

**In-service-District Affiliated Teachers
PORTFOLIO OF EVIDENCE
ESOL/BILINGUAL ENDORSEMENT PROGRAM**

Student's Name

L&C ID #

date

Rationale: The Oregon Teacher Standards and Practices Commission (TSPC) has established standards for teacher education programs that lead to licensure; all of Lewis & Clark's education programs have been submitted to TSPC for review and approval. The ESOL/Bilingual Portfolio is designed to be a professional demonstration of the required skills, knowledge and dispositions required by TSPC and NCATE (National Council for Accreditation of Teacher Education). Assignments have been specifically selected to highlight the various domains outlined in the Lewis & Clark Teacher Education Conceptual Framework. These assignments provide validation of the candidate's proficiencies that are aligned with professional, state and national standards.

A portfolio envelope containing the assignments outlined here must be presented to your academic advisor upon completion of the ESOL/ Bilingual courses. The portfolio is evidence of program completion. Candidates, who wish, may also use this portfolio to acquire their Continuing Teaching License (CTL). Your advisor will review the contents and submit the portfolio to your Lewis & Clark folder

Faculty Evaluation

Course Evidence

ESOL 507/607 LANGUAGE ACQUISITION & DEVELOPMENT

1. Domain 2 Demonstrates Understanding of Students in Planning and Teaching
L1 Discourse Analysis: Audio tape of child, ages 2-5, in an educational or natural setting. Write a 3-4 page paper exploring, in detail, the language development of the child analyzing their oral language using the criteria set in the course.
2. Domain 3 Reflecting on Teaching & Learning

Write a 3-4 page reflection paper where you discuss one dilemma or aspect of linguistics or literacy that you have encountered as an educator and how it relates to readings you have done throughout this course. Cite a minimum of five references from readings in this course.

ESOL 503/602 FOCUS ON CULTURE & COMMUNITY

1. Domain 1: Learning Environment

Conduct a Cultural Awareness Interview with a member of your community using concepts and principles from the course. Write a 2-3 page reflection on what you learned, and how this assignment relates to English language learners.

2. Domain: Integrated Pedagogical Principles & Practices

Develop an ELL case study where you apply assessment and evaluation strategies and tools learned in class. Attach a written 2-3 page reflection on what you think are the strengths and weaknesses of each of the tools and the information gathered from them.

ESOL 501/601 STRATEGIES & MATERIALS FOR TEACHING CONTENT & LITERACY

1. Domain 1: Learning Environment

"Where I Stand Now" Reflection Paper

Review goals you established in your initial "Where I Stand Now". Write a 2-3 page reflection paper, demonstrating your new knowledge and interactions with the goals of this course, include citations from course readings and a resource list.

2. Domain 2: Integrate Pedagogical Principals & Practice

Using the SIOP model, design a 3-6 day sheltered instruction unit plan. Incorporate strategies and methods discussed in the course. Along with your plan, submit a 2-3 page written reflection paper on your experiences using the SIOP model.

ESOL 500/600 HISTORICAL & LEGAL FOUNDATIONS

1. Domain: 1 & 3 Learning Environment

Students select a program design for English Learners that they desire to learn about. Students gather information about schools with similar program design (local, state or international). This information includes all components of programs for English learners (sheltered instruction, ELD, primary language, mainstream English, cultural and historical practice. Students describe unique program features and compare and contrast two schools discussing their strengths and weakness. Student interview an administrator, teacher or parent at one of the two schools and write a 5 page report that summarizes their findings and reflections.

2. Domain: 3 Reflecting on Teaching & Learning
District Lau Plan Report

Using the Oregon ESOL program review process, Students evaluate their school district's LAU Plan (theoretical) and actual services provided for ESOL students (practice and application). Students submit a 4-7-page paper outlining their district and schools compliance with the law and the effectiveness of programs and strategies currently being used. They include a section with recommendation for improvement, both in terms of compliance and program effectiveness. This may be an individual or group project. If a group project then paper must have all participants' names on the cover.

ESOL 505/605 ESOL/BILINGUAL Practicum

1. Domain 3: Reflecting on Teaching & Learning

Submit a copy of your "Final Practicum Report" provided by your Practicum Supervisor highlighting accomplishments and successful completion of your ESOL/Bilingual practicum.

Advisor's Signature

Date of Review

