Portland State University
ESOL/Bilingual Endorsement Program

Practicum Lesson Plan Form and Instructions

Use the form on the following pages to prepare the required written lesson plans for your ESOL/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 ESOL 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
ESOL/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>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Check any of the items below that apply to and/or will be used in your lesson:

Preparation:
___ Adaptation of content
___ Links to background
___ Links to past learning
___ Strategies incorporated

Scaffolding:
___ Modeling
___ Guided Practice
___ Independent Practice
___ Comprehensible Input

Grouping Options:
___ Whole class
___ Small groups
___ Partners
___ Independent

Integration of Processes:
___ Listening
___ Speaking
___ Reading
___ Writing

Application:
___ Hands-on
___ Meaningful
___ Linked to Objectives
___ Promotes Engagement

Assessment:
___ Individual
___ Group
___ Written
___ Oral

Accommodations/Differentiation for:
___ Content
___ ESOL
___ Special Needs
___ TAG
___ Culturally Appropriate

PSU ESOL/Bilingual Endorsement Competencies Addressed:
___1 ___2 ___3 ___4
___5 ___6 ___7 ___8
___9 ___10 ___11 ___12
___13 ___14

Oregon ESOL Standards:
___ Listening
___ Speaking
___ Reading
___ Writing
Lesson Sequence--describe step-by-step the order of your lesson, and the process/procedures to be used:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transition/Motivation/Anticipatory Set</td>
<td>(building background, getting the students interested in or excited about the lesson):</td>
</tr>
<tr>
<td>2. Direct instruction</td>
<td>(language and content objectives taught, comprehensive input from teacher, strategies learned, interaction, feedback):</td>
</tr>
<tr>
<td>3. Guided practice/application</td>
<td>(meaningful activities guided by the teacher, student interaction, practice strategies, application and feedback):</td>
</tr>
<tr>
<td>4. Independent practice</td>
<td>(individual students or groups of students practice, apply strategies, interact, give feedback):</td>
</tr>
<tr>
<td>5. Checking for Understanding</td>
<td>(assessment):</td>
</tr>
</tbody>
</table>

6. Review/Reflection: See attached or refer to syllabus for lesson and overall practicum reflection paper guidelines.

Approved by PSU Practicum Supervisor

Date
PSU ESOL 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?