**Portland State University**

**Graduate School of Education**

**Added ESOL Endorsement**

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

**CI 509: Practicum, ESOL Endorsement**

**3 Credits**

**Winter 2021**

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| **Schedule:** Practicum activities to be completed over 10 weeks  **University Supervisor:** Anita Bright  **Placement:** Remote/ Will vary depending on context.  **ESOL Program Coordinator:** Dr. Anita Bright, abright@pdx.edu |

**COVID 19:** I want to acknowledge that we’re operating in unusual circumstances this term. The current COVID-19 pandemic is affecting all of us in various ways, both big and small. [PSU is working to keep the community informed](https://www.pdx.edu/coronavirus-response), and you are not alone. I’ve adjusted our course plans to accommodate remote teaching and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our course community. Please reach out if you have questions or concerns.

**Catalog Course Description**: Must be admitted to the ESOL endorsement program. This is a Hybrid course and is taught partially online with reduced in-class time. You are required to have an ODIN account. To create an ODIN account and get instruction for its activation, go to http://oam.pdx.edu. You must be enrolled in the class before you can access the course in D2L. You should be able to access the course online no later than the first day of the term.

## 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. |

**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.

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 *unless you are a member of the G-ESOL (GTEP+ESOL) pathway.*

1. You must complete the 19 credits of ESOL Endorsement Courses prior to registering for the CI 509 ESOL Practicum.
2. Ensure that your advisor has approved the timing of your ESOL practicum.
3. Work with Penny Jasso (GSE 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. 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. You do not need to submit this to TK20.
3. Practicum may include direct instruction, small groups, whole class, etc. This may include asynchronous, recorded instruction.
4. Co-teaching or assisting ESL/ELD instructor can count toward some of the 90 hours of the practicum.
5. 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.
* Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
* For information about emergency preparedness, please go to the [Fire and Life Safety web page](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Documentation Required**

There are several documents you must share with your supervisor: Learner Profiles; Context; Instructional Design (3-5 lesson plans); plans for Monitoring Student Learning; a reflection, and a log of hours.  These will be evaluated by your University and ESOL Supervisor in collaboration with you, **using the rubrics below.** You must submit your Instructional Design (lesson plans) and your reflection to TK20. Everything is submitted ONLY to your google document unless otherwise noted.

**A. Learner Profiles & Context** segment that documents the following (submitted ONLY to your google document):

**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 <http://www.ode.state.or.us/teachlearn/standards/contentperformance/elpaperfleveldescriptors1213.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).

**B. 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. *This may reflect the remote teaching context now in place. Provide as much detail as you have available.*
* Number of teachers providing ESOL services; pullout, push-in, sheltered, etc.

**C. Instructional design** (lesson planning) (submitted to your google document AND TK20):

* + **3-5 consecutive, sequential lesson plans, with each lesson lasting 15-30 minutes, that include:**
    - Learning Objectives & Language Objectives for each lesson (aligned to student ELPA Levels noted in your context chart) **WITHIN** your lesson plan.When writing your language objective, please integrate an ELPA Standard into your lesson.  Refer to this document:  
      <http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf>
    - Lesson scaffolds for ELs (tightly aligned to the selected language objectives) **WITHIN** your lesson plans.  Should have scaffolds for receptive skills (reduced language load prompts/ simplified English, visuals, bilingual dictionaries/ glossaries) **AND** productive skills (sentence frames, word bank, etc.)
    - Ensure that the action named in the objectives is 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.)
  + In your lesson plans, use the Standards for K-12 Students.  Visit <https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Pages/EnglishLanguageProficiencyStandards.aspx> Click on the .pdf document, “[**Final English Language Proficiency (ELP) Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf)”
  + At least one standard and one objective from THIS DOCUMENT must be included in your lesson plans.

**D. Monitoring student learning** (assessment)

* + Each identified language objective should be assessed for each EL.
  + How will you determine what progress the ELs have made towards accomplishing the lesson objectives?  What criteria will you use?
  + How will you use this data to inform your future instruction?
  + How might you communicate this lesson assessment data to students and their families?
  + Pay special attention to the learning gains of ELs and consider their improvement in receptive and productive language skills.

**E. Instructional strategies** (your actual teaching)

* Schedule a time for your supervisor to observe your facilitation of one of your lessons included above.
* *Plan for Anita to observe your teaching: You have two choices to demonstrate one of the 15 – 30 minute lessons you have planned.*

*Choice 1: If teaching the lessons you have prepared to real students via remote instruction, record YOURSELF facilitating the lesson. This may be synchronous OR asynchronous.*

*Choice 2: Schedule a time to meet with Anita via Zoom to demonstrate “live” one of the lessons you have prepared.*

**F. Reflection** on your experience in planning and teaching these lessons with these learners at this time (submitted to your google document AND TK20):

* Write about 2 pages (~ 500 words)
* 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.

**G. 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 create a log of the time you *spend in working with (and for) English learners this term. Format may be as follows:*

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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.* |

**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 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.

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.

**Use of *Tk20***—An active *Tk20* account is required. If you do not yet have a *Tk20* account, go to www.tk20.pdx.edu. There is a fee associated with using Tk20. You may pay by credit or debit card. If you receive financial aid, you may purchase through the PSU Bookstore for an additional service charge. The following practicum **written assignments** must be submitted through *Tk20*:

• 3-5 Lesson Plans

• Reflection

Your university supervisor will advise you if they prefer you to provide hard copy of these documents for review prior to submitting in *Tk20*. Your supervisor will complete final evaluation of your student profile information, your lesson plans, and your reflection paper within *Tk20*.

**Course Format**

This course has no on-campus meetings. You will meet with your University Supervisor at your school site [or via video], 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 subject area test, 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.

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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) or the [COE’s Academic Performance Guidelines](https://www.pdx.edu/education/sites/www.pdx.edu.education/files/PDFs%20and%20Docs/coe_handbook_academic_performance.pdf). |
| **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 (2018)

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.*

**COE Field Experience Evaluation Rubric +ESOL**

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| 1. **Professional dispositions** | | | | |
| ***How does the candidate engage in ethical and professional behaviors?*** | | | | |
| **1.a. Exhibits professionalism**   * NA | Limited evidence of professionalism. | *With coaching*, is punctual, dependable and prepared. Arrives on time, professionally dressed and completes tasks as planned, provides advance notice if absent or late. | Is punctual, dependable and prepared. Arrives on time, professionally dressed and completes tasks as planned, provides advance notice if absent or late. | *Consistently models professionalism among peers and colleagues.* |
| **1.b. Demonstrates flexibility**   * NA | Limited evidence of flexibility. | *With coaching,* demonstrates flexibility and/or accepts and adapts to change. | Demonstrates flexibility. Accepts and effectively adapts to change. | Proficient AND  *responds positively.* |
| **1.c. Demonstrates ethical actions**   * NA | Displays dishonesty, breaches of confidentiality, or limited compliance with laws or policies. | *With coaching*, demonstrates ethical actions including maintaining confidentiality or complying with laws and policies. | Independently demonstrates ethical actions. | Proficient AND  Advocates for high standards of confidentiality with all adults working in the classroom. |
| **1.d. Reflects on one's impact on others**   * NA | Limited evidence of accepting feedback on teaching performance. | Accepts feedback *when coached* OR begins to shift from reflection focused on self toward the effects of candidate actions on student learning. | Accepts and acts on feedback AND evaluates the effects of candidate’s *own* actions. | *Seeks and acts* on feedback, AND evaluates the effects of *own* actions. |
| **1.e. Exhibits cultural awareness and responsiveness**   * NA | Limited evidence of exploring cultural identity or bias | Seeks to explore own and others' cultural identities to overcome biases, build relationships, and optimize learning. | Reflects on own and others' cultural identities to overcome biases, build relationships, and optimize learning. | Consistently applies knowledge of own and others’ cultural identities to overcome biases, build authentic relationships and optimize learning. |
| **1.f. Demonstrates high expectations and responsibility**   * NA | Limited evidence of high expectations for learners OR assuming responsibility for their learning. | *With coaching*, demonstrates high expectations for learners and assumes responsibility for their learning. | Demonstrates high expectations for learners and assumes responsibility for their learning. | Proficient AND  *Advocates* high expectations for learners *within and beyond their classroom.* |
| *TESOL: Practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English learning and teaching.* |  | Occasionally or superficially reflect on their teaching and learning throughout their coursework and supervised teaching.  Candidates make minimal to no plans for continuous professional development in the field of English learning and teaching. | Reflect on changes in perspective and personal growth throughout their coursework, independent research, and supervised teaching.  Synthesize learning and application across coursework and supervised teaching in service of ELs.  Analyze their own growth in the field of English learning and teaching and demonstrate a plan to seek opportunities to for continuous professional development. | Candidates analyze their reflections on their professional growth and make connections to ways to continuously improve.  Candidates take part in relevant professional development, and/or conferences to support their continuous growth in the field of English learning and teaching. |
| *TESOL: Engage in supervised teaching to apply and hone their professional practice and teaching of ELs using self-reflection and feedback from their cooperating teachers and supervising faculty.* |  | Candidates engage in supervised teaching orientation and practice and demonstrate knowledge of school-specific and program-specific expectations and responsibilities. | Work with cooperating teachers and supervisors to ensure optimal learning for themselves and ELs.  Identify areas for personal improvement, demonstrate problem-solving skills, seek appropriate assistance when necessary, and implement changes to teaching ELs based on reflection and feedback from cooperating teachers and supervising faculty. | Candidates engage in a continuous cycle of self-reflection and regularly solicit feedback in order to improve both their instructional practice and their self-reflection processes in service of ELs. |
| **Overall Performance:** | **Beginning** | **Emerging** | **Proficient** | **Exemplary** |
| Strengths and Areas for Improvement: | | | | |

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| **2. Professional collaboration** | | | | |
| ***How does the candidate collaborate with families, colleagues, other school professionals, and community members to ensure learner growth?*** | | | | |
| **2.c. Communicates with families**   * NA | Limited evidence of family engagement. | Participates in school activities to connect with families (e.g., parent conferences, back-to-school night). | Emerging AND *Seeks opportunities* to engage with families to support learners. | *Regularly* engages with families *to deepen understanding and support of learner.* |
| **TESOL:** *Plan effective strategies to collaborate with other educators and families in order to support their ELs’ learning of language and literacies in the content areas.* |  | Candidates demonstrate some understanding of effective strategies for collaborating with other educators and the families of ELs and recognize the benefit of collaboration for their students. | Develop a plan to collaborate with other educators and their EL families in order to support their ELs’ learning of language and literacies in the content areas.  Seek out the expertise of more experienced teachers while developing instructional objectives.  Integrate these teachers’ input in developing lessons and units that support ELs’ language and literacy development in the content areas. | Candidates support language learning in multiple contexts by collaborating with colleagues to share ELs’ current performance levels in content classes and recommend scaffolds to support and appropriately challenge ELs in the content areas. |
| ***TESOL:*** *Apply knowledge of school, district, and governmental policies and legislation that impact ELs’ educational rights in order to advocate for ELs.* |  | Candidates demonstrate some and/or inaccurate knowledge of the school, district, and governmental policies and legislation that impact the education of ELs. | Demonstrate knowledge of most or all of the school, district, and governmental policies and legislation that impact the education of ELs.  Demonstrate understanding of how to apply this knowledge in order to advocate for ELs at the school level. | Candidates actively use their knowledge of the school, district, and governmental policies and legislation that impact the education of ELs to advocate for ELs with school staff, colleagues, and key decision makers at the district or state level. |
| **Overall Performance:** | **Beginning** | **Emerging** | **Proficient** | **Exemplary** |
| Strengths and Areas for Improvement: | | | | |

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| **3. Learning environment** | | | | |
| ***How does the candidate establish a positive learning environment marked by respect, responsibility, engagement, and motivation?*** | | | | |
| **3.a. Communicates expectations for the learning environment**   * NA | Limited evidence of setting, or following cooperating teacher’s, expectations for the learning environment. | *With coaching, communicates* expectations, norms, and routines for the learning environment as established by the cooperating teacher. | Communicates *clear* expectations, norms, and routines for the learning environment. | Proficient AND  *Encourages learners to self-correct and help each other follow norms and routines.* |
| **3.b. Manages classroom for positive learning environment**   * NA | Limited evidence of promoting a positive learning environment. | Promotes a safe and positive learning environment by modeling respect and care. | Promotes a safe and positive learning environment through respectful redirection that maintains learner dignity and keeps learners on track (e.g., corrective feedback, re-engagement). | *Supports learners to help each other maintain a safe and positive learning environment.* |
| **3.c. Models and supports culturally responsive communication**   * NA | Limited evidence of recognizing cultural variance in communications, OR assumes deficit lens of cultural variance | Seeks to identify and practice verbal and nonverbal communication skills that *attend to cultural background and maintain the dignity and worth of all learners.* | Demonstrates *diverse* verbal and nonverbal communication skills *attending to cultural background and maintaining the dignity and worth of all learners.* | Consistently demonstrates culturally responsive communication that maintains the dignity and worth of all involved.  AND  encourages native languages and cultural communication styles in the classroom |
| **TESOL.** Plan for culturally and linguistically relevant, supportive environments that promote ELs’ learning. Candidates design scaffolded instruction to support the meeting of standards and curricular objectives and development of ELs’ language and literacies in the content areas. |  | Demonstrate some knowledge of strategies to facilitate culturally and linguistically relevant, supportive environments that promote ELs’ learning.  Design instruction (with minimal or no scaffolds) to support standards and curricular objectives and the development of ELs’ language and literacies in the content areas. | Candidates plan for culturally and linguistically relevant, collaborative, and supportive environments that promote ELs’ learning. | Candidates collaborate with colleagues to develop culturally and linguistically relevant, supportive environments that promote ELs’ learning. |
| **TESOL:** Use and adapt relevant materials and resources, including digital resources, to effectively plan lessons for ELs, support communication with other educators and ELs and their families, and foster student learning and development of various literacies in the content areas. |  | Candidates minimally describe how they would select materials and resources for use in lesson planning and EL assignments.  Candidates use some of the following: digital, bilingual, home language, and other resources without adaptation to the students’ needs. | Analyze and select appropriate digital, bilingual, and other resources to support ELs’ multi-literacies, including digital, and foster student content learning.  Effectively adapt materials and resources to use with ELs at varying levels of English proficiency during lessons.  Develop a collaborative plan to use resources to support communication with other educators and ELs and their families. | Candidates support language learning in multiple contexts by collaborating with colleagues to use technology to plan and share lessons.  Candidates support ELs and their families in the use of digital resources for communication, learning support, and feedback. |
| **Overall Performance:** | **Beginning** | **Emerging** | **Proficient** | **Exemplary** |
| Strengths and Areas for Improvement: | | | | |

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| **4. Instructional design** | | | | |
| ***How does the candidate design inclusive learning experiences that support each learner in reaching rigorous curriculum goals based on content standards?*** | | | | |
| **4.a. Aligns curriculum goals, learning objectives, and content standards**   * NA | Limited evidence of alignment among curriculum goals, learning objectives, and content standards. | *With coaching,* identifies measurable learning objectives that are aligned with curriculum goals and based on grade appropriate content standards. | Identifies measurable learning objectives that are aligned with curriculum goals and based on grade appropriate content standards. | Uses *additional materials* beyond the provided instructional materials *to enrich or deepen the learner's' experience* while meeting identified curriculum goals. |
| **4.b. Designs engaging learning experiences**   * NA | Limited evidence of planning engaging learning experiences. | *With coaching*, designs and organizes lessons that hold learner interest and lead to attainment of desired outcomes. | Designs and organizes lessons that hold learner interest and lead to attainment of desired outcomes. | Plans and sequences *a variety* of learning experiences that *challenge diverse learners.* |
| **4.c. Understands needs of learners**   * NA | Limited evidence of seeking to understand learners | *With coaching,* seeks information about *ALL* learners to inform interactions and instruction. | Seeks information about *ALL* learners to inform interactions and instruction (e.g., learner profiles, IEPs at a glance, interest inventories, preference assessments, etc.). | Proficient AND  Collaborates with specialists for learners with unique learning needs (e.g. attend, participate and contribute to IEP, ELL, and RTI meetings). |
| **4.d. Plans are differentiated based on learner needs and strengths**   * NA | Limited evidence of planning differentiated instruction. | *With coaching*, collaboratively plans differentiated instruction for some learners:   * Developmentally appropriate * Learner language needs * Cultural backgrounds * Prior learning | Plans differentiated instruction for *most* learners:   * Developmentally appropriate * Learner language needs * Cultural backgrounds * Prior learning | C*onsistently and independently designs differentiated instruction* based on *all* learners’ needs and strengths. |
| **TESOL:** Justify instructional decisions based on critical reflection on individual ELs’ learning outcomes in both language and content and adjust instruction accordingly. |  | Occasionally adjust learning objectives and instruction of language and content to respond to ELs’ learning outcomes. | Reflect on EL learning outcomes in both language and content and adjust learning objectives and instruction accordingly.  Offer explanations of instructional decisions and instructional plans that are based on their analysis of EL student performance. | Support language learning in multiple contexts by collaborating with colleagues to determine EL performance on specific objectives in order to adjust instruction. Instructional plans are determined in collaboration with content teachers as appropriate. |
| **Overall Performance:** | **Beginning** | **Emerging** | **Proficient** | **Exemplary** |
| Strengths and Areas for Improvement: | | | | |

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| **5. Monitoring student learning** | | | | |
| ***How does the candidate design and use multiple assessments to monitor and support learner progress toward goals and objectives?*** | | | | |
| **5.b. Differentiates and accommodates assessments**   * NA | Limited evidence of differentiation or accommodations in assessment. | *With coaching*, implements differentiated assessments or required accommodations for learners with designated learning needs. | Implements differentiated assessments AND required accommodations in assessments for learners with designated learning needs (e.g., English language proficiency, Dyslexia, 504 plan). | Proficient AND  *advocates* for learners who may need modifications or accommodations to demonstrate their learning. |
| **5.c. Monitors student progress**   * NA | Limited evidence of collecting and using learner progress data to draw conclusions about learner progress. | *With coaching*, collects, records, and uses data from assessments to draw conclusions about learner progress toward learning objectives. | Consistently collects, records, and uses data from *multiple* assessments to draw conclusions about learner progress toward learning objectives. | *Systematically* collects, records, and uses data from *multiple types of* assessments to draw conclusions about learner progress toward learning objectives. |
| **5.d. Engages learners in self-monitoring or self-assessment**   * NA | Limited evidence of providing learners with criteria or engaging learners in self-monitoring. | *With coaching,* uses criteria or samples to engage learners in examining and improving their own work. | Uses criteria or samples to engage learners in examining and improving their own work. | *Designs learning experiences that help learners self-assess and strengthen their performance.* |
| **5.e. Adjusts instruction in response to student learning needs**   * NA | Limited evidence of using student responses or formative data to adjust instruction. | *With coaching*, uses student responses or formative data to make timely adjustments instruction. | Uses student responses or formative data to make timely adjustments to instruction. | *Systematically* responds to students, and collects and uses formative data to inform instruction. |
| **TESOL:** Demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates know how to determine language and content learning goals based on assessment data. |  | Develop a partial plan for classroom-based formative, summative, and diagnostic assessments.  Candidates select assessments that measure planned instructional objectives. | Develop classroom-based formative, summative, and diagnostic assessments for ELs that measure planned instructional objectives.  Determine language and content learning goals based on the outcomes of these assessments.  Scaffold assessments according to ELs’ current English language proficiency levels.  Develop a plan to provide timely and individualized assessment feedback to ELs. | Support ELs’ language learning in multiple contexts by collaborating with colleagues to share current performance levels and recommendations for adjustments in instructional scaffolds and assessment methods.  Effectively communicate relevant assessment results to teachers, ELs, and ELs’ families. |
| **Overall Performance:** | **Beginning** | **Emerging** | **Proficient** | **Exemplary** |
| Strengths and Areas for Improvement: | | | | |
| **6. Instructional strategies** | | | | |
| ***How does the candidate understand and communicate the central concepts, tools of inquiry, and structures of the discipline?*** | | | | |
| **6.a. Communicates content clearly and accurately**   * NA | Limited evidence of accurate communication of content. | *With coaching,* clearly and accurately communicates content area concepts that are correct and appropriate for learners. | Clearly and accurately communicates content area concepts that are correct and appropriate for learners. | *Creates an environment where learners* clearly and accurately communicate content area concepts. |
| **6.b. Ensures learners understand learning objectives**   * NA | Limited evidence of ensuring learners understand the objective(s). | *With coaching*, ensures that learners understand the learning objective(s). | Ensures that learners understand the learning objective(s). | Ensures that learners understand and *monitor their own progress* toward the learning objective(s). |
| **6.c. Facilitates differentiated learning experiences**   * NA | Limited evidence of differentiating instruction aligned to learning objectives and content standards. | *With coaching*, delivers differentiated instruction appropriate for learning objectives and content standards. | Delivers differentiated instruction as appropriate for learning objectives and content standards. | *Delivers differentiated and varied instructional strategies (i.e., leads, facilitates, coaches)* based on content *and purpose, learner, and/or sequence of instruction.* |
| **6.f. Links concepts to prior learning**   * NA | Limited evidence of linking new concepts to familiar concepts or helping learners address misconceptions. | *With coaching,* links new concepts to familiar concepts to help learners make connections, and attempts to address common misconceptions. | Links new concepts to familiar concepts to help learners make connections and *anticipates and* addresses misconceptions. | *Stimulates learners' reflection on prior knowledge* so learners can build new connections; actively seeks and responds to learner misconceptions OR analyzes *group discourse and learners’ work to* discover additional learner misconceptions. |
| **6.g. Develops learners’ academic language**   * NA | Limited evidence of providing opportunities for learners to use and understand academic language. | *With coaching*, models and provides opportunities for learners to understand and use academic language. | Models and provides opportunities for learners to understand and use academic language. | Provides support and opportunities for learners to use academic language *to engage in and express complex thinking (e.g., explanation, analysis, synthesis).* |

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| **6.h. Develops each learner’s collaboration and group work skills**   * NA | Limited evidence of providing opportunity or support to develop respectful, constructive discussions of content in small and whole group settings. | *With coaching*, supports each learner to participate in respectful, constructive discussions of content in small and whole group settings. | Develops each learner’s abilities to participate in respectful, constructive discussions of content in small and whole group settings. | Engages each learner in *expanding their abilities* to use group discussion to learn from others and to build skills of interpretation, perspective taking, and connection-making grounded in content. |
| **6.i. Engages learners using Technology**   * NA | Limited evidence of using technology resources for instruction. | *With coaching,* uses available technology responsibly to enhance learning. | Effectively uses available classroom/district technology responsibly to enhance learning. | *Actively seeks opportunities* to integrate technology responsibly into instructional plans and supports. |
| **6.j. Engages learners in critical thinking**   * NA | Limited evidence of engaging learners in critical thinking and collaboration. | *With coaching*, engages learners in critical thinking and collaboration. | Engages learners in critical thinking and collaboration (e.g., methods of inquiry, critical thinking questioning, inference making, comparing, literary analysis) | Proficient AND  *Engages students to apply content to larger community/world.* |
| **6.k. Engages learners to explore multiple perspectives**   * NA | Limited evidence of incorporating multiple perspectives | *With coaching, plans instruction using multiple perspectives* | Engages learners to explore and understand multiple perspectives and non-dominant approaches | Consistently integrates multiple perspective taking and non-dominant approaches |
| **6.l. Applies content in meaningful settings**   * NA | Limited evidence of helping learners apply content in meaningful contexts. | *With coaching*, helps learners make connections across content areas or in authentic real-world contexts. | Helps learners make connections across content areas or in authentic real-world contexts. | Guides learners to apply interdisciplinary knowledge to understand and/or address a real world problem or issue. |
| **TESOL:** Candidates instruct ELs using research-based, student-centered, interactive approaches. |  | Occasionally select and implement activities for ELs that are research-based, student-centered, and/or interactive in instruction. | Consistently select and implement activities in their ELs’ instruction that are research-based, student-centered, and interactive.  During instruction, candidates take into consideration ELs’ backgrounds and levels of language proficiency and the specific needs of EL populations (e.g., ELs with disabilities and SIFE) and adjust instruction accordingly. | Support ELs’ language learning in multiple contexts by collaborating with colleagues to share effective instructional activities and scaffolds.  Promote the most appropriate approaches to support ELs’ language and content learning across curricula based on ELs’ backgrounds and levels of language proficiency and the specific needs of EL populations (e.g., ELs with disabilities and SIFE). |
| **Overall Performance:** | **Beginning** | **Emerging** | **Proficient** | **Exemplary** |
| Strengths and Areas for Improvement: | | | | |

**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]**