

ED418/618 ESOL/Bilingual

Practicum Observation

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Instructions: On the blank preceding each statement, indicate the candidate’s level of competency for that indicator. When appropriate, check the boxes of sub points that support each indicator.*

3 = **above** expectations X = did not observe

2 = **met** expectations NA = not applicable  
1 = **did not meet** expectations

A. As evidenced by the attached lesson plan, the candidate has demonstrated the ability to  
 plan for instruction of English language learners by:

\_\_\_\_\_ 1. determining the educational and language acquisition level of students.

\_\_\_\_\_ 2. writing clearly defined content and language objectives that align with state standards.

\_\_\_\_\_ 3. integrating language, content, and skills that English language learners need to succeed in academic tasks.

\_\_\_\_\_ 4. scaffolding and pacing the lesson so that appropriately sequenced tasks reinforce and build on each other.

\_\_\_\_\_ 5. designing group activities and guided practice that lead to meaningful interaction among students.

[ ] whole class [ ] partners [ ] small groups

[ ] heterogeneous abilities [ ] homogenous abilities

\_\_\_\_\_ 6. providing student-centered activities with sufficient opportunities for development of the four language domains (listening, speaking, reading, writing).

\_\_\_\_\_ 7. selecting and organizing supplemental materials that are culturally appropriate.

B. The candidate has demonstrated the ability to provide comprehensible input while  
 implementing instruction for English language learners by:

\_\_\_\_\_ 1. using speech appropriate for students’ academic and language proficiency level.

[ ] enunciates [ ] longer pauses [ ] simplifies sentence structure

[ ] wait time [ ] non-verbal cues [ ] avoids idioms, slang

[ ] repetition [ ] models standard English

\_\_\_\_\_ 2. meeting the needs of various learning styles.

[ ] pictures/realia [ ] bilingual labels or books [ ] manipulatives

[ ] graphs, maps, reference charts [ ] graphic organizers [ ] interactive read aloud

[ ] oral and written instructions [ ] shared reading [ ] other

[ ] opportunities for meaningful interaction

\_\_\_\_\_ 3. building background to link new concepts.

[ ] preview/review [ ] accessing prior learning [ ] discussing personal experiences

[ ] purposeful linking of prior knowledge to new knowledge

\_\_\_\_\_ 4. introducing and emphasizing necessary vocabulary and academic English.

[ ] word walls [ ] vocabulary charts [ ] writing/highlighting key words

[ ] visual scaffolding, vocabulary processing, language focused lessons

\_\_\_\_\_ 5. using a variety of question types.

[ ] lower level (remembering, understanding, applying)

[ ] higher level (analyzing, evaluating, creating)

\_\_\_\_\_ 6. employing a variety of instructional and organizational strategies.

[ ] cooperative learning [ ] learning centers [ ] drama/role-play

[ ] integrated curriculum projects/themes [ ] technology [ ] other

\_\_\_\_\_ 7. concluding the lessons with a comprehensive review.

[ ] key vocabulary [ ] key concepts [ ] relevance of subject matter

C. The candidate has demonstrated the ability to evaluate performance of English language learners by:

\_\_\_\_\_ 1. checking for understanding during the lesson.

\_\_\_\_\_ 2. consistently using student responses to refine or adjust pacing of lesson.

\_\_\_\_\_ 3. circulating room to monitor student work.

\_\_\_\_\_ 4. giving specific and ongoing feedback.

\_\_\_\_\_ 5. applying a variety of assessment.

[ ] informal [ ] formal [ ] formative [ ] summative [ ] authentic

D. The candidate has demonstrated the ability to establish a classroom climate conducive to learning by:

\_\_\_\_\_ 1. using predictable routines and signals to communicate expectations.

\_\_\_\_\_ 2. lowering the affective filter of English language learners.

\_\_\_\_\_ 3. sensitive error correction (of meaning before form).

\_\_\_\_\_ 4. valuing home cultures through use of culturally relevant curriculum and cultural studies.

\_\_\_\_\_ 5. providing positive and specific feedback for appropriate behavior.

\_\_\_\_\_ 6. monitoring student conduct and taking appropriate action for misbehavior.

\_\_\_\_\_ 7. fostering opportunities to use native language with peers or adults.

E. The candidate has demonstrated professional behaviors by:

\_\_\_\_\_ 1. being dependable and conscientious in meeting work schedule and school demands.

\_\_\_\_\_ 2. consistently exhibiting respect, understanding, and sensitivity toward cultural heritages and community values.

\_\_\_\_\_ 3. seeking, accepting, and utilizing constructive feedback for professional growth.

\_\_\_\_\_ 4. self-assessing his or her own performance in terms of strengths and weaknesses through a variety of reflective practices.

\_\_\_\_\_ 5. working to understand community needs and cultural practices.

**Comments**

Observer’s Name & Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Plan attached \_\_\_\_\_ Yes \_\_\_\_\_ No