COLLEGE OF EDUCATION

ESOL PROGRAM
HANDBOOK

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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).
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• 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 can earn the ESOL Endorsement at the EC/ELEM authorization levels, ELEM/MS (K-12) authorization levels, or MS/HS authorization levels. In addition, candidates can earn authorization for the PreK-12 grade levels by completing a practicum at the EC, ELEM, MS, and HS authorization levels and additional course work that is unique to each authorization level.

Students may also choose to add a Bilingual Endorsement to their ESOL endorsement. Candidates seeking the ESOL/Bilingual endorsement will complete all of the above requirements. In addition, candidates 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 www.languagetesting.com, the official licensee of ACTFL).

Students working toward their ESOL endorsement complete the following 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.

Credits: 2

**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.

Credits: 3

**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. Credits: 2
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.
Credits: 2

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. Credits: 2

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.
Credits: 2

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. Credits: 2

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. Credits: 2

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. Credits: 2

Program Variation: ESOL or ESOL/Bilingual Endorsement with Study Abroad Opportunities
ESOL or ESOL/Bilingual Endorsement candidates may also meet the requirements for these endorsements by taking a study abroad course and completing the ESOL endorsement coursework as shown below:

Study Abroad (One course from the list below)*
EDUC/SPAN 467G Practicum in Tapalpa 3
EDUC 555 Special Topics: Cultural and Language Immersion, Guatemala 2-4
*For other study abroad courses that may be eligible for these endorsements, check with the ESOL program coordinator for approval.

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.

Practicum Experience

ESOL endorsement candidates are expected to complete 90-hours of practicum experience. 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. The ESOL endorsement candidate is also expected to assist you in planning for small group and/or whole class activities.

Students with authorization at two levels (e.g., ECE/ELEM, ELEM/MS, or MS/HS) will split their 90-hour practicum between the two authorization levels. The ESOL endorsement candidates are responsible for maintaining a weekly log of their hours at the school and what they did during this time.

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 is the university supervisor who will visit to observe the ESOL endorsement candidates a minimum of two times during each 90-hour practicum.

At the conclusion of the student teaching semester, 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 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.
- 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.
- 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 written comments on lesson plans 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 program requirements.

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. Candidates seeking K-12 endorsement must have a practicum in ECE or ELEM setting and MS or HS setting.

Early Childhood/Elementary Education
Students require two placements for early childhood education in grades K-4, and for elementary education in grades 3-6. Each placement is approximately 45-hours.

Elementary/Middle School (K-12)
Students require two placements: one in an elementary school at the upper elementary level (any of grades 3-6) and one in the middle school. Each placement is approximately 45-hours.

Middle School/High School
Students require two placements: one in a middle school and one in a high school in a sheltered ESL class or in the candidates’ endorsement area with an ESOL endorsed teacher. Each placement is approximately 45-hours.

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 College of Education;
• 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 Associate Dean and set up a meeting to include the Associate Dean, 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 Associate Dean 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 Associate Dean 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 Associate Dean 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 Associate Dean, 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
Education Office. Specific questions should be addressed to the Teacher Standards and Practices Commission (503) 378-3586.
Appendices

TEACHER STANDARDS AND PRACTICES COMMISSION
DIVISION 65
ENDORSEMENTS FOR INITIAL AND CONTINUING TEACHING LICENSES
584-065-0100
Knowledge Skills and Abilities for English to Speakers of Other Languages

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

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

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

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

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

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

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

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

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

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

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

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

(A) Plan standards-based ESL and content instruction;
(B) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools;
(C) Plan students' learning experiences based on assessment of language proficiency and prior knowledge; and
(D) Provide for particular needs of students with limited formal schooling (LFS) in their first language.

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

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

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

(A) Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials;
(B) Select materials and other resources that are appropriate to students' developing language and 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
Suggested Lesson Plan Format for an ESL Class

[1] Class Description
   • Time, date, and location of the lesson:
   • Grade level:
   • Proficiency type:
   • Number of students:
   • Brief description of what they have learned in the previous lesson:


[4] State benchmarks (Oregon ELP 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/equipment 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>
</tr>
</thead>
<tbody>
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</table>

[8] Assessment used in this class:

[9] Follow-up Extra-Class Work or Assignment:

[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:
   • Proficiency type of ELLs:
   • Number of students:
   • Brief description of what they have learned in the previous lesson:


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

[4] State benchmarks corresponding to the objectives of the lesson:
   • Content Standard(s):
   • ELP Standard(s):

[5] Tasks/Activities used for Content Adaption for ELLs:

[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>
<th>Activity</th>
<th>Type of interaction (T-S, S-T, S-S)</th>
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</tbody>
</table>

[8] Assessment used in this class:
   • Content Assessment:
   • Language Assessment

[9] Follow-up Extra-Class Work or Assignment:

[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.
Pacific University
ESOL Practicum Evaluation
(Completed by University Supervisor and Mentor Teacher)

Practicum Student: ____________________________ Date: ____________________________

School: __________________________________________ Grade Level: ________________

<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>Language</td>
<td></td>
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<tr>
<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></td>
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<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</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:                                                                             |                   |              |             |

| Planning, Implementing, and Managing Instruction |                   |              |             |
| 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. |                   |              |             |
### TSPC Standard: Knowledge Skills and Abilities for English to Speakers of Other Languages

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Outstanding</th>
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</thead>
<tbody>
<tr>
<td>Candidate understands issues of assessment and use standards-based assessment measures with ESOL and bilingual students.</td>
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</tbody>
</table>

### Professionalism

Candidate demonstrates 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.

### Comments:

### Additional Comments:

### Mentor Signature _______________________________

### Supervisor Signature ____________________________
## ESOL Practicum Log
(Completed by ESOL Practicum Student)

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Grade(s)/Subject</th>
<th>Hours</th>
<th>Dates</th>
<th>Time</th>
<th>Activity</th>
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Total Hrs. _____________________________  Mentor Signature _____________________________  Date _____________________________
### Advanced Programs Scoring Guide for Portfolio

Transforming Education through Communities of Learners
Meeting the Needs All Learners

**Specialty Area:** ESOL  **Candidate:**___________________  **Date:**_________

(Numbers 1-6 below 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Language:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>* Evidence from ESOL444/544: Educational Linguistics for ESOL Teachers</td>
<td>* Assessment</td>
<td>(5) Professionalism:</td>
<td>(6) Technology</td>
</tr>
<tr>
<td>* Evidence from Practicum</td>
<td>* Analysis</td>
<td>* ESOL440/540: Language Policy in ESOL Education</td>
<td>* Evidence from EDUC453/633: Literacy and English-Language Learners</td>
</tr>
<tr>
<td></td>
<td>* Designing/Planning</td>
<td>* Evidence from ESOL460/560: Foundations of ESOL Methods</td>
<td>* Evidence from Practicum</td>
</tr>
<tr>
<td></td>
<td>* Implementing Instruction</td>
<td>* Evidence from ESOL464/564: Methods, Assessment, and Technology</td>
<td></td>
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<tr>
<td>(2) Culture:</td>
<td></td>
<td>* Evidence from EDUC453/633: Literacy and English-Language Learners</td>
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</tr>
<tr>
<td>* Evidence from ESOL450/550: Cultural Constructs and Diversity in ESOL Education</td>
<td>(3) Planning, Implementing, and Managing Instruction:</td>
<td>* Evidence from Practicum</td>
<td>* Evidence from Practicum</td>
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<tr>
<td>* Evidence from ESOL440/540: Language Policy in ESOL Education</td>
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</table>

(4) Assessment:
* ESOL464/564: ESOL Methods, Assessment, and Technology
* Evidence from EDUC453/633: Literacy and English-Language Learners
* Evidence from Practicum
<table>
<thead>
<tr>
<th>Area for Improvement:</th>
<th>Area for Improvement:</th>
<th>Area for Improvement:</th>
<th>Area for Improvement:</th>
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</thead>
<tbody>
<tr>
<td>Met / Not Met</td>
<td>Met / Not Met</td>
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</tbody>
</table>

(Documentation will come from courses and experiences specific to a particular certification or endorsement program)

Additional portfolio requirement for student who are earning a M Ed degree:

<table>
<thead>
<tr>
<th>Enhancing Learning Through Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop skills as a teacher-researcher</td>
</tr>
<tr>
<td>• Teacher demonstrates ability to use research tools to inform practice</td>
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<tr>
<td>Met / Not Met</td>
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</tbody>
</table>

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