ESL/BILINGUAL ENDORSEMENT PROGRAM
PRACTICUM HANDBOOK

PORTLAND STATE UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

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THE ESL/BILINGUAL ENDORSEMENT PRACTICUM EXPERIENCE

The supervised practicum experience serves to integrate course content within a practical teaching/learning environment. Specific practicum assignments provide opportunities for students to apply, practice, and reflect on concepts and skills learned in the university courses.

The practicum experience assists students in developing, clarifying, and applying attitudes and beliefs about quality educational practices. It also gives students opportunities to observe and participate in the responsibilities and roles of the ESL/bilingual educator, while enabling them to further develop their skills and abilities in instruction and classroom management relevant to English language learners.

Practicum students may complete the ESL/bilingual endorsement practicum experience in their own classrooms if the minimum requirements of the practicum can be met in this way (see requirements below). Alternatively, students may be assigned to practicum experience sites by PSU ESL/bilingual endorsement faculty and staff, working in cooperation with the Graduate School of Education Field Placement Coordinator to insure school and district requirements are met for site and placement approval. Practicum students are assigned to ESL-endorsed educators (cooperating teachers) at the placement site. The hours of participation are regularly scheduled and determined through mutual agreement among the cooperating teacher, the practicum student, and the university supervisor.

A PSU faculty supervisor is assigned to each student and site. This university supervisor works with the student and the cooperating teacher to plan, coach, and evaluate the student’s activities in the practicum experience site. The university supervisor will visit the site to meet with the cooperating teacher and student and to observe the student at scheduled times during the term.

Goals for each practicum experience are designed to provide opportunities for students to apply concepts and skills developed in their ESL/bilingual endorsement program course work. At the beginning of the quarter, the student, the university supervisor, and the cooperating teacher meet to review goals and specific objectives and determine plans for the student’s participation in the practicum experience. We attempt to make the best matches possible to meet the needs of the student and of the cooperating teacher.

**Basic Practicum Requirements**

- at least 90 hours of involvement with a minimum of six ELL students.
- independent development and teaching of lessons to ELL students.
- practice of student assessment skills relevant for ELL students.
- completion of required written assignments.
- two to four observations by university supervisor.
- cooperating teacher must hold the ESL Endorsement.
Roles/Responsibilities of the Practicum Student

Supervised practicum experience students are expected to demonstrate appropriate professional behavior. It is assumed that a high level of responsibility, professionalism, initiative and positive interpersonal characteristics will be evident. Indicators of these attributes include: punctuality; timely notice of absences; timely completion of assigned tasks; professional demeanor; enthusiasm and initiative; a tactful, composed manner; appropriate dress/appearance; and a constructive style of interpersonal communication.

When a practicum placement is arranged and a student is unfamiliar with the school, cooperating teacher, and students, it is important that the student become involved in the instructional program of the classroom and make plans to begin practicum assignments as soon as possible. An initial period of observation is recommended, which will vary in length according to the needs and desires of the people in each situation. The student observation should include all areas of the teaching environments, if possible. Five hours of observation may be counted toward the total required practicum hours.

Specific responsibilities of the ESL/bilingual endorsement practicum student are as follows:

1. Spend at least 90 hours of involvement with at least six ELL students, and cooperating teacher, as relevant. Some time for observation and joint planning is appropriate.

2. Work independently to develop and teach a curriculum or unit of at least 10 lessons with target ELL students that includes the following:
   + Pre-assessment of students levels and needs
   + Goals and objectives to meet those needs
   + Lesson plans
   + Materials and activities
   + Post-assessment of the student’s progress in meeting the goal of the unit

3. Prepare written lesson plans including the elements above for at least two lessons to be observed by the university supervisor, using the lesson planning format provided (see Appendix).

4. Take the responsibility to schedule meeting times with the cooperating teacher to share information, get feedback and advice.

5. Complete the “Practicum Student Log” form to document that at least 90 hours was spent in practicum activities; turn in to university supervisor at conclusion of practicum.

6. Complete written assignments, including (a) lesson plans referenced in #3 above; (b) reflection paper; and (c) an essay discussing knowledge and application of the 14 PSU competencies for the ESL/bilingual endorsement. Refer to syllabus for details. See also “Criteria for Meeting the ESL/Bilingual Endorsement Practicum Outcomes” on pages 5-6 as a guide for discussing the 14 competencies.

7. Meet with the university supervisor and cooperating teacher to plan and evaluate experiences at the beginning of the term, at midterm, and at the end of the term.

8. Be familiar with, and adhere to the school’s policies regarding student management, safety, work hours, dress, etc.


**Roles/Responsibilities of the Cooperating Teacher**

The cooperating teacher plays an important role in the ESL/bilingual practicum experience by serving as a mentor and consultant to the practicum student. The cooperating teacher provides guidance and suggestions for working effectively with ELL students based on his/her background as an experienced teacher who holds an ESL endorsement. The cooperating teacher assists the practicum student to feel at ease, to be accepted by the students and within the school, and offers advice, assistance and encouragement.

The practicum student takes responsibility for instructional activities with a group of ELL learners, as described on page 2. The cooperating teacher assists the student teacher to schedule adequate time and to identify appropriate activities to complete practicum objectives with ELL students. The cooperating teacher should observe the practicum student’s performance with the students and be available for questions, consultation, and to discuss and assess progress.

In order to get the practicum off to a good start, the cooperating teacher should make certain the practicum student has a clear idea of school rules and procedures, as well as instructional procedures and curriculum—those things considered “musts” and those things the student may vary. The cooperating teacher should discuss the practicum student’s role with classroom staff and facilitate positive relations between the student, classroom staff, and school staff.

Specific responsibilities of the ESL/bilingual endorsement cooperating teacher are as follows:

1. Meet jointly with the practicum student and university supervisor at the beginning of the practicum experience to review roles, responsibilities, goals and objectives, and at the end of the practicum to provide input for final evaluation.

2. Provide information and assistance, as needed, in getting to know the students, understanding their levels of competency and cultural/linguistic backgrounds, and the goals for each group.

3. Assist the practicum student in identifying goals, objectives, activities, and timelines for meeting practicum objectives.

4. Be a resource to the practicum student by responding to questions, assisting to secure materials and setting up activities in initial efforts.

5. Inform the practicum student of relevant policies, procedures, guidelines, and building regulations.

6. Observe the practicum student in assessment and teaching settings, in interactions with other school staff, parents, and the community, and provide appropriate feedback.

7. Provide support and guidance, as needed, for practicum student’s completion of required written assignments.

8. Inform the practicum student and university supervisor if, at any time, there are concerns that the student will not satisfactorily meet standards of professional behavior and/or be able to complete practicum assignments.

9. Complete required one-page cooperating teacher evaluation form and submit to university supervisor at final evaluation meeting.
Roles/Responsibilities of the University Supervisor

The university supervisor’s role is as a liaison between the school and PSU. He/she serves as a consultant for both institutions and mobilizes resources to provide worthwhile experiences for practicum students. Both the cooperating teacher and the practicum student should view the university supervisor as a resource to facilitate problem-solving in communication, collaboration, or other areas.

The university supervisor will observe the practicum student’s performance in assessment and instruction as it relates to the goals, objectives and lesson plans developed for addressing the learning needs of the ELL students with whom the student is working. The focus of these visits will vary and will depend upon the needs of the particular student. They WILL include observation of assessment skills with ELL students. The supervisor will record written notes during the observation and will discuss them with the practicum teacher. The university supervisor will assist the student to plan and problem-solve in completion of practicum objectives. The emphasis throughout the term should be on team cooperation, with the practicum student, cooperating teacher, and university supervisor maintaining a close working relationship.

The university supervisor will facilitate the final evaluation conference with the practicum student and the cooperating teacher.

Specific responsibilities of the ESL/bilingual endorsement university supervisor are as follows:

1. Set up a pre-conference with the practicum student and cooperating teacher to provide clear guidelines for university expectations of the practicum experience, and to distribute required forms.
2. Assist practicum student in establishing learning goals and objectives for the practicum experience.
3. Observe the practicum student at least two times, and up to four times, including observation of two lessons for which the practicum student has prepared written lesson plans, and at least one observation that includes assessment of ELL students. Provide written feedback to the student as appropriate.
4. Maintain a record of student contact by completing “Supervisor’s Contact Sheet.”
5. Receive and read all practicum student written assignments, and complete evaluation rubrics included in the Scoring Guide and Summary Report.
6. Arrange a post-conference with practicum student and cooperating teacher for final evaluation of all practicum work and completion of all required forms.
7. Complete the “University Supervisor Checklist” and gather and submit all required forms by the term deadline.
8. Submit practicum students’ grades by the term deadline.
9. Be available to practicum student and cooperating teacher for problem solving and to act as a resource and link to the university.
### Criteria for Meeting the ESL/Bilingual Endorsement Practicum Outcomes

**Suggestions to consider when completing your competencies essay**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Criteria</th>
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</table>
| **1. Language Acquisition** | • is able to explain activity and lesson goals in terms of first and second language acquisition  
• uses realia, visuals, hands-on activities, etc., to produce comprehensible input  
• builds on students’ knowledge of first language by using the 1st and 2nd languages to expand the student’s understanding of concepts, directions, and expectations and by encouraging students to communicate and question in either language |
| **2. Applied Linguistics**  | • uses concepts from applied linguistics to develop all modes of language use  
• builds on students’ current cognitive and maturity levels  
• assesses students’ levels of listening, speaking, reading, and writing in order to develop meaningful sequences for instruction  
• works to gain some understanding of the students’ first languages if not bilingual in both (all) language(s) |
| **3. Teaching Methodologies** | • uses an eclectic variety of activities to include language skills and students’ learning styles  
• has an instructional purpose for any activity  
• uses content materials for both cognitive and language instruction  
• at least initially, avoids teaching grammar for the sake of grammar |
| **4. Inclusive Curriculum**  | • utilizes students’ language and cultural backgrounds when planning lessons  
• has an over-reaching plan for integrating skills, content and culture  
• integrates school and community resources and current topics for discussions, oral and written reports, guest speakers, etc. |
| **5. Innovative Techniques** | • uses a variety of techniques to introduce, study and review  
• techniques are coordinated so as to clarify and not confuse  
• builds a repertoire of techniques that support and reinforce learning |
| **6. Diploma Standards**    | • uses knowledge of standards to build students’ skills and establish learning goals  
• helps students and parents understand short and long term competency standards  
• uses competencies to inform students of performance measures and to help them become independent learners |
| **7. Laws and Policies**    | • discusses requirements with staff, parents, community  
• knows processes and policies for assessment and their purposes  
• works to insure all students are progressing and participating |
| **8. Special Needs**        | • knows developmental landmarks and can instruct at appropriate levels to support achievement  
• knows resources and assessments for both special needs and TAG students  
• makes appropriate adjustments within own instruction and refers to extra help those who need it  
• is aware of available instruments for measuring language learning |
<table>
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<tr>
<th>Competency</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 9. Assessment (in addition to criteria in #8 above) | • uses portfolios, teacher observation, and teacher developed tests for specific lessons and units of study which can be used with all students  
• uses assessment measures as feedback to develop lesson plans, to set the pace of instruction, to enrich and challenge learning  
• knows about commercially available assessment tools and is able to evaluate them for instructional purpose as well as bias or coverage of skills  

| 10. Diversity                                  | • seeks out materials (books, posters, human resources) that celebrate human experiences around the world  
• uses positive terms (language learner x language barrier) to discuss student learning levels  
• encourages students to discuss their life experiences  
• brings in guest speakers, including parents and representatives of many languages, to discuss aspects of cultural and life experiences  
• develops a school climate of respect for themselves and others  

| 11. Reflection of the experiences of ALL students | • can discuss the relevance of the activities/materials to students’ life experiences  
• includes activities and materials that help students appreciate their various heritages  
• is careful to be inclusive in instructional choices  

| 12. Family Involvement                         | • develops/participates in outreach activities to share information and bring parents to school  
• includes instructional activities that involve students talking to and learning more about their heritage and families  
• routinely contacts parents regarding lessons, activities, etc.  
• discusses community resources with parents  

| 13. Community Cooperation                                    | • contacts and works with staff or parents or volunteers who know the community  
• gets to know the families of the students  
• assists other staff to learn about and provide warm welcome to the whole community  
• surveys parents/community for their interests, concerns and needs  

| 14. Bilingualism                                      | • understands local, state, and national aspects of bilingual programs  
• is able to explain the role of two languages in the cognitive and linguistic development of children  
• serves as a resource for staff and parents who may not understand the history, social, psychological, and educational aspects of bilingualism  

| 15. Fluency (required only if seeking bilingual endorsement) | • is using both (or several) languages in the classroom to support instruction  
• uses both languages for the instructional purposes of a given language  
• uses both languages for family and community contacts and communications |
APPENDIX

• Practicum Lesson Plan Form and Instructions

• TSPC Standards for ESL/Bilingual Endorsement
Use the form on the following pages to prepare the required written lesson plans for your ESL/Bilingual Endorsement practicum.

**Page 1:**

- Complete identifying information at top of page.
- List key vocabulary to be taught in your lesson.
- List any materials required for your lesson.
- Check elements related to the following that apply to/will be used in your lesson:
  - Preparation
  - Scaffolding
  - Grouping Options
  - Integration of Processes
  - Application
  - Assessment
  - Accommodations/Differentiation
  - TSPC Competencies Addressed (see listing on practicum assessment rubric)
  - Oregon ESL Standards

**Page 2:**

- Describe the lesson sequence—the process/procedure to be followed for the lesson. Outline the order of your lesson, step by step.

**NOTE:** Make additional copies of this form, as needed. You may also re-create this format on your own computer if that would facilitate completing the lesson plan.

**Page 3:**

- Follow these instructions to prepare written reflections for one of your lessons, AND for your overall practicum experience.
Portland State University
ESL/Bilingual Endorsement Practicum Lesson Plan

Practicum Student’s Name ________________________   Date___________   Time________
Grade/Class/Subject____________________________________________________________
Unit/Theme ___________________________________________________________________
Content Objective(s)____________________________________________________________
______________________________________________________________________________
Language Objective(s) __________________________________________________________

Listening__________________________________________________________
Speaking__________________________________________________________
Reading_________________________________________________________
Writing__________________________________________________________

List key vocabulary and materials required for your lesson:

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Materials Required</th>
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<tbody>
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Check any of the items below that apply to and/or will be used in your lesson:

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>Scaffolding:</th>
<th>Grouping Options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Adaptation of content</td>
<td>___ Modeling</td>
<td>___ Whole class</td>
</tr>
<tr>
<td>___ Links to background</td>
<td>___ Guided Practice</td>
<td>___ Small groups</td>
</tr>
<tr>
<td>___ Links to past learning</td>
<td>___ Independent Practice</td>
<td>___ Partners</td>
</tr>
<tr>
<td>___ Strategies incorporated</td>
<td>___ Comprehensible Input</td>
<td>___ Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration of Processes:</th>
<th>Application:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Listening</td>
<td>___ Hands-on</td>
<td>___ Individual</td>
</tr>
<tr>
<td>___ Speaking</td>
<td>___ Meaningful</td>
<td>___ Group</td>
</tr>
<tr>
<td>___ Reading</td>
<td>___ Linked to Objectives</td>
<td>___ Written</td>
</tr>
<tr>
<td>___ Writing</td>
<td>___ Promotes Engagement</td>
<td>___ Oral</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Accommodations/Differentiation for:</th>
<th>PSU ESL/Bilingual Endorsement Competencies Addressed:</th>
<th>Oregon ESL Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Content</td>
<td>1 2 3 4</td>
<td>___ Listening</td>
</tr>
<tr>
<td>___ ESL</td>
<td>5 6 7 8</td>
<td>___ Speaking</td>
</tr>
<tr>
<td>___ Special Needs</td>
<td>9 10 11 12</td>
<td>___ Reading</td>
</tr>
<tr>
<td>___ TAG</td>
<td>13 14</td>
<td>___ Writing</td>
</tr>
<tr>
<td>___ Culturally Appropriate</td>
<td></td>
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</tbody>
</table>
Lesson Sequence—describe step-by-step the order of your lesson, and the process/procedures to be used:

1. **Transition/Motivation/Anticipatory Set** (building background, getting the students interested in or excited about the lesson):

2. **Direct instruction** (language and content objectives taught, comprehensive input from teacher, strategies learned, interaction, feedback):

3. **Guided practice/application** (meaningful activities guided by the teacher, student interaction, practice strategies, application and feedback):

4. **Independent practice** (individual students or groups of students practice, apply strategies, interact, give feedback):

5. **Checking for Understanding** (assessment):

6. **Review/Reflection**: See attached or refer to syllabus for lesson and overall practicum reflection paper guidelines.
PSU ESL Endorsement Practicum—Reflection Paper

Include at the top of your paper:

--Your Name
--PSU Term
--PSU Supervisor
--Date

Lesson Reflection: Select ONE of the written lessons observed by your supervisor. Prepare a 2-page (maximum) paper discussing:

1. Why did you decide to teach this lesson?

2. Pick four of the Competencies listed below, and write:
   (a) why you addressed this particular competency in your lesson; what was your rationale?
   (b) what you did to support your students using this competency; what books, Strategies, techniques did you use?

   Competencies:
   --Language Acquisition --Assessment
   --Applied Linguistics --Diversity
   --Inclusive Curriculum --Reflection of the Experiences of All Students
   --Innovative Techniques

3. What worked well in your lesson, and why?

4. What was not successful in your lesson? What would you change, and why?

5. What would you do to improve this lesson the next time you teach it?

6. What did you learn from teaching this lesson?

Overall Practicum Reflection: Limit to 2 pages, maximum.

1. What were some of the positives that you experienced during your practicum?

2. What were some of your challenges during practicum? How did you deal with them?

3. What will you change in your teaching skills and techniques as a result of your practicum experience?

4. What did you learn from your practicum experience?
Oregon Teacher Standards and Practices Commission
Standards for ESOL Endorsement

584-065-0100 Knowledge, Skills and Abilities for English to Speakers of Other Languages

(1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.

(a) Describing Language: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. Candidates:

(A) Apply knowledge of phonology (the sound system) to help ESOL and bilingual students develop oral, reading and writing (including spelling) skills in English;

(B) Apply knowledge of morphology (the structure of words) to assist ESOL and bilingual students' development of oral and literacy skills in English;

(C) Apply knowledge of syntax (phrase and sentence structure) to assist ESOL and bilingual students in developing written and spoken English;

(D) Apply understanding of semantics (word/sentence meaning) to assist ESOL and bilingual students in acquiring and productively using a wide range of vocabulary in English;

(E) Apply knowledge of pragmatics (the effect of context on language) to help ESOL and bilingual students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings;

(F) Demonstrate ability to help ESOL and bilingual students develop social and academic language skills in English;

(G) Demonstrate ability to help ESOL and bilingual students acquire a range of genres, rhetorical and discourse structures and writing conventions in English;

(H) Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL and bilingual students bring in order to extend their linguistic repertoire;

(I) Locate and use linguistic resources to learn about the structure of English and of students' home language; and

(J) Demonstrate proficiency in English and serve as a good language model for ESOL and bilingual students.

(b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Candidates:
(A) Provide rich exposure to English;
(B) Provide comprehensible input and scaffolding;
(C) Provide opportunities for meaningful interaction;
(D) Create a secure, positive, and motivating learning environment;
(E) Understand and apply current theories and research in language and literacy development;
(F) Recognize and build on the processes and stages of English language literacy development;
(G) Recognize the importance of ESOL and bilingual students' home languages and language varieties and build on these skills on a foundation for learning English;
(H) Understand and apply knowledge of sociocultural and political variable to facilitate the process of learning English;
(I) Understand and apply knowledge of the role of individual learner variable in the process of learning English;
(J) Provide appropriate instruction and feedback;
(K) Help ESOL and bilingual students to communicate in socially and culturally appropriate ways while being sensitive to the student's native culture;
(L) Help ESOL and bilingual students develop academic language proficiency; and
(M) Help ESOL and bilingual students develop effective language learning strategies.

(2) Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.

(a) Nature and Role of Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. Candidates:

(A) Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English as a Second Language (ESL);
(B) Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning;
(C) Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL and bilingual families; and
(D) Understand and apply concepts about the interrelationship between language and culture.
(b) Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. Candidates:

(A) Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction;

(B) Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students;

(C) Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL and bilingual students' learning;

(D) Understand and apply knowledge about the impact of students' socioeconomic status, native language, race, religion, class, national origin disability an gender on learning and teaching ESL; and

(E) Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

(3) Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

(a) Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. Candidates:

(A) Plan standards-based ESL and content instruction;

(B) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools;

(C) Plan students' learning experiences based on assessment of language proficiency and prior knowledge; and

(D) Provide for particular needs of students with limited formal schooling (LFS) in their first language.

(b) Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL and bilingual students in accessing the core curriculum as they learn language and academic content together. Candidates:

(A) Organize learning around standards-based subject matter and language learning objectives;
(B) Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material;

(C) Provide activities and materials that integrate listening, speaking, reading and writing;

(D) Develop students' listening skills for a variety of academic and social purposes;

(E) Develop students' speaking skills for a variety of academic and social purposes;

(F) Provide standards-based instruction that builds on students' oral English to support learning to read and write;

(G) Provide standards-based reading instruction adapted to ESOL and bilingual learners; and

(H) Provide standards-based writing instruction adapted to ESOL and bilingual learners. Develop students' writing through a range of activities from sentence formation to expository writing.

(c) Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Candidates:

(A) Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials;

(B) Select materials and other resources that are appropriate to students' developing language and cont-area abilities, including appropriate use of the student's first language;

(C) Employ an appropriate variety of materials for language learning, including books, visual aids, props and realia.

(D) Use appropriate technological resources to enhance language and content-area instruction for ESOL and bilingual students (e.g., Web, software, computers, and related devices); and

(E) Use software and Internet resources effectively in ESL and content instruction.

(4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.

(a) Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL and bilingual student learning. Candidates:

(A) Demonstrate an understanding of the purposes of assessment as they relate to ESOL and bilingual learners and use results appropriately;

(B) Demonstrate an understanding of the quality indicators of assessment instruments;
(C) Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL and bilingual students; and

(D) Distinguish between a language difference, gifted and talented and special education needs for ESOL and bilingual students.

(b) Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL and bilingual students. Candidates:

(A) Understand and implement national and state requirements for identification, reclassification and exit of ESOL and bilingual students from language support programs;

(B) Understand, develop and use norm-referenced assessments appropriately with ESOL and bilingual learners;

(C) Understand, develop and use criterion referenced assessments appropriately with ESOL and bilingual learners;

(D) Understand, construct and use assessment measures for a variety of purposes for ESOL and bilingual students; and

(E) Assess ESOL and bilingual learners' language skills and communicative competence using multiple sources of information.

(c) Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction. Candidates:

(A) Use performance-based assessment tools and tasks that measure ESOL and bilingual learners' progress toward state and national standards;

(B) Use various instruments and techniques to assess content-area learning (e.g. math, science, social studies) for ESOL and bilingual learners at varying levels of language and literacy development; and

(C) Prepare ESOL and bilingual students to use self- and peer-assessment techniques when appropriate.

(5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.

(a) ESL Research and History: Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates:

(A) Demonstrate knowledge of language teaching methods in their historical contexts; and
(B) Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

(b) Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families. Candidates:

(A) Advocate and serve as language and education resources for students and families in their schools and communities;

(B) Serve as professional resources personnel in their education communities; and

(C) Advocate for ESOL and bilingual students' access to all available academic resources, including instructional technology.

(c) Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students. Candidates:

(A) Establish professional goals and pursue opportunities to grow in the field of ESL;

(B) Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school;

(C) Engage in collaborative teaching in general education and content-area classrooms; and

(D) Model academic proficiency in the English language.

(6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates:

(a) Demonstrate knowledge of current technologies and their application in ESOL;

(b) Design, develop, and implement student learning activities that integrate information technology; and

(c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

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