COLLEGE OF EDUCATION

SCHOOL OF LEARNING & TEACHING

ESOL ENDORSEMENT

and

ESOL & READING INTERVENTION DUAL ENDORSEMENT

PROGRAM HANDBOOK
MISSION AND STANDARDS

Mission of the College of Education

The Pacific University College of Education embraces the mission and values of Pacific University along with its commitment to the liberal arts and sciences as we seek to prepare aspiring and practicing educators to promote and nurture learners’ intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. In our shared vision, the College of Education exemplifies the values of the University, emphasizing academic rigor, integrity, individual growth, deep understanding, close community and ethical responsibility.

Since there are several programs in the COE there are various program goals and objectives. Uniting all our programs is the intersection of the COE vision statement (Transforming education through communities of learners) and three focus themes that capture our COE conceptual framework: (1) Promoting cultural competence; (2) Creating student-centered classrooms; and (3) Enhancing learning through technology. As shown below, these themes summarize our conceptual framework, thus letting all our constituents know what we value.

PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK

We are committed to increasing our sphere of influence and deepening our commitment to quality. Thus, our licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and our degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Further, the College of Education is a candidate (March 2008) for national accreditation by the National Council for Accreditation of Teacher Education (NCATE).
# Table of Contents

- ESOL Endorsement Program Description--------------------------------------------- 4
- Additional ESOL & Reading Intervention Dual Endorsement Course & Practicum Requirements--------------------------------------------------------------- 6
- Practicum Experience--------------------------------------------------------------- 7
- ESOL Endorsement Candidates’ Role------------------------------------------------ 7
- The Mentor Teacher’s Role--------------------------------------------------------- 8
- ESOL Endorsement Candidate Placements--------------------------------------------- 9
- Criteria and Selection of Mentor Teachers------------------------------------------ 9
- The Building Administrator-------------------------------------------------------- 10
- The University Supervisor--------------------------------------------------------- 10
- Evaluation of ESOL Endorsement Candidates-----------------------------------------10
- Policies Regarding ESOL Endorsement Candidates----------------------------------- 11
- Oregon Laws and ESOL Endorsement Candidates-------------------------------------- 11
- Procedures for Dealing with Deficiencies in Practicum Student Performance, Removal and/or Termination of a Practicum Student from Placement-------------------11
- Procedures for Differing Evaluation and Appeals---------------------------------13
- Licensure----------------------------------------------------------------------------13
- Appendices (TSPC Standards, Suggested Lesson Plans, ESOL Lesson Observation Form, ESOL Evaluation Form, ESOL Practicum Log, ESOL Portfolio Scoring Guide)----- 14
The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called “truth.”

Dan Rather

ESOL Endorsement Program Description

The intent of the English to Speakers of Other Languages Endorsement (ESOL) at Pacific University is to build on the students’ knowledge of the language learning process and broaden their view of the issues involved for students of all ages as they learn English as an additional language. The ESOL Endorsement is a 15-semester credit hour program. Candidates earn the ESOL Endorsement at the PreK-12 grade levels.

Students may also choose to add a Bilingual Endorsement to their Oregon Teaching License. Candidates seeking the Bilingual Endorsement must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages (www.actfl.org) Oral Proficiency Interview (application available at http://www.languagetesting.com, the official licensee of ACTFL).

ESOL Endorsement coursework:

ESOL 440/540 Language Policy in ESOL Education
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. (2 cr.)

ESOL 444/544 Educational Linguistics for ESOL Teachers
This course is designed to introduce students to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first- and second-language acquisition, as they are relevant in teaching ESL students. (3 cr.)

ESOL 450/550 Cultural Constructs and Diversity in ESOL Education
This course is designed to equip ESOL teacher candidates to possess competency in cultural, linguistic, educational and ethnic issues present in educating English-language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. (2 cr.)

ESOL 460/560 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. (2 cr.)
ESOL 464/564 ESOL Methods, Assessment, and Technology
This course is designed to apply theoretical foundations built in the preceding course, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESL instruction. It also aims to promote the candidates’ knowledge and understanding of inquiry- and standards-based practices and strategies in planning, implementing, and managing ESL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESL lessons and curricula including second language assessment and technology-incorporated instruction. (2 cr.)

EDUC 453/633 Literacy and English-language Learners
Students will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English–as-an-additional language. Students will explore effective reading and writing instructional practices with multilingual learners, and explore children’s and adolescent literature as it pertains to diversity within a multicultural classroom. (2 cr.)

ESOL 472/572 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)

ESOL 474/574 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)

ESOL 476/576 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. (2 cr.)

Program Variation: ESOL or Bilingual Endorsement with Study Abroad Opportunities
ESOL or Bilingual Endorsement candidates may also meet the requirements for these endorsements by taking an international cultural immersion course and completing the ESOL Endorsement coursework listed below. Contact your advisor for current international cultural immersion opportunities.

ESOL Endorsement Coursework**
ESOL 444/544 Educational Linguistics for ESOL Teachers 3
ESOL 440/540 Language Policy in ESOL Education 2
ESOL 460/560 Foundations of ESOL Methods 2
ESOL 464/564 ESOL Methods, Assessment, and Technology 2
ESOL Practicum 2 (one from ESOL 472/572, ESOL 474/574, or ESOL 476/576 depending on the candidate’s authorization level).
**Two of the ESOL Endorsement courses, ESOL 450/550 (Cultural Constructs and Diversity in ESOL Education) and EDUC 453/633 (Literacy and English-Language Learners), may be waived for those who take a study abroad course that is approved by the ESOL program coordinator.
Additional ESOL & Reading Intervention Dual Endorsement Course & Practicum Requirements

With an additional 11 semester credits, candidates can add the Reading Intervention Endorsement along with the ESOL Endorsement to their Oregon Teaching License. Please see the Reading Intervention Endorsement handbook for additional endorsement requirements and program description.

RDNG 632: Perspectives on Reading
Survey of foundations of reading and reading processes, including contemporary and historical reading research used to establish a philosophical point of view. Surveys reading and literacy philosophies, assessment philosophies, literacy methodologies, research, and current literacy issues as played out in politics to inform the reading candidate. (2 cr.)

RDNG 642: Reading Assessments & Techniques
Emphasizes ways to use formal and informal reading and language development assessments to inform teaching and plan programs. Presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address the program needs of all learners but especially struggling readers and writers. Surveys Title I procedures, special education procedures and ELL/ESOL procedures as they relate to reading and writing in the school setting. (3 cr.)

RDNG 645: Developing Literacy in the Content Areas
Explores strategies to help teachers prepare their students to comprehend nonfiction genre, content area textbooks and new technologies. Discusses and explore ways candidates when serving in a leadership role can provide coaching in the content areas for colleagues. (2 cr.)

RDNG 650: Leadership for Literacy
Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level. (2 cr.)

RDNG 653 ECE/Elem Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE and Elem setting. (2 cr.)
OR
RDNG 654 MS/HS Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an MS and HS setting. (2 cr.)
OR
RDNG 655 PreK-12 Multilevel Supervised Reading Specialist Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as needing additional reading support, and a Reading Specialist practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. (2 cr.)

In addition to coursework, the candidate must pass the Praxis Reading Specialist (5301). Oregon requires a passing score of 164. (http://www.oregon.gov/tspc/Pages/Testing.aspx http://www.ets.org/praxis/or/)

**Practicum Experience**

ESOL Endorsement candidates are expected to complete 90-hours of supervised practicum experience or its equivalent as required by the Oregon TSPC (see the appendices for the relevant OAR for this requirement). Much of this time will be spent observing their mentor teacher and the students while the teacher leads lessons; and discussing assessment, planning, and teaching techniques related to the instruction of English-language learners. It is appropriate for ESOL Endorsement candidates to be given an opportunity to lead daily lessons with at least one small group of children or adolescents. ESOL Endorsement candidates are also expected to assist in planning for small group and/or whole class instruction. Candidates are encouraged to attend school-, district-, and state-wide meetings, in-services, and workshops that address the needs of English learners.

Candidates are strongly encouraged to prepare for two focus area strands: early childhood (grades pk-4), elementary (grades 3-8), middle school (grades 5-9), and high school (grades 9-12). Candidates who are authorized to teach at K-12 levels will split their 90-hour practicum between the two grade levels. The ESOL Endorsement candidates are responsible for maintaining a log of their teaching and planning activities at the school.

Throughout the experience, ESOL Endorsement candidates should schedule regular conference times with their mentor teachers to share observations, raise and answer questions, socialize, and plan. ESOL Endorsement candidates should plan carefully with their mentors, submitting unit or lesson plans in advance to facilitate review and discussion, as the need arises.

Acting as liaison between the school and Pacific University is the university supervisor who will visit to observe the ESOL Endorsement candidates a minimum of two times during each 90-hour practicum. ESOL Endorsement candidates should also regularly update their university supervisor with their progress in ESOL practicum.

At the conclusion of a supervised ESOL practicum course, ESOL Endorsement candidates receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching English-language learners). The grade, given by the university supervisor, incorporates feedback and recommendations from ESOL Endorsement candidate’s mentor. At the end of each semester, the College of Education will assess individual progress toward meeting the program requirements.
**ESOL Endorsement Candidates’ Role**

During the 90-hour practicum, the ESOL Endorsement candidates move from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified mentor teacher. The ESOL Endorsement candidates’ primary responsibilities are to:

- Develop competence in the six key areas as set by TSPC:
  1. Language
  2. Culture
  3. Planning, Implementing, and Managing Instruction
  4. Assessment
  5. Professionalism
  6. Technology

- Maintain high standards of professional and personal ethics in working with staff and students, maintaining confidentiality at all times.
- Attend all classes and meetings regularly and punctually.
- Earn a C or better in all course work. Candidates who earn a C- or below will not be allowed to continue in the program until the course in which the substandard grade was earned is retaken and the candidate receives a grade of C or above.
- Develop, with the mentor teacher(s), a schedule for teaching responsibilities.
- Encourage evaluation of lesson plans and teaching performance by the mentor teacher and through self-assessment.
- Learn and adhere to school, district, and state rules and policies pertaining to the school’s ESOL program.

**The Mentor Teacher’s Role**

The mentor teacher serves as the primary guide, support and model for the ESOL Endorsement candidate while sharing classroom responsibilities and expertise. Through regular planning and feedback, the mentor teacher will suggest, demonstrate, analyze, evaluate, and reinforce learning experiences.

Perhaps the most difficult and challenging responsibility of a mentor teacher is to allow the ESOL Endorsement candidates to develop a personal teaching style. While the university expects the ESOL Endorsement candidate to work within the general curriculum that has been established in the school and to follow all school rules and procedures, the ESOL Endorsement candidate should also be given opportunities to try alternative instructional approaches and develop curriculum material in areas that have been approved by the mentor teacher.

Among other responsibilities, mentor teachers will

- Provide the ESOL Endorsement candidate with a faculty handbook or source of information pertaining to building and district policies.
- Introduce the ESOL Endorsement candidate as a colleague to students and staff.
- Invite the ESOL Endorsement candidate to all state-, district-, and school-wide meetings and in-services in which supporting English-Language Learners is the key topic.
• Create an atmosphere of acceptance for the ESOL Endorsement candidate with the students, staff, and community.
• Guide the ESOL Endorsement candidate in setting goals and objectives through planning, writing and revising lesson plans using a variety of teaching strategies, measuring and evaluating student growth, and designing feedback techniques.
• Inform the ESOL Endorsement candidate concerning background information of students and introduce available resource persons and materials.
• Provide feedback on lesson planning and teaching following observations of the ESOL Endorsement candidate's teaching.
• Consult regularly with the university supervisor about the ESOL Endorsement candidate's progress.
• Assist the ESOL Endorsement candidate in developing an individual teaching style.
• Assist in developing and monitoring the ESOL Endorsement candidate's progress on the TSPC Standards.
• Recommend a Pass/No Pass grade based on the ESOL Endorsement candidate's proficiency and completion of practicum requirements.
• Submit the mentor teacher's evaluation (located in the appendices) to the ESOL program coordinator as a written assessment of the candidate’s ESOL competency as set forth by the TSPC standards.

**ESOL Endorsement Candidate Placements**

ESOL Endorsement candidates are placed with mentor teachers who currently hold an ESOL Endorsement and have a minimum of three years teaching experience. Typically ESOL Endorsed teachers serve students across multiple age groups and grade levels.

*Early Childhood/Elementary Education (preK-8)*
Students require a placement in the Grades preK-8 self-contained ELD class or in sheltered content classes with an ESOL-endorsed mentor teacher.

*Elementary/Middle School (preK-12)*
Students require two placements with ESOL-endorsed mentor teachers: one in an elementary school at the upper elementary level (any of grades 3-5) and one in a middle school (grades 6-8) or in a high school (grades 9-12). Each placement is approximately 45-hours.

*Middle School/High School (6-12)*
Students require a placement in the Grades 6-12 sheltered ELD class or in the candidates’ endorsement area classes with an ESOL-endorsed mentor teacher.

**Criteria and Selection of Mentor Teachers**

Mentor teachers are responsible for a major portion of the learning to teach process. Criteria and selection procedures reflect the importance of this person's role in educating teachers. School districts and university faculty collaborate in the selection of mentor teachers. The following selection criteria have been reviewed and approved by the University's Educational Consortium. The mentor teacher requirements include the following:

• Preparation in supervising, evaluating, and/or instructing ESOL Endorsement candidates.
• A minimum of three years of successful classroom teaching preferably in the district, and at least
one year in that particular school.
• A current Oregon teaching certificate with appropriate ESOL Endorsements for current
assignments.
• Demonstrated competence as a teacher.
• A positive, professional attitude and enthusiasm for teaching.
• Understanding effective teaching strategies.
• Ability to relate to and communicate with other teachers, administrators, staff, children, and
parents.
• Skills in evaluating the performance of ESOL Endorsement candidates and willingness to
constructively share the evaluation with the ESOL Endorsement candidate and university
supervisor.
• Ability to work cooperatively with the ESOL Endorsement candidate and university supervisor.
• Willingness to participate in meetings with the ESOL Endorsement candidate and supervisor.
These meetings will include, but not be limited to, an initial meeting during inservice week and a
mid-placement conference.

The Building Administrator

In assuming responsibility for ESOL Endorsement candidates within the building, the building
administrator will
• Assist in selecting mentor teachers.
• Orient the ESOL Endorsement candidate to the school's philosophy, policies, regulations and
the physical plant.
• Help the ESOL Endorsement candidate become acquainted with the school staff.
• Confer with the mentor teacher about the ESOL Endorsement candidate's progress.
• Suggest teachers or schools as possible observation sites.
• Communicate with the university supervisor.

The University Supervisor

The university supervisor serves as the liaison between the public schools and Pacific University.
The university supervisor will
• Inform the district personnel about the program expectations and requirements.
• Meet with the mentor teacher and ESOL Endorsement candidate to plan, implement, and
evaluate the experience.
• Visit and observe the ESOL Endorsement candidate's performance at least twice during each 90-
hour placement.
• Confer with the ESOL Endorsement candidate and mentor teacher after observations, and
supply copies of written reports for the ESOL Endorsement candidate, mentor teacher, building
administrator, and the School of Learning & Teaching.
• Schedule conferences with the ESOL Endorsement candidate and mentor teacher to evaluate
the experience.
• Consult with the ESOL Endorsement candidate to discuss the ESOL Endorsement candidate's
progress with portfolio requirements.
Evaluation of ESOL Endorsement Candidates

ESOL Endorsement candidates are evaluated according to their mastery of Pacific University's ESOL Endorsement candidate competencies. These are organized around six major areas set by TSPC:

1. Language
2. Culture
3. Planning, Implementing, and Managing Instruction
4. Assessment
5. Professionalism
6. Technology

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. Near the conclusion of the practicum, the ESOL Endorsement candidate, mentor, and university supervisor will each complete the appropriate ESOL Endorsement candidate evaluation forms. A three-way conference is held with the ESOL Endorsement candidate, the mentor teacher, and the university supervisor.

In cases of disagreement concerning the ESOL Endorsement candidate's final evaluation, students should appeal to the appropriate appellate body.

Policies Regarding ESOL Endorsement Candidates

Dress: ESOL Endorsement candidates are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

Absences: Prompt and regular attendance is essential. When ESOL Endorsement candidates must be absent, it is essential that they notify the mentor teacher and the university supervisor as early as possible and certainly prior to the time school begins on the morning of the absence.

Vacations: ESOL Endorsement candidates follow the school district's schedule for holidays, in-service days, and plan for inclement weather days.

Liability: School districts do not provide liability coverage for ESOL Endorsement candidates; however, ESOL Endorsement candidates may have homeowner's insurance policies that include personal liability insurance. This policy usually does not provide coverage while working as non-paid employees. In addition, insurance companies may regard the placement site as the party responsible for providing personal liability insurance for non-paid students. Those who have their own personal liability policy may wish to ask their agents about the limits and coverage of their policies. One option is the policy included in a membership in student NEA-OEA Educators Employment Program. This policy is summarized in a brochure/application available on request from the NEA-OEA at 1-800-858-5505.

Oregon Laws and ESOL Endorsement Candidates

According to Oregon school law, school boards may contract with approved teacher education institutions to allow the use of their schools for training students of approved teacher education institutions.

ESOL Endorsement candidates or interns have full authority to teach during their assignment times, and such assignments have the same effect as if they held valid teaching licenses and endorsements.
ESOL Endorsement candidates may not serve as substitute teachers. In the absence of the mentor teacher, a regular substitute teacher must be assigned to the class.

Procedures for Dealing with Deficiencies in Practicum Student Performance, Removal and/or Termination of a Practicum Student from Placement

When a university supervisor becomes aware of a serious problem with the teaching performance of a practicum student, the following procedures apply:

1. Notify the Campus Director and set up a meeting to include the Campus Director, mentor teacher, university supervisor and practicum student.
2. The university supervisor and the mentor teacher will have all observation reports and the completed practicum evaluations.
3. At that meeting the following should occur:
   a. The practicum student is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
   b. A plan is devised for the practicum student to correct deficiencies.
   c. A timeline for correcting the deficiencies is determined.
   d. The results of meeting – the deficiencies, plan and timeline – will be communicated by the Campus Director in written format to the practicum student. Copies will be sent to the Dean of the College of Education, building administrator, university supervisor and student file.
4. At the end of the determined timeline, the university supervisor, mentor teacher, and practicum student will meet to assess progress. The university supervisor will provide a written record of this meeting, including further plans and timelines. Copies will be sent to the practicum student, mentor teacher, Dean of the College of Education, building administrator, and student file.
5. If the university supervisor and mentor teacher consider the progress insufficient to continue practicum, the Campus Director will meet with the practicum student, university supervisor, mentor teacher and building administrator.
   a. The university supervisor should bring observation reports and an updated practicum evaluation.
   b. The practicum student will be notified at the meeting that practicum will not continue.
   c. The practicum student will subsequently be notified in writing that practicum is terminated. Copies of the letter will be sent to the Dean of the College of Education, building administrator, university supervisor, mentor teacher and student file.
   d. The Campus Director and university supervisor will make a recommendation to the Dean of the College of Education concerning a second placement, remedial process, or termination from program.
6. If a second placement is deemed appropriate:
   a. The practicum student will receive an incomplete in practicum. The incomplete will not be removed until all requirements are met.
   b. With respect to confidentiality and reason, the building administrator and mentor teacher at the second placement site will be made aware that it is a second placement.
   c. If the placement continues into the following semester, the student teacher will not be charged again for practicum.
d. If appropriate and with the agreement of the practicum student, a new university supervisor will be assigned.

e. The TSPC requirement for 90 hours of supervised practicum may be, but not necessarily shall be, met by combining successful experience in the first and second placements.

f. The student teacher must meet all the requirements for the practicum.

g. The university supervisor will make weekly observations in the new placement if necessary.

h. At the direction of the Campus Director, the student teacher must participate in any remedial coursework, tasks, or plans of assistance in advance of or during practicum.

7. If the practicum is terminated:
   a. The practicum student will be notified in writing that practicum is terminated. Copies will go to the university supervisor, mentor teacher, Dean of the College of Education, building administrator, and student file.
   b. The practicum student will receive a “No Pass” for practicum.
   c. The student may request a transfer to the Master of Arts in Education (MAE) program, and with the appropriate and required number of hours, may be granted an MAE, a non-licensure degree.
   d. The Registrar, Business Office, and Financial Aid are notified.

In the event that a school or school district elects to discontinue a practicum placement, the university will determine the appropriateness of a new placement with consideration given to the length of time remaining in the practicum term and stated reasons for the school district decision.

Procedures for Differing Evaluation and Appeals

The Dean of the College of Education will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-15-070.

1. Procedure to resolve differing evaluations between University and school district supervising teachers.
   a. In the event of a disagreement regarding practicum evaluation, additional observations will be scheduled.
   b. If a concern is expressed by the student, the University, or the school district, observation(s) shall be made by representatives from both the school district and the University. If the student requests, (s)he may select a third observer.
   c. At the conclusion of practicum, if disagreement exists between the university supervisor and school district mentor teacher regarding the practicum evaluation, the College of Education appeals committee will arbitrate the matter.
   d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.

2. Procedure for student appeal if the University declines to nominate the student for certification:
   a. The student will receive written notification from the Dean that he or she will not be recommended for certification.
   b. The student may submit a written petition to the College of Education Appeals Committee appealing that decision.
c. The committee will review and respond to the petition within one week.

d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.

**Licensure**

Students must assume responsibility for adding the ESOL Endorsement to their current Oregon license and other state licenses. Appropriate forms for Oregon licensure are available in the College of Education Office (Contact the licensure administrator on your campus). Specific questions should be addressed to the Teacher Standards and Practices Commission (503) 378-3586.
(1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.

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

(A) Apply knowledge of phonology (the sound system) to help ESOL and bilingual students develop oral, reading and writing (including spelling) skills in English;
(B) Apply knowledge of morphology (the structure of words) to assist ESOL and bilingual students' development of oral and literacy skills in English;
(C) Apply knowledge of syntax (phrase and sentence structure) to assist ESOL and bilingual students in developing written and spoken English;
(D) Apply understanding of semantics (word/sentence meaning) to assist ESOL and bilingual students in acquiring and productively using a wide range of vocabulary in English;
(E) Apply knowledge of pragmatics (the effect of context on language) to help ESOL and bilingual students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings;
(F) Demonstrate ability to help ESOL and bilingual students develop social and academic language skills in English;
(G) Demonstrate ability to help ESOL and bilingual students acquire a range of genres, rhetorical and discourse structures and writing conventions in English;
(H) Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL and bilingual students bring in order to extend their linguistic repertoire;
(I) Locate and use linguistic resources to learn about the structure of English and of students' home language; and
(J) Demonstrate proficiency in English and serve as a good language model for ESOL and bilingual students.

(b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Candidates:

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

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

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

(A) Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English as a Second Language (ESL);
(B) Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning;
(C) Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL and bilingual families; and
(D) Understand and apply concepts about the interrelationship between language and culture.

(b) Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. Candidates:

(A) Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction;
(B) Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students;
(C) Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL and bilingual students' learning;
(D) Understand and apply knowledge about the impact of students' socioeconomic status, native language, race, religion, class, national origin disability an gender on learning and teaching ESL; and
(E) Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

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

(a) Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. Candidates:
(A) Plan standards-based ESL and content instruction;  
(B) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools;  
(C) Plan students' learning experiences based on assessment of language proficiency and prior knowledge; and  
(D) Provide for particular needs of students with limited formal schooling (LFS) in their first language.

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

(A) Organize learning around standards-based subject matter and language learning objectives;  
(B) Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material;  
(C) Provide activities and materials that integrate listening, speaking, reading and writing;  
(D) Develop students' listening skills for a variety of academic and social purposes;  
(E) Develop students' speaking skills for a variety of academic and social purposes;  
(F) Provide standards-based instruction that builds on students' oral English to support learning to read and write;  
(G) Provide standards-based reading instruction adapted to ESOL and bilingual learners; and  
(H) Provide standards-based writing instruction adapted to ESOL and bilingual learners. Develop students' writing through a range of activities from sentence formation to expository writing.

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

(A) Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials;  
(B) Select materials and other resources that are appropriate to students' developing language and 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.

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

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

(A) Demonstrate an understanding of the purposes of assessment as they relate to ESOL and bilingual learners and use results appropriately;  
(B) Demonstrate an understanding of the quality indicators of assessment instruments;
(C) Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL and bilingual students; and
(D) Distinguish between a language difference, gifted and talented and special education needs for ESOL and bilingual students.

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

(A) Understand and implement national and state requirements for identification, reclassification and exit of ESOL and bilingual students from language support programs;
(B) Understand, develop and use norm-referenced assessments appropriately with ESOL and bilingual learners;
(C) Understand, develop and use criterion referenced assessments appropriately with ESOL and bilingual learners;
(D) Understand, construct and use assessment measures for a variety of purposes for ESOL and bilingual students; and
(E) Assess ESOL and bilingual learners' language skills and communicative competence using multiple sources of information.

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

(A) Use performance-based assessment tools and tasks that measure ESOL and bilingual learners' progress toward state and national standards;
(B) Use various instruments and techniques to assess content-area learning (e.g. math, science, social studies) for ESOL and bilingual learners at varying levels of language and literacy development; and
(C) Prepare ESOL and bilingual students to use self- and peer-assessment techniques when appropriate.

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

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

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

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

(A) Advocate and serve as language and education resources for students and families in their schools and communities;
(B) Serve as professional resources personnel in their education communities; and
(C) Advocate for ESOL and bilingual students' access to all available academic resources, including instructional technology.
(c) Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students. Candidates:

(A) Establish professional goals and pursue opportunities to grow in the field of ESL;
(B) Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school;
(C) Engage in collaborative teaching in general education and content-area classrooms; and
(D) Model academic proficiency in the English language.

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

(a) Demonstrate knowledge of current technologies and their application in ESOL;
(b) Design, develop, and implement student learning activities that integrate information technology; and
(c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Stat. Auth.: ORS 342
Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05

584-310-0125 Legacy English Speakers of Other Languages (ESOL):

(1) Legacy English Speakers of Other Languages (ESOL) Endorsement: A Legacy English Speakers of Other Languages (ESOL) Endorsement on a license indicates that the educator is eligible for .50 or less school counseling assignments in prekindergarten through grade nine as provided by the TSPC Licensure Guide for Legacy English Speakers of Other Languages Endorsement (ESOL) endorsement.

(2) Adding to a Legacy English Speakers of Other Languages (ESOL) to Existing Licenses: To be eligible to add a Legacy English Speakers of Other Languages (ESOL) endorsement to a Legacy, Professional or Distinguished Teacher Leader Teaching license, an applicant must:

(a) Have held an Oregon Basic or Standard Teaching License prior to January 1, 2016 with a Basic Elementary or Standard Elementary endorsement;
(b) Have had four years of .50 percent ESOL experience in a prekindergarten through grade 8 environment obtained after January 1, 2011 and prior to January 1, 2016; and
(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-036-0055. Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
(3) If the educator held an Oregon Basic or Standard Teaching License with a Basic or Standard Elementary endorsement prior to January 1, 2016, but does not meet the employment requirements in subsection 2(b) of this rule, the educator may be issued a Licensed for Conditional Assignment for ESOL so long as the educator is currently assigned in an ESOL position.

584-060-0071
Endorsements Requiring Special Preparation
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_060.html

(1) Passage of the commission-approved multiple subjects examination may be necessary in order for a newly hired teacher with a special education or an ESOL endorsement to meet the definition of highly qualified under the federal No Child Left Behind Act (NCLBA) or under the Individuals with Disabilities Education Improvement Act (IDEIA) in the position in which they are hired if placed in grades K-8.

(2)(a) Teachers of the following specialty endorsement must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching for any authorization:

(A) Art;
(B) Bilingual education with English for speakers of other languages (ESOL);
(C) ESOL;
(D) Music;
(E) Physical education;
(F) Adaptive physical education;
(G) Reading;
(H) Library Media Specialist;
(I) Special education;
(J) Vision Impaired;
(K) Hearing Impaired;
(L) Communications Disorders; or
(M) Early Intervention/Special Education.

(b) Candidates for specialty endorsement completing a practica experience at either early childhood or elementary and at either middle or high school level may qualify for authorization for prekindergarten (pre k) through grade twelve (12).

(3) Teachers applying for the visual impairments endorsement must demonstrate proficiency in reading and writing Braille by obtaining a certificate of competency from the National Library Service for the Blind and Physically Handicapped or an equivalent certificate currently approved by the commission.

(4) Teachers applying for the communication disorders endorsement may obtain authorization at all four levels by earning a certificate of clinical competence from the American Speech and Hearing Association or successor approved by the commission.

(5) Candidates for endorsements in Early Intervention and Early Childhood Special Education must qualify for the Early Childhood Authorization only by:

(a) Completing preparation in psychological foundations and methods appropriate for Early Childhood Education/Early Intervention;
(b) Completing a supervised practicum in early intervention and early childhood special education; and
(c) Documenting knowledge of the endorsement by passing the required commission-approved licensure examination in Special Education; Preschool/Early Childhood.

(d) The commission-approved licensure Multiple Subjects Examination (MSE) is not required for Early Childhood Education/Early Intervention endorsement.

Stat. Auth.: ORS 342

584-060-0062
Adding Endorsements to Initial or Professional Teaching Licenses
http://arcweb.sos.state.or.us/pages/rules/bulletin/0914_bulletin/0914_ch584_bulletin.html

(1) An endorsement is the subject matter or specialty education field in which the educator is licensed to teach. Educators may only teach the subjects in which they are licensed in the grade levels authorized on the license (authorization level).

(2) A multiple subjects self-contained endorsement does not allow the teacher to teach: Adaptive Physical Education, Art, Communications Disorders, Early Intervention/Special Education, ESOL, ESOL/Bilingual, Hearing Impaired, Library Media, Music, Physical Education, Reading Specialist, Special Education, or Vision Impaired.

(3) Subject-Matter Competency: A new endorsement will be added to a new or existing Initial I, Initial II or Professional Teaching License upon documentation of one of the following: (For Middle-Level Endorsement exceptions see subsection (5) below.)

(a) For endorsements where subject-matter mastery tests are required by the commission,

(b) For the endorsements where the commission has not approved subject-matter mastery tests including but not limited to: Drama, Japanese, Latin, Chinese, Russian, and Adaptive Physical Education:

(A) Completion of a program or demonstrated completion of required coursework; or

(B) A non-provisional out-of-state license showing endorsement in the subject-area.

(c) Special Exception for Out-of-State Applicants: For out-of-state applicants upon first licensure in Oregon. (See OAR 584-036-0080 Licensure Tests.)

(4) Practicum Requirements: In addition to the requirements in subsection (3)(a) and (b) of this rule, one of the following practical experiences must be completed:

(a) A program-supervised practicum of two semester hours or three quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement;

(b) Verification of 60 hours or more of experience teaching the new subject-area at least one hour each day or the equivalent on either an optional assignment of ten hours or less or an approved License for Conditional Assignment (LCA) as allowed by OAR 584-060-0250; or

(c) Completion of an approved program in the new subject-matter endorsement area.

Suggested Lesson Plan Format for an ELD Class
[1] Class Description
   • Time, date, and location of the lesson:
   • Grade level:
   • Language proficiency levels:
   • Number of students:
   • Brief description of what they have learned in the previous lesson:


[3] Content and Language Objectives (outcome of today’s lesson):

[4] English-Language Proficiency Standards (ELPA standards) addressed in this lesson:

[5] Types of Tasks/Activities used in this Lesson:

[6] Language Skills (Listening/Speaking/Reading/Writing), Materials, Equipments
   Skills:
   Materials/equipments needed:

[7] Procedure
   A 50(or 30)-minute lesson will be held as follows:
   Activity Table

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Type of interaction (T-S, S-T, S-S)</th>
<th>Materials/Equipment</th>
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</table>

[8] Language assessment to determine students' learning in this lesson:

[9] Follow-up assignment to consolidate students' learning:

[10] Brief description of the next lesson:


Suggested Lesson Plan Format for a Sheltered Content Lesson
[1] Class Description
• Time, date, and location of the lesson:
  • Grade level:
  • Language proficiency levels:
  • Number of EL students:
  • Brief description of what they have learned in the previous lesson:


  • Content Objective(s):
  • Language Objective(s)

[4] Standards corresponding to the objectives of the lesson:
  • CCSS/NGSS Standard(s):
  • ELPA Standard(s):

[5] Tasks/Activities used for Content Adaptions for ELs:

[6] Language Skills (Listening/Speaking/Reading/Writing), Materials, Equipments
Language Skills Focused in the Lesson:
Materials/equipments used in the Lesson:

[7] Procedure
A 50(or 30)-minute lesson will be held as follows:
Activity Table

<table>
<thead>
<tr>
<th>Time</th>
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<th>Type of interaction (T-S, S-T, S-S)</th>
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</tbody>
</table>

[8] Assessment to determine students' learning in this lesson:
  • Content Assessment:
  • Language Assessment:

[9] Follow-up assignment or extension activities to consolidate students' learning:

[10] Brief Description of the Next Lesson:

ESOL LESSON OBSERVATION REPORT
(Completed by University Supervisor)

Student Teacher: __________________________ Observation Date: ________________

School: __________________________________ Class time: _________________

Number of Students: _____ Grade Level: _____ Students’ ESL Proficiency Level: _____

Has this student teacher observed/taught this class before? Yes/No
Has the observer familiarized with the objectives/scheduled activities of this class? Yes/No

1. Describe the learning objectives for this lesson (as understood by the observer):

2. What materials were used for this lesson (including the textbook)?

3. What were the focal points of instruction? (i.e., what seemed to be specifically focused in this lesson?)

4. In what learning activities were the students engaged in during this lesson? Did these activities support the learning objectives?

5. What were the major vocabulary words, form(s), and function(s) covered in this lesson?

6. How were Teacher-to-Student(s), Student(s)-to-Teacher, and Student(s)-Student(s) interactions balanced in this lesson?
7. What were the common difficulty areas among the students? (Which sounds, vocabulary, structure, and/or functions?) What did the instructor do to help the students overcome them?

8. Which effective teaching technique(s) were observed in this lesson?

9. How was the students’ achievement of learning objectives assessed?

10. If the observer were to teach a similar class, what changes would he/she make to improve it? Reasons for changes are listed below and supported by relevant readings/research studies in Teaching ESOL.

11. Other comments, if there is anything that has not been addressed in 1-10 above.
Practicum Student: _________________________________ Date: __________ Grade Level __________
School: _________________________________ Mentor Teacher: __________________

<table>
<thead>
<tr>
<th>TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>Candidate knows and understands, and uses major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL and bilingual students’ language and literacy development.</td>
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<td>Comments:</td>
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</table>

| **Culture** | Candidate knows and understands, and uses major concepts, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students’ cultural identities, language and literacy development, and content area achievement. | | |
| Comments: | | | |

<p>| <strong>Planning, Implementing, and Managing Instruction</strong> | Candidate knows, understands, and uses 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. | | |
| Comments: | | | |</p>
<table>
<thead>
<tr>
<th>TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages</th>
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<tr>
<td><strong>Assessment</strong></td>
<td>Candidate understands issues of assessment and use standards-based assessment measures with ESOL and bilingual students.</td>
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<td><strong>Comments:</strong></td>
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<td><strong>Professionalism</strong></td>
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<td><strong>Comments:</strong></td>
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</table>

Additional Comments:

Mentor Signature ________________________________

Supervisor’s Assent Signature ________________________________
### ESOL Practicum Log
(Completed by ESOL Practicum Student)

<table>
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<tr>
<th>Name</th>
<th>School</th>
<th>Grade(s)/Subject</th>
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<tbody>
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<tr>
<th>Mentor Teacher</th>
<th>University Supervisor</th>
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<tr>
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ESOL Endorsement Scoring Guide for Portfolio

ESOL Endorsement Candidate:___________________  Date:_________
(Headings correspond to the TSPC ESOL Endorsement standards)

<table>
<thead>
<tr>
<th>Promoting Cultural Competence</th>
<th>Creating Student-Centered Classrooms</th>
<th>Demonstrating Professional Leadership</th>
<th>Enhancing Learning Through Technology</th>
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<tr>
<td>(1) Language:</td>
<td>• Assessment</td>
<td>(5) Professionalism:</td>
<td>(6) Technology</td>
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<tr>
<td>Evidence from * ESOL444/544:</td>
<td>• Analysis</td>
<td>Evidence from * ESOL440/540: Language Policy in ESOL Education</td>
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<tr>
<td>Educational Linguistics for ESOL Teachers * Practicum</td>
<td>• Designing/Planning</td>
<td>* ESOL460/560: Foundations of ESOL Methods</td>
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<tr>
<td>Score (0-5)____</td>
<td>• Implementing Instruction</td>
<td>* ESOL464/564: ESOL Methods, Assessment, and Technology course</td>
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<td>(2) Culture:</td>
<td>(3) Planning, Implementing, and</td>
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<tr>
<td>Evidence from * ESOL450/550:</td>
<td>Managing Instruction:</td>
<td>* Practicum</td>
<td>Score (0-5)___</td>
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<tr>
<td>Cultural Constructs and Diversity in ESOL Education</td>
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(Documentation will come from courses and experiences specific to a particular certification or endorsement program)

ESOL Endorsement candidates are expected to meet the requirements as set forth by the Teacher Standards and Practices Commission Division 65: Endorsements for initial and continuing teaching licenses (Knowledge Skills and Abilities for English to Speakers of Other Languages: 584-065-0100)

Advisor: __________________________
Date: _________________

Pass / No Pass