

Lewis and Clark College  
ESOL/Bilingual Practicum  
Observation

Candidate: \_\_\_\_\_ Grade/Content: \_\_\_\_\_  
 School: \_\_\_\_\_ Mentor: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_ Term: \_\_\_\_\_  
 No. of Students: \_\_\_\_\_ ESL Setting (ex. sheltered, pull out ELD, push in, etc.) \_\_\_\_\_  
 ELD LEVELS: Beginning \_\_\_\_ Early Intermediate \_\_\_\_ Intermediate \_\_\_\_ Early Advanced \_\_\_\_ Advanced \_\_\_\_

<b>1= Not acceptable</b>	<b>2= Emerging</b>	<b>3 = Satisfactory</b>	<b>4 = Excellent</b>
<ul style="list-style-type: none"> <li>✓ Does not demonstrate an understanding of the process, task or strategies</li> <li>✓ Does not demonstrate a command of the requirements for each section</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a partial understanding of the process, task or strategies</li> <li>✓ Demonstrates a limited command of the requirements for each section.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a satisfactory understanding of the process, task or strategies.</li> <li>✓ Demonstrates a satisfactory command of the requirements for each section.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a strong understanding of the process, task, or strategies.</li> <li>✓ Demonstrates a strong command of the elements for each section.</li> </ul>

Directions for scoring intern:

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

<b>Criteria</b>	<b>Comments</b>
____ <b>Language Objectives</b> ____ Explains and posts language objectives ____ Content objectives connect to the ELP Standards ____ Provides a clear connection between student learning and the objectives	
____ <b>Materials</b> ____ Uses a variety of materials (i.e. real objects, pictures, other) ____ Uses technology	
____ <b>Building Background Knowledge</b> ____ Connects students to prior knowledge and experiences ____ Explicitly explains the use of the target language ____ Selects and teaches key vocabulary (bricks) at level of proficiency ____ Explicitly teaches language	

Criteria	Comments
<p><input type="checkbox"/> <b>Comprehensible Input</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides multiple examples</li> <li><input type="checkbox"/> Uses visuals, objects or technology to make input comprehensible</li> </ul>	
<p><input type="checkbox"/> <b>Strategies</b> - uses a variety of modalities of teaching including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence Frames</li> <li><input type="checkbox"/> Demonstration</li> <li><input type="checkbox"/> Hands On Experiences</li> <li><input type="checkbox"/> Cooperative Learning Structures</li> <li><input type="checkbox"/> Visuals, Objects, Music</li> <li><input type="checkbox"/> Graphic Organizer</li> <li><input type="checkbox"/> Reading Strategies</li> <li><input type="checkbox"/> Other-add to comments</li> </ul>	
<p><input type="checkbox"/> <b>Interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses various grouping of students</li> <li><input type="checkbox"/> Uses Cooperative Learning structures</li> <li><input type="checkbox"/> Lesson is student centered (opportunity for peer to peer interaction)</li> </ul>	
<p><input type="checkbox"/> <b>Interaction</b> - Structured opportunity to produce academic language at least 50% of the lesson.</p>	
<p><input type="checkbox"/> <b>Practice and Application</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies follow a logical instructional sequence (i.e. gradual release of responsibility)</li> <li><input type="checkbox"/> Demonstrates/teaches the task</li> <li><input type="checkbox"/> Walks students through the task</li> </ul>	
<p><input type="checkbox"/> <b>Lesson Delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors and adjusts pace and complexity of lesson</li> <li><input type="checkbox"/> Modifies speech (controls slang or use of idioms...)</li> <li><input type="checkbox"/> Allows enough time for students to reflect and respond</li> </ul>	
<p><input type="checkbox"/> <b>Review and Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checks for comprehension</li> <li><input type="checkbox"/> Provides specific instructional feedback</li> <li><input type="checkbox"/> Uses language proficiency assessment(s) to monitor students language</li> </ul>	