

**MAT PRESERVICE
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.

Faculty Evaluation

Course Evidence

ESOL 507/607 or LA 634

LANGUAGE ACQUISITION & DEVELOPMENT

1) Domain 2: Demonstrates Understanding of Students in Planning and Teaching

Language Analysis: Audio tape and transcribe student in an educational or natural setting. Write a 3-5 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

Sociolinguistic Reflection. 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 502/602 FOCUS ON CULTURE & COMMUNITY

(several courses satisfy this requirement, provide assignments that apply)

1) Domain 1: Learning Environment

Cultural Awareness Interview: Interview 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 2: Integrated Pedagogical Principles & Practices

Socio-cultural Checklist and Case Study

Conduct the socio-cultural assessment and write a four page case study on the student you selected based on information you have gathered. Include, 1) A narrative explaining each of the sections of the Socio-cultural interview; 2) Two interventions you would use with the student based on your new knowledge; 3) Discuss how you will use this information to design instruction that improves learning for English learners in your classroom; 4) Two interventions you would use with the student based on your new knowledge; 5) Discuss how you will use this information to design instruction that improves learning for English learners in your classroom.

OR

CORE 505 Immigrants in the US

1) Domain 1: Learning Environment

Cultural Awareness Interview: Interview 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: 3 Reflecting on Teaching & Learning

Reflection/Action Plan: Use the reading, films, and classroom discussion to reflect on key learning that will impact your work with immigrant children and their families. Include a personal action plan that describes how you plan to improve immigrant student academic performance, relationships with immigrant families, and mental well-being in your local education or health agency.

OR

CORE 568 Tapping Community Resources to Support Minority Populations

1) Domain 1: Learning Environment

Cultural Awareness Interview: Interview 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 1: Learning Environment

Community Resources Reflection

Provide an overview of your community, including demographics, assets, and needed resources. Write a reflection discussing how course discussions, readings, guest speakers or site visits will impact your work as a teacher or counselor. Indicate what resources or strategies you will use to support minority populations in your field.

**ESOL 535 EDUCATING ENGLISH LANGUAGE LEARNERS:
THEORY & PRACTICE**

Elementary Level Only

1) Domain: 3 Reflecting on Teaching & Learning

Student Language Profile: Administer and analyze a variety of language assessment tools on an English Language Learner. Write a one-three page analysis about the students' level of language proficiency in reading, writing, and speaking using any additional measures if available.

Secondary Level Only

1) Domain: 3 Reflecting on Teaching & Learning

“Where I Stand Now” Paper

A written post course (3-5 page) paper describing what you consider to be best instructional practice for English Language Learners in general and in your content area. Make specific mention about content and literacy practices you now know how to use and apply to your lessons.

Elementary & Secondary

2) Domain 2: Integrate Pedagogical Principals & Practice

Sheltered Lesson Plan. Design a 3-6 day sheltered instruction unit plan. Incorporate strategies and methods discussed in the course.

ESOL 500/600 HISTORICAL & LEGAL FOUNDATIONS

1) Domain: 1 & 3 Learning Environment

Program Design Research Project. 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 used. They include a section with recommendations 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

Early Childhood/Elementary

Domain 3: Reflecting on Teaching & Learning

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

OR

ESOL 505/605 ESOL/BILINGUAL PRACTICUM

Middle/High School/Secondary

Domain 3: Reflecting on Teaching & Learning

Same as elementary.

Advisor's Signature

Date of Review

Revised 3/2011