

Lewis and Clark College
ESOL/Bilingual Practicum
Final Observation

Candidate: _____ Grade/Content: _____
 School: _____ Mentor: _____
 Supervisor: _____ Date: _____ Term: _____

No. of Students: _____ ESL Pullout: ____ ESL Classroom: ____ Sheltered Instruction: ____

ELD LEVELS: Beginning ____ Early Intermediate ____ Intermediate ____ Early Advanced ____ Advanced ____

1= Not acceptable	2= Emerging	3= Satisfactory	4= Excellent
✓ <i>Does not demonstrate an understanding of the process, task or strategies</i> ✓ <i>Does not demonstrate a command of the requirements for each section.</i>	✓ <i>Demonstrates a partial understanding of the process, task or strategies</i> ✓ <i>Demonstrates a limited command of the requirements for each section.</i>	✓ <i>Demonstrates a satisfactory understanding of the process, task or strategies.</i> ✓ <i>Demonstrates a satisfactory command of the requirements for each section.</i>	✓ <i>Demonstrates a strong understanding of the process, task, or strategies.</i> ✓ <i>Demonstrates a strong command of the elements for each section.</i>

Directions for scoring intern:

- Place overall rating score (1,2,3, or 4) for each set of **BOLD** criteria in each box for both Teacher and Students.
- Also place a check mark (if observed) or leave blank (if not observed) on the lines next to the descriptive for both Teacher and Students.

Teacher	Student
<input type="checkbox"/> Language Objectives ____ Explains and posts language objectives ____ Content objectives connect to the ELP Standards ____ There is a clear connection between student learning and the objectives <input type="checkbox"/> Materials ____ Uses a variety of materials (i.e. real objects, pictures, other) ____ Uses technology	<input type="checkbox"/> Language Objectives ____ Students are clear about the language objective(s) ____ Students are clear of content objective when applicable <input type="checkbox"/> Materials ____ the materials enhance students' understanding of the language and content being taught
Comments:	
<input type="checkbox"/> Building Background Knowledge ____ Connects students to prior knowledge and experiences ____ Selects and teaches key vocabulary (bricks) at level of proficiency ____ Explicitly teaches language patterns (mortar) at level of proficiency ____ Explicitly explains the use of the target language	<input type="checkbox"/> Building Background Knowledge Students: ____ know and understand key vocabulary (bricks) and language patterns (mortar). ____ use vocabulary in relevant ways ____ use mortar (sentence frames and grammatical structures) in appropriate ways ____ connect with what is being taught to their personal lives ____ use new information to build language
Comments:	
<input type="checkbox"/> Comprehensible Input ____ Provides multiple examples ____ Uses visuals, objects or technology to make input comprehensible	<input type="checkbox"/> Comprehensible Input Students: ____ understand the meaning of language being taught ____ are able to respond and answer questions at the appropriate level of language proficiency.
Comments:	

Candidate Name: _____ Term: _____	
Teacher	Student
<input type="checkbox"/> Strategies Uses a variety of modalities of teaching including: ___ Sentence Frames ___ Demonstration ___ Hands On Experiences ___ Cooperative Learning Structures ___ Visuals, Objects, Music ___ Graphic Organizer ___ Reading Strategies ___ Other: _____	<input type="checkbox"/> Strategies Students use: ___ Sentence Frames ___ Visuals/Realia ___ Vocabulary Cards/Pictures/Games ___ Graphic Organizers ___ Reading ___ Other: _____ Students are engaged in: ___ Cooperative Learning ___ Hands on Experiences
Comments: 	
<input type="checkbox"/> Interaction ___ Uses various grouping of students ___ Uses Cooperative Learning structures ___ Lesson is student centered (opportunity for peer to peer interaction)	<input type="checkbox"/> Interaction – <i>Structured opportunity to produce academic language at least 50% of the lesson.</i> ___ Students work with partners (Think-Pair-Share, other) ___ Students working in small groups (Use of cooperative learning roles and structures, i.e. numbered heads together, talking sticks...)
Comments: 	
<input type="checkbox"/> Practice and Application ___ Strategies follow a logical instructional sequence (i.e. gradual release of responsibility) ___ Teacher demonstrates/Teaches the task ___ Teacher walks students through the task ___ Students do the task independantly	<input type="checkbox"/> Practice and Application ___ Students are provided time and structures to practice the task, activity, or strategy ___ Students are provided time to do the task independently
Comments: 	
<input type="checkbox"/> Lesson Delivery ___ Monitors and adjusts pace and complexity of lesson ___ Modifies speech (controls slang or use of idioms...) ___ Allows enough time for students to reflect and respond	<input type="checkbox"/> Lesson Delivery ___ Students are actively engaged in the learning ___ Students understand what the teacher is saying and the meaning behind it ___ Students have time to respond and formulate thoughts and language
Comments 	
<input type="checkbox"/> Review and Assessment ___ Checks for comprehension ___ Provides specific instructional feedback ___ Uses language proficiency assessment(s) to monitor students language	<input type="checkbox"/> Review and Assessment ___ Students know what they need more practice on ___ Students understand areas of strengths and challenges ___ Students know what level of proficiency they are working toward
Comments: 	

This candidate has successfully met the ESOL/Bilingual Endorsement Practicum Requirements

Candidates' Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____