

**INSERVICE  
PORTFOLIO OF EVIDENCE  
ESOL/BILINGUAL ENDORSEMENT PROGRAM**

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**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 or LA 534/634 LANGUAGE ACQUISITION & DEVELOPMENT**

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

**Language Analysis:** Audio-tape and transcribe a student in a natural or educational setting (pre-k through 12<sup>th</sup> grade setting) with small group or one-to-one interaction). Using transcription, you will analyze the discourse, including socio-cultural context and support assertions about the learners' language acquisition process.

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 503/602 FOCUS ON CULTURE & COMMUNITY**

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.

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

#### 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.

#### 2) Domain 2: Integrate Pedagogical Principles & Practice

**Sheltered Lesson Plan:** 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 sheltered model.

### **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 observation 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.

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Advisor's Signature

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Date of Review

Revised 3/2011