

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