (bi/multilingual, when possible)

writing/highlighting key words

word study  vocab inquiry  bi/multilingual dictionaries

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

strategies to develop grammatical competence, such as sentence frames/building and syntax transfer

strategies to develop pragmatic and discourse competence, such as role play

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 and language development.

cooperative learning  learning centers  integrated/thematic curriculum projects

drama/role-play  inside/outside circle  bi/multilingual collaborative

work

think-pair-share  Socratic seminar  other \_\_\_\_\_

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

key vocabulary  key concepts  relevance of subject matter

other \_\_\_\_\_

**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 home 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):**

Signatures:

ESOL endorsement candidate: \_\_\_\_\_

Administrator or ESOL endorsed colleague: \_\_\_\_\_



**Formal Observation of ESOL endorsement candidate**

*(To be completed by a WOU ESOL university practicum supervisor-virtually)*

**Observer:** \_\_\_\_\_ **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 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 learners need to succeed in academic tasks.
  - function    language forms    central focus    learning target
  - sentence frames    translanguaging/cross linguistic strategies    note taking, metacognition etc
- \_\_\_\_\_ 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. Providing opportunities for students to use their full linguistic repertoire to promote content area comprehension and language development.

\_\_\_\_\_ j. 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

\_\_\_\_\_ k. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.

\_\_\_\_\_ l. Incorporating **technologies** to benefit ELs, when applicable.

\_\_\_\_\_ m. 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

wait time             non-verbal cues

repetition             models standard English                                 has students repeat key language

uses appropriate rate of speech                                 modeled talk

\_\_\_\_\_ b. Providing **visual** and **participatory** support.

pictures                                 bi/multilingual labels                                 graphs, maps, and reference charts

anchor/input charts             advance/graphic organizers

realia

manipulatives             bilingual books or inclusion of home language     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 (bi/multilingual, when possible)

writing/highlighting key words

word study     vocab inquiry     bi/multilingual dictionaries

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

strategies to develop grammatical competence, such as sentence frames/building and syntax transfer

strategies to develop pragmatic and discourse competence, such as role play

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 and language development.

cooperative learning     learning centers     integrated/thematic curriculum projects

drama/role-play     inside/outside circle     bi/multilingual collaborative work

think-pair-share     Socratic seminar     other \_\_\_\_\_

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

key vocabulary     key concepts     relevance of subject matter

other \_\_\_\_\_

**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

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criterion-referenced

\_\_\_\_\_ f. Utilizing informal assessment to guide instruction and reteaching within the lesson, when applicable.

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\_\_\_\_\_ c. Sensitive error correction (of meaning before form, as appropriate).

\_\_\_\_\_ d. *Valuing home cultures through use of culturally relevant curricula and pedagogy. (in general)*

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\_\_\_\_\_ f. Monitoring student conduct and taking appropriate action for misbehavior.

\_\_\_\_\_ g. *Fostering opportunities to use home 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 or University Supervisor:

\_\_\_\_\_

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

**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)
	1	2				
N/O	1	2	3	4	5	6
	Does not take into account the needs of ELs 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 ELs 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 ELs 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 ELs when designing lessons. Learning tasks and scaffolds address the needs of individual ELs 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 ELs when designing meaningful lessons. Learning tasks and scaffolds are strategically designed to meet specific needs of individual ELs. Effective content and language objectives are evidenced throughout the lesson. All activities and assessments are tightly aligned to objectives, allow for individual ELs 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)
	1	2				
N/O	1	2	3	4	5	6
	<p>Makes minimal effort to build background via prior learning and/or experiences. Rarely uses strategies to aid the comprehension of language learners.</p>		<p>Provides some efforts to build background knowledge via prior learning and/or experiences. Uses a few strategies that help ELs' comprehension. Begins to scaffold instruction and highlight language features. Teaches concepts/skills without careful modeling, and provides only limited opportunities for practice.</p>	<p>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 ELs' comprehension, such as visuals, wait time and/or L1 support. Teaches concepts/skills with modeling and appropriate opportunities for practice.</p>	<p>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 ELs' 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.</p>	<p>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 ELs' 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.</p>

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 ELs 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 ELs.	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 ELs.

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)
	1	2				
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 ELs. 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 ELs 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 ELs 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 ELs 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 ELs 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.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
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		Demonstrates some efforts to be reliable, hard-working, and collaborative. Attempts to understand the cultural norms and	Reliable, hard-working and collaborative. Consciously learns and respects the school and community cultures,	Consistently reliable and hard-working, and frequently initiates collaboration. Values and contributes to school and community	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.

	cultures and norms. Becomes defensive about or fails to address constructive feedback.	traditions of the school and community. Attempts to seek constructive feedback and reflect on professional practices.	norms and traditions. Seeks and utilizes constructive feedback for professional growth. Works to establish reflective practices.	norms, cultures, and traditions. Utilizes external feedback and reflective practices for professional growth.	
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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)
	1	2	3	4	5	6
N/O						
	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.

**Summative Assessment of Candidate**

**Seeking English for Speakers of Other Languages (ESOL) Endorsement**

*(To be completed by the candidate, administrator/colleague, and the ESOL university supervisor)*

Name of Candidate \_\_\_\_\_ Course \_\_\_\_ ED 409 \_\_\_\_ ED 609

ESOL Practicum Supervisor \_\_\_\_\_ Date of summative meeting \_\_\_\_\_

School/District at which practicum was completed \_\_\_\_\_

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 \_\_\_\_\_

Administrator/Colleague \_\_\_\_\_  
WOU ESOL Supervisor \_\_\_\_\_

**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.

Observed	Not Meet Standard )	Developing Proficiency Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards	Distinguished

	<p>not take into account the needs of ELs when designing lessons. Content and language objectives are not appropriate for language learners, or are not. Activities and grouping strategies do not engage students.</p>	<p>Attempts to take into account the needs of ELs when designing lessons. Recognizes and begins to adapt content and language objectives that are appropriate for language learners. Activities are superficially related to learning objectives, and grouping strategies engage some students.</p>	<p>Takes into account the needs of ELs as a whole 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 language skills. Grouping strategies are effective and consistently engage students.</p>	<p>Consistently takes into account the needs of ELs when designing lessons. Learning tasks and objectives address the needs of individual ELs or groups with similar needs. Content and language objectives are effective for language learners and evident in the lesson. Activities and assessments are closely aligned to objectives, and are student-centered, promote critical thinking and address language skills. Effective grouping strategies ensure all students are engaged.</p>	<p>Consistently takes into account the needs of individual ELs when designing meaningful lessons. Learning tasks and objectives are strategically designed to meet specific needs of individual ELs. Effective content and language objectives are practiced throughout the lesson. All activities and assessments are tightly aligned to objectives, allow individual ELs to demonstrate their learning, student-centered, promote critical thinking and address all four language domains. Student-centered activities and purposeful grouping strategies ensure students are challenged and engaged throughout the lesson.</p>
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The candidate has demonstrated the ability to shelter and implement instruction for English Language Learners.

Observed	Not Meet Standard	Developing Proficiency Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards	Not Observed

	<p>minimal effort to build background via prior learning experiences. Rarely uses strategies to aid the comprehension of language arts.</p>	<p>uses some efforts to build background knowledge for learning and/or experiences. Uses a few strategies that help ELs' comprehension. Begins to provide direct instruction and explicit language features. Explicitly teaches concepts/skills with modeling, and provides only limited opportunities for practice.</p>	<p>builds background knowledge via prior learning experiences on a consistent basis. Scaffolds instruction, especially about literary and academic language. Employs sheltered strategies that benefit ELs' comprehension, such as wait time and/or L1 support. Teaches concepts/skills with modeling and provides appropriate opportunities for practice.</p>	<p>establishes a variety of strategies to build background knowledge via prior learning experiences on a consistent basis. Consistently uses a variety of sheltered strategies that benefit individual ELs' comprehension, including wait time and L1 support. Academic language is modeled throughout instruction. Explicitly teaches concepts/skills with modeling, and provides opportunities for guided and independent practice.</p>	<p>uses a wide range of strategies to build background knowledge for learning and/or experiences. Consistently uses a wide range of sheltered strategies that are fully designed to benefit individual ELs' comprehension. Both academic language and content instruction are made comprehensible. Explicitly teaches concepts/skills with modeling, and provides meaningful opportunities for guided and independent practice. This is done multiple times and in multiple ways to ensure that all students have met learning objectives.</p>
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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)
	1	2	3	4	5	6
	Does not check for understanding during instruction. There is little connection between what is 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 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 every 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 ELs as a group.	Checks for understanding throughout lesson using both informal and formal assessment tools. Assessment consistently informs 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 ELs.	Thoroughly checks for understanding in each part of the lesson using a wide variety of informal and formal assessment tools. Meaningful assessment informs 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 ELs.

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 address the affective filter of ELs. Lack of addressing content or language mistakes is ineffective or insensitive.		Attempts to establish a classroom climate that encourages learning. Provides some effort to address students' affective filter and to engage ELs in learning. Attempts to address content or language mistakes in a sensitive way.	Establishes a classroom environment where learning and expectations are the focus by using signals and feedback strategies. The affective filter is lowered so that ELs 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 ELs 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 respectful 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 ELs eagerly participate. Content or language mistakes are respectfully and effectively addressed. Provides a social environment that encourages varied opportunities to express varied perspectives, and promotes mutual respect among students.

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.
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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)
	1	2				
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	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	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	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.

		professional practices.	reflective practices.	professional growth.	
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