

TESOL Endorsement Practicum Waiver Requirements **For all waiver applications submitted starting with Spring semester 2018**

One of the requirements for the TESOL endorsement is the successful completion of a formal practicum experience (EST 373/573). If a candidate has equivalent experience, they may qualify to waive this requirement providing that they furnish evidence such as a letter from their school principal verifying that they have:

- Taught English learners (ELs) in US schools
- Taught ELs for at least one full school year
- Taught ELs within the last five years

According to college requirements all practicum waiver applications need to have:

1. A petition filled in https://levin.csuohio.edu/sites/default/files/CollegePetition_2022.pdf
2. Two letters of support from supervisors and/or peers who saw you teaching. The letters should include information about when the candidate taught ELs and how the candidate addresses ELs in the classroom by providing differentiated instruction, scaffolding and by employing sheltered instruction strategies and techniques.

In addition, candidates are obligated to submit the following:

- I. **A passing score** for OAE 021, English to Speakers of Other Languages.
- II. **Teacher Work Sample** as evidence of ability to impact student learning into a *Taskstream* account. See details below.
- III. **Practicum Observation and Evaluation Form** as evidence of effective teaching of ELs filled in by a TESOL professional such as the TESOL teacher in the school or a TESOL professor from Cleveland State.

Teacher Work Sample

The steps in completing this project are as follows:

- The candidate completes a description of the students he/she is teaching as well as the classroom and school setting.
- The candidate chooses the focus for a **unit** that they will teach and that will consist of at least 4 lessons. The unit will be used to assess their impact on student learning.
- The candidate completes a well thought out written **rationale** for choosing this unit, explaining how the unit relates to students' prior knowledge, skills, and interests, and to the overall curriculum.
- The candidate identifies and writes three to five **objectives** (outcomes) that students are expected to achieve through this unit. The candidate writes a rationale for why they think each objective is appropriate for these students, including how it relates to the appropriate state approved or recommended TESOL standards.
- The candidate writes an **assessment plan** for how they will assess each of the three to five objectives. The assessment plan **must include a variety of assessment** types to be used for:
 - **pre-assessment**: to determine the status of each of the students on each objective prior to or at the start of your unit;
 - **formative assessment**: to monitor student progress during the unit for the purposes of keeping students informed and adjusting instruction as needed;
 - **post-assessment**: to determine the status of each of the students on each objective at the conclusion of the unit.
- The candidate writes a **detailed plan** for the methods, materials, and activities that will be used during the unit.
- The candidate conducts the **pre-assessments** related to the objectives and records the pre-assessment results for each individual student and for the class as a whole.
- The candidate **teaches** the unit, carefully considering the students taught, the teaching context, and formative assessment data generated during the unit.
- The candidate conducts **post-assessments** during or soon after the completion of the unit. They make a record of post-assessment results for each individual student and for the class as a whole
- The candidate writes an in-depth **reflection** of their experiences in completing this project.

All requests to waive the practicum experience must be made via the current College of Education Petition. The Petition and supporting documents should be submitted to Elena Andrei, Ed.D. (JH 331).

If granted an exemption from this requirement and if you are seeking a Master’s Degree or an endorsement, course substitution requirements do not apply.

Please note that final approval of your petition will be based on the judgment of the College of Educations’ Petitions Committee that the waiver of this requirement is appropriate given your previous ESL teaching experience.

Practicum Evaluation and Reflection Form (updated August 2021)

Intern/Teacher:		Date of Lesson:		Date of Post-Conference:	
School:		Grade Level/Subject:			
Mentor/Observer:		Supervisor/CSU faculty:			
Completed by:		Observation #:			

Note: All items must be scored for each observation using the available evidence for sub-items.

Standard Description	Improvements Needed to Approach Standard	Approaches Standard	Meets Standard	Exceeds Standard	Score
	0	1	2	3	
A. Knowledge about Language					
1a. Knowledge of English language structures to promote acquisition of reading, writing, speaking, and listening skills across content areas.	Candidate is not aware of the components of language and language as an integrative system.	Candidate is aware of the components of language and language as an integrative system.	Candidate can use the components of language and language as an integrative system to inform instruction with ELLs. Candidate serves as language models for ELLs.	Candidate can use the components of language and language as an integrative system to create instructional plans for ELLs that promote acquisition of reading, writing, speaking, and listening skills across content areas; candidate can explain these decisions. Candidate serves as language models for ELLs.	
1b. SLA theory and developmental process of language	Candidate is not aware of SLA theory and developmental process of language.	Candidate is aware of SLA theory and developmental process of language.	Candidate uses SLA theory and developmental process of language to set expectations for and facilitate language learning.	Candidate accounts for SLA theory and developmental process of language to set expectations for and facilitate language learning; candidate can explain these decisions.	
1c. Knowledge of language processes (e.g., interlanguage and language progressions)	Candidate is not aware of language processes (e.g., interlanguage and language progressions).	Candidate is aware of language processes (e.g., interlanguage and language progressions).	Candidate knows the role of language processes (e.g., interlanguage and language progressions) to	Candidate knows and can explain the role of language processes (e.g., interlanguage and language progressions) to	

			facilitate and monitor ELLs' language learning in English.	facilitate and monitor ELLs' language learning in English.	
1d. Knowledge of English language functions, content-specific language and discourse structures	Candidate does not account for knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	Candidate is aware of knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	Candidate accounts for knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	Candidate accounts for knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content area; candidate can explain these decisions.	
B. Context					
2.c. ELL's academic characteristics	Candidate is not aware of ELL's academic characteristics, including background knowledge, educational history, and/or current performance data.	Candidate is aware of ELL's academic characteristics, including background knowledge, educational history, and/or current performance data.	Candidate devises and implements methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.	Candidate devises and implements methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs. Candidates can explain their decisions.	
2.d. Learning about personal characteristics of the individual ELLs	Candidate is not aware of methods to learn about personal characteristics of the individual ELL.	Candidate is aware of methods to learn about personal characteristics of the individual ELL.	Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.	Candidate devises and implements methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices. Candidate can explain their methods and processes.	
C. Instruction					
3.b. Evidence-based, student-centered, and developmentally appropriate interactive approaches for ELLs.	Candidate is not aware of ELL instruction that is evidence-based student-centered, developmentally appropriate interactive approaches.	Candidate is aware of instruction that is student-centered, developmentally appropriate interactive approaches for ELLs	Candidate instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.	Candidate instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches. Candidate can explain their approaches.	

3.c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate is not aware of how to differentiate and adjust instruction based on individual ELLs' learning outcomes.	Candidate is aware of how to differentiate and adjust instruction based on individual ELLs' learning outcomes.	Candidate adjusts and differentiates instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	Candidate adjusts and differentiates instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content. Candidates can explain decisions.	
3.e. Materials	Candidate does not use and/or adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication,	Candidate uses and/or adapts relevant materials and resources, including digital resources, to plan lessons for ELLs.	Candidate uses and adapts relevant materials and resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.	Candidate uses and adapts relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas. Candidate can model materials use to peers.	
D. Assessment					
4.a. Interpret student data	Candidate does not apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources,	Candidate applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidate does not make informed instructional decisions based in the data.	Candidate applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidate makes informed instructional decisions that support language learning.	Candidate applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidate makes informed instructional decisions that support language learning. Candidates can explain decisions.	
4.b. Language and content learning goals based on assessment data	Candidate does not demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate does not demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.	Candidate demonstrates understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidate determines language and content learning goals based on assessment data.	Candidate demonstrates understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidate determines language and content learning goals based on assessment data. Candidates can explain decisions.	
4.c. Knowledge of state-approved administrative	Candidate is not aware of state-approved administrative	Candidate is aware of knowledge of state-approved administrative	Candidate demonstrates knowledge of state-approved	Candidate demonstrates knowledge of state-approved	

considerations for ELLs.	considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments. Candidate can explain the impact of these considerations.	
5.b. Policies and legislation that impact ELLs' educational rights	No testimonies on candidate's knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	Candidate is aware of school, district, and governmental policies and legislation that impact ELLs' educational rights and is not aware that they can advocate for ELLs.	Candidate is aware of school, district, and governmental policies and legislation that impact ELLs' educational rights and is aware that they can advocate for ELLs.	Candidate applies knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	
E. Professionalism					
5.c. Reflection and plan for continuous professional development	Candidate does not practice self-assessment and reflection and make adjustments for self improvement.	Candidate does not practice self-assessment and/or reflection and/or make adjustments for self improvement.	Candidate practices self-assessment and reflection, make adjustments for self improvement.	Candidate practices self-assessment and reflection, make adjustments for self improvement, and plan for continuous professional development in the field of English language learning and teaching.	
5.d: Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.	Candidate engages in supervised teaching but does not apply and develop their professional practice using self-reflection and feedback.	Candidate engages in supervised teaching. Candidates listens to feedback from their cooperating teachers and supervising faculty but does not reflect or implement it.	Candidate engages in supervised teaching to apply and develop their professional practice using feedback from their cooperating teacher.	Candidate engages in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teacher(s) and supervising faculty.	