**Portland State University**

**College of Education**

**Added ESOL Endorsement**

“Preparing professionals to meet our diverse communities’ lifelong educational needs”

**CI 509: Practicum, ESOL Endorsement**

**3 Credits CRN 10594**

**Fall 2024**

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| **Schedule:** Practicum activities to be completed over 10 weeks  **University Supervisor:** Yer Thao [thaoy@pdx.edu](mailto:thaoy@pdx.edu)  **Placement:** Will vary depending on context.  **ESOL Program Coordinator:** Dr. Gayle Thieman [thiemag@pdx.edu](mailto:thiemag@pdx.edu) |

**Course Purpose and Description:** The practicum is the culminating activity of the ESOL endorsement program. It is designed as an opportunity for new ESOL educators to practice what has been learned in the ESOL Program of Study. Participants will spend at least 90 contact hours working consistently with the same group of at least six ELL students. These students must either be receiving ESOL Services or be exited from ESOL Services but on Monitor status.

## College of Education Conceptual Framework

| **COE Conceptual Framework** | **COE Disposition** |
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| **1. Diversity and Inclusiveness – Advocacy for Fairness and Respect.**  **1.1** Candidates work effectively with diverse populations.  **1.2** Candidates promote inclusive and therapeutic environments. | **1. Advocacy for Fairness and Respect**  a) Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity  b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of  learning and communication |
| **2. Research based practices and professional standards – Professionalism.**  **2.1** Candidates critically analyze and implement research-based practices.  **2.2** Candidates demonstrate appropriate professional knowledge, skills, and dispositions. | **2. Professionalism**  a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor.  b) Demonstrate honesty, trustworthiness, and maintain confidentiality.  c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity.  d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.  e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants. |
| **3. Impact on Learning and Development – Commitment to learning.**  **3.1** Candidates ensure that all learners and clients succeed.  **3.2** Candidates use technology to enhance learning and development.  **3.3** Candidates influence policy and provide leadership for organizations. | **3. Commitment to Learning**  a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge;  b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor. |
| **4. Evidenced-informed decision making – Reflection.**  **4.1** Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions. | **4. Reflection**  a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback. |

Practicum participants will:

* Assess individual learning needs
* Develop a set of 3-5 lesson plans to meet those needs
* Facilitate the lessons
* Evaluate the results of the lessons
* Complete written assignments as described in this syllabus.

Participants will work with a local ESOL-endorsed cooperating teacher who serves as a mentor/guide for consultation and problem-solving, and a university-appointed supervisor who will observe and complete a final evaluation of the practicum work. Participants will check in with both of these people at each step of the process outlined above. Practicum assignments are established individually and designed to meet the participants’ circumstances.

Participants who are currently teaching may complete practicum activities in their own classrooms if the requirements for 6 students and 90 contact hours can be met.

**Before registration**

There are certain requirements to be met prior to registering for CI 509 ESOL Practicum you must complete at least 12 credits out of the 19 credits of ESOL Endorsement Courses prior to registering for the CI 509 ESOL Practicum.

1. Ensure that your program advisor has approved the timing of your ESOL practicum.
2. Work with Penny Jasso (COE Placement Coordinator) to identify and confirm a classroom placement where:
   1. There are at least **6 students** who are *receiving ESOL services*

(See [Oregon ELPA Achievement Level Descriptors](https://www.oregon.gov/ode/educator-resources/assessment/Documents/elpa21_achievementlevel_descriptors_K-12.pdf)) or who are on *monitor status*

* 1. An ESOL certified instructor and/or administrator has been identified and has agree to serve as a supervisor for your ESOL practicum.

1. **IF you are placed in a dual-language / bilingual classroom** where some or most of the instruction is in a language other than English, you must ensure that there are at least **90 hours** of instructional time with students in English to complete your ESOL Endorsement practicum.
2. **During the practicum you must:**

* log **90 hours** of *instructional* time with students. This can be a hand-written or electronic document that is to be shared with your University Supervisor.
* Plan and teach small groups or whole class in English, using the strategies to EL students.
* You **can** Co-teach or assist ESL/ELD instructor as these will count toward some of the 90 hours of the practicum.
* Language testing responsibilities can be included as part of the practicum.

## Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](https://www.pdx.edu/drc) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.

**Assignments & Documentation Required**

There are several documents you must share with your University Supervisor (described below).  You must submit your assignments & documents to your supervisor on Canvas.

**A. Learner Profiles & Context** segment that documents the following:

**Profile** ofthe English Learners (six students or more) in your care during your ESOL Practicum Field Experience. **Please ensure the anonymity of your students and use a secure coding process or pseudonyms in your text, in compliance with FERPA.** Include:

* + The students’ ELPA Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced) See [Oregon ELPA Achievement Level Descriptors](https://www.oregon.gov/ode/educator-resources/assessment/Documents/elpa21_achievementlevel_descriptors_K-12.pdf)
  + Information about the students’ time at current ESOL level.
  + Heritage language(s) of the students.
  + Information about the students’ time in US schools.
  + Information about any limited or interrupted schooling (which may include migrant status).

**Context** of the ESOL Practicum School Site:

* Hours per week of ESOL Support services (and in what format (pullout, push-in, sheltered, etc.)).
* Information about the school and districts’ demographics.
* Description of the schools’ Model of English language support offered. *Provide as much detail as you have available.*
* Number of teachers providing ESOL services; pullout, push-in, sheltered, etc.
* Description of the ways professional development and communication occurs within the school/ district setting (between ESOL educators and other educators).
* Description of the ways the school includes/ reaches out to families.

This Learner Profiles and Context assignment needs to be completed before you can begin you lesson plan assignment. Make sure to submit your Learner Profiles and Context assignment into Canvas under the assignments tab by *November 01, 2024*. You can turn it in early. Nov. 01, 2024 is the latest that you can turn it in. After that you can begin working on you lesson plan. After you done with you lesson plan then you can schedule a observation date for the supervisor to come out observe you teaching your lesson.

**B. Instructional design** (lesson planning)

* **3-5 consecutive, sequential lesson plans, with each lesson lasting 15 – 30 minutes or as appropriate for your students’ grade and developmental age. For every lesson, include:**
* One content AND one language s*tandard* for each lesson. (You may repeat these in sequential lessons if appropriate.) Refer to this document:  
  Visit <https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Pages/EnglishLanguageProficiencyStandards.aspx>

Once you are on the ODE website, please click on the: “[**Final English Language Proficiency (ELP) Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf)”

* One content AND one (or more\*) language *objective* for each lesson (aligned to student ELP Levels noted in your context chart)**. (\***You will need a language objective to reflect each ELP level of students in your class.)
* Opportunities to speak, read, write, and listen. Lesson scaffolds for ELs (tightly aligned to the selected language objectives) within your lesson plans.   Should have scaffolds for receptive skills (visuals, bilingual dictionaries/ glossaries) **AND** productive skills (sentence frames, word bank, etc.)

Note: Actions named in the objectives are reflected in the lesson procedures. (For example, if the objective says to *cite, explain,* or *summarize,* students should be asked to do these during the lesson.)

**C. Monitoring student learning AS PART OF YOUR LESSON PLANS**

An assessment (formative is fine) to determine whether and to what degree your students have met the intended objectives, attending to the verbs noted in the objectives (*cite, explain, summarize…)*. Consider ways to provide specific feedback to students and/ or families of students. (This may be a one-row rubric, for example.) *You must include assessments with each lesson plan.*

**D. Schedule an Observation of your teaching.** Schedule a time for your supervisor to observe your facilitation of one of your lessons included above. Supervisor will need to observe you teaching one lesson of all your lessons. Make sure you post between 3-5 lessons into the class Canvas. You need to teach a lesson to at least 6 ELL students for the supervisor to watch.

**E. Reflection.** After you have completed your 90 Practicum Hours (see Log example below), you are asked to reflect and write about your experience in planning and teaching these lessons, as well it went. (Submitted to Canvas)\

* Write about 2 – 3 pages
* Consider / refer to the *professional dispositions* noted in the rubric below.
* Reflect on changes in perspective and personal growth throughout your coursework, independent research, and supervised teaching.
* Synthesize learning and application across coursework and supervised teaching in service of ELs.
* Analyze your own growth in the field of English learning and teaching and describe a plan to seek opportunities for continuous professional development.

Ensure you maintain anonymity for all learners and families in your reflection, in compliance with FERPA.

**F. Log of hours**

The goal is to document a minimum of 90 hours of instruction with English learners. You may include hours from before the PSU academic term began. Please download the document called “Practicum Log” to keep tract of the time you *spend in working with (and for) English learners this term as the following example shows.*

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| --- | --- | --- |
| ***Date*** | ***How long*** | ***Activity*** |
| *4/10/20* | *2 hours* | *Planning asynchronous activities focused on 4.RL.2,* “Determine a theme of a story, drama, or poem from details in the text; summarize the text.” |
| *4/11/20* | *1 hour* | *Small group instruction with students B, C, D.* |

**After you have completed your 90 hours, please submit to Canvas.**

**Course Objectives, Standards, and Assessment**

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| **Course Objective/Outcome**  Candidate will: | **TSPC Standards & TESOL Standards** | **COE**  **Framework** | **Assessment** |
| *Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates justify instructional decisions by reflecting on individual EL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs’ acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELs.* | TESOL 3  TSPC 3a, 3b, 3c | 1.1, 1.2,  2.2  3.1, 3.2, 3.3 | Student learning profile,  Instruction, Lesson Plans |
| *Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments, and advocate for equitable assessments for ELs. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of facilitating collaboration by communicating results to other educators, ELs, and ELs’ families.* | TESOL 4  TSPC 4a, 4c | 3.1, 3.2, 3.3 | Student learning profile, Instruction, Lesson plans |
| *Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELs, advocating for ELs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.* | TESOL 5  TSPC 5b, 5c | 4.1 | Lesson Plans,  Instruction, Reflection |

**TSPC Standards Addressed in the Practicum**

TSPC (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 content-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.

TSPC (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.

(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.

TSPC (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.

(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.

**Course Format**

This course has no on-campus meetings. You will meet with your University Supervisor at your school site and your supervisor will observe your teaching at least once (but possibly two or three times).

**Completing Endorsement Paperwork for PSU/TSPC:** After you have completed all required ESOL coursework, finished your practicum with a grade posted, and passed the TSPC-required NES ESOL Exam, final licensure paperwork must be submitted to PSU so a recommendation can be made to TSPC for the endorsement to be added to your teaching license. *This is NOT done automatically by PSU—YOU MUST INITIATE THE PROCESS*. Instructions and links to required forms are available at the ESOL endorsement program web site, <https://www.pdx.edu/education/esol/course-of-study#completion> . Once your final licensure paperwork is received by PSU, we will need 3-4 weeks for processing. It may take longer during peak licensure application periods in May/June and August/September. We will then submit the recommendation electronically to TSPC. A licensure processing fee is payable to TSPC.

**COURSE POLICIES**

**Grading Scale**

This course is Pass/ No Pass. To earn a Passing grade, you must score at the “proficient” or “exemplary” level every category of the rubric (see below). If any area of your work is found to be at the “emerging” level, it is possible that your Supervisor can work with you to revisit and re-attempt addressing the standard. **All assignments need to be post into the Canvas class by December 13, 2024 by midnight for grading for class final grade.**

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| **Additional Student Supports** | Completing a COE program is demanding and likely to challenge students in many ways. Students may face other external stressors, foreseen or unforeseen, that can pose additional challenges. We encourage students to be proactive in monitoring and advocating for their own health, well-being and supports as they go through this program. Click here to access a [List of Resources and Supports](https://www.pdx.edu/dean-student-life/student-resources) available to students. |
| **Attendance and Tardiness** | Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor. |
| **Classroom Demeanor and Courtesy** | Because students may not share the same opinions and/or ideas on different topics on this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments. All students must abide by the [PSU’s Student Conduct Code](https://www.pdx.edu/dean-student-life/psu-student-code-conduct) |
| **Late Assignments** | 1) All work is due during class on the dates assigned. Anything turned in after that time is late, and grade points will be deducted. 2) Due dates on the syllabus are provided as strongly suggested guidelines to keep students on schedule for facilitating learning and completing course requirements by the end of the term. If students need to turn in work later than the due date, inform the instructor by the due date. |
| **Academic Integrity** | **Academic integrity** is a cornerstone of any meaningful education and a reflection of each student’s maturity and integrity. The [Code of Student Conduct](https://www.pdx.edu/dean-student-life/psu-student-code-conduct), which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. *Please ask if you have questions about whether collaboration is appropriate for any given assignment.* |
| **FERPA (in PK-12 Settings)** | Federal FERPA [guidelines](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)\* apply in PK-12 settings where Teacher, Counselor, and Administrator Candidates learn about students’ academic and personal history and use this information to improve their practice. It is important for candidates to maintain the privacy of the educational records of their PK-12 students and to limit sharing student personal identifiers to only those persons who have a legitimate educational interest. |
| **FERPA (in university settings)** | [PSU FERPA guidelines](https://www.pdx.edu/registration/ferpa-student-records-privacy-tutorial) require that non-directory information about students be kept confidential unless the student provides signed consent. Student work must be directly returned to each student (either face to face or via electronic or US mail). If students want a hard copy of their work returned after the end of a course, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned. |
| **Incomplete Policy** | The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.  Eligibility Criteria   1. Required satisfactory course completion. 2. Reasonable justification for the request. 3. Incomplete grade is not a substitute for a poor grade. 4. Written agreement. (See [Incomplete Contract](http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf)) 5. Resolving the Incomplete. For more details, see the [full PSU Incomplete Policy](http://pdx.smartcatalogiq.com/2018-2019/Bulletin/Graduate-Studies/Enrollment/Incompletes). |
| **Inclement Weather** | On Campus Courses: Inclement weather conditions may require University closure, late opening, canceled events, or reduced operations. Portland's weather forecasts and road conditions are constantly monitored to ensure the safety of students, faculty, and staff. Closure announcements and updates are posted on [www.pdx.edu](https://www.pdx.edu/). Notification may be sent via PSU ALERT depending upon the severity of the weather. Classes are canceled when the University is closed and instructors may arrange makeup classes. Exams are postponed if the university closes during Finals Week. Since learning modules are offered online, course content is available to students 24/7 and on-campus attendance is not required. Online course activities, including synchronous webinars, will not be cancelled for inclement weather, even when PSU campus is closed. Cancellation of live webinars or meetings due to inclement weather is determined by the course instructor only. Students are responsible for contacting the instructor as soon as possible in case of major power outages. |
| **LGBTQIA+ Resolution** | As part of its commitment to social justice and human dignity, the COE demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences. |
| **Mandatory Health Insurance Policy** | All students taking five or more credit hours per term (1 credit hour per term for international students) are required to have comprehensive medical insurance coverage. A student who does not have health insurance, or does not meet the criteria for the waiver application, will automatically be enrolled in the [PSU Student Health Insurance Plan](https://www.pdx.edu/health-counseling/) and the student account is charged. The deadline to submit the waiver application is posted for each term. See the [PSU Student Health Insurance Plan webpage](https://www.pdx.edu/health-counseling/insurance) for more information. |
| **Title IX Reporting Obligations** | Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU’s Title IX Coordinator, the [Office of Equity and Compliance](https://www.pdx.edu/diversity/equity-compliance) or the [Dean of Student Life](https://www.pdx.edu/student-life/dean-of-student-life) and cannot keep information confidential. Students may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503.725.5672, book online at [psuwrc.youcanbook.me](https://psuwrc.youcanbook.me/), or contact another confidential employee found on the [Sexual Misconduct Response webpage](https://www.pdx.edu/sexual-assault/get-help). For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module [Creating a Safe Campus in your D2L.](http://pdx.smartcatalogiq.com/en/2019-2020/Bulletin/Student-Policies-and-Guidelines/Safe-Campus-Module) |
| **Student Food Security** | Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at [foodhelp@pdx.edu](mailto:foodhelp@pdx.edu).  Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. |
| **Recording Technology Notice** | We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the [Acceptable Use Policy](https://www.pdx.edu/technology/standards) and PSU’s [Student Code of Conduct](https://www.pdx.edu/dos/psu-student-code-conduct). A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.** |

**Practicum Evaluation Rubric**

Adapted from Standards for TESOL Pre-K–12 Teacher Preparation Programs, TESOL (2017)

And COE Field Placement Rubric (2023)

The levels included in the rubrics below are additive and developmentally progressive in nature, such that candidates who meet the component also have the skills and knowledge of candidates who approach the component. Likewise, candidates who exceed the component also have the skills and knowledge of candidates who approach the component and meet the component.

TESOL components are aligned to the following TESOL Standards:

**Planning and Instruction**

**TESOL Standard 3: Planning and Implementing Instruction**

* *Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates justify instructional decisions by reflecting on individual EL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs’ acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELs.*

**Assessment**

**TESOL Standard 4: Assessment and Evaluation**

* *Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments, and advocate for equitable assessments for ELLs. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of facilitating collaboration by communicating results to other educators, ELLs, and ELLs’ families.*

**Professionalism**

**TESOL Standard 5: Professionalism and Leadership**

* *Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.*

***ESOL Endorsement Practicum Rubric***



**A Commonly used Lesson Plan Template**

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s)\_\_\_\_\_\_ ELD Levels\_\_\_\_\_\_\_\_\_\_\_\_

1. **Standards-based instruction**

Choose ONE *Oregon Academic Content Standard(s)* **OR**  *Common Core*:

**AND**

Choose **ONE** *Oregon English Language Proficiency Standards for English Language Development:*

*(see http://www.ode.state.or.us/teachlearn/real/standards/searchablestandards.aspx)*

Which English proficiency levelswill be included in your lesson? In what ways will the students have opportunities for **listening, speaking, reading and writing?**

What will your students know and be able to do at the end of this lesson?

1. **Student Background Knowledge and Experience** 
   * What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?
   * How will you know if students have the knowledge and skills they need in order to be successful?
   * How will you use or accommodate for the diverse experiences that your students bring to class; that is, (1) their gender; race/ethnicity; English language proficiency; economic status; exceptionalities; skill levels; learning styles; cultural values and beliefs; and cultural competency and levels of cultural identity, and (2) the effects of racism, stereotyping, and discrimination; cultural conflicts and home events; communication between home and school; and the interrelationships between their language and culture?
2. **Classroom Environment and materials required for lesson**
   * Room arrangement; grouping patterns
   * Learning resources that (1) employ a variety of materials for language learning, including books, visual aids, props, and realia; (2) are culturally responsive, age‐appropriate, and linguistically accessible; (3) are appropriate to students’ developing language and content‐area abilities, including appropriate use of L1; and (4) include technology to enhance language and content‐area instruction for ELs.
3. **Instructional Activities**

Lesson sequence, including important questions to ask students. Provide a thorough description of each of the following sections (like detailed plans for a substitute.)

Time Allotted

Opening:

Main Activities:

Closing:

1. **Assessment/Evaluation**

What will you use to know if students at each level have met the learning goals? **[attach assessments and assessment criteria]**