**EST 573**

**TESOL Practicum 3 credits**

**COURSE DESCRIPTION**

Prerequisites: Prior application and approval of the Office of Field Services. University-supervised field experience designed to provide guided practice in the application of current theory and research in ESL/EFL instruction. Students spend four half-days per week under the direction of a cooperating teacher in a classroom that serves ESL students.

**Course Goals**

Knowledge

* During this practicum the student will:
* Develop an understanding of the roles and responsibilities of a TESOL teacher. [Professionalism, Partnership]
* Develop an awareness of the roles of culture, race, religion and gender in the ESL classroom. [Contextualism]
* Develop an understanding of the different ESL types of instruction and how they affect student learning.[Inquiry, Contextualism]
* Integrate ESL methods and theories in developing teaching units;
* During this practicum the student will develop the following skills:
* Design, teach and evaluate a sequence of four lessons incorporating appropriate activities, materials and assessment tools.[Professionalism, Inquiry, Contextualism]
* Use a range of instructional and assessment strategies appropriate for ESL students. [Professionalism]
* Critically reflect on classroom norms and practices. [Inquiry, Contextualism, Partnership]

Dispositions:

* Gain insights into the effect of an ESL students’ language and educational background onto their academic achievement. [Contextualism]
* Develop an educational philosophy regarding teaching and learning ESL;

**COURSE REQUIREMENTS**

You are required to complete 100 - 120 hours in an ESL classroom over the semester. Licensed teachers are required to do 100 hours and pre-service teachers must complete 120 hours. These hours can be completed in 10 to 12 weeks but depending on the ESL program you may need to do your practicum over the 15 weeks of the semester. You should observe your mentor teacher teaching the ESL students, and eventually teach a unit of 4 lessons developed by you. Your primary responsibility is to learn as much about being an ESL teacher from your mentor teacher as you can. You should only observe for the first four weeks, then teach one lesson in weeks 6, 7, 8 and 9. After each lesson you will write reflections on your teaching and keep these in a folder for your mentor and supervisor. The unit that you develop must include a summative assessment given at the end of the teaching sequence. The purpose of this assessment is for you to determine if the students have achieved the goals of your unit (See instructions about this part of your practicum experience in the Teacher work sample handout). All lessons must be planned in conjunction with your mentor teacher. Your lesson plans should be submitted to the mentor teacher at least 48 hours prior to the lesson, so that he/she can give you some feedback.

**GRADING PROCEDURES**

The grading scale for this class is as follows:

Scale for converting graded components to a CSU letter grade

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| --- | --- |
| **Letter Grade** | **Points or**  **%** |
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 78-83 |
| C+ | 75-77 |
| C | 70-74 |
| D | 65 – 69 |
| F | Below 65 |

*Earned total points that fall outside of the percentage range will be rounded up or down based on the candidate’s professionalism, participation, and attitude as determined by the instructor and as documented in anecdotal notes.*

**Incompletes**

The grade of “Incomplete” will only be used for a student who (1) is regularly attending the class and has potential to pass; (2) has not completed all assignments and/or has stopped attending/participating for reasons deemed justified by the instructor; and (3) has notified the instructor prior to the end of the grading period.

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|  | *Assignment* | *Points* | *Due Date; Submission Method* |
| 1. | Lesson reflections | 20 | April 29, Blackboard |
| 2. | Observation Journal and Critical Incidents Reflections | 20 | April 29, Blackboard |
| 3. | Instructor and Mentor Observations | 20 | Multiple dates |
| 4 | Practicum Portfolio | 40 | April 29; Blackboard and Taskstream |
|  | Total | 100 |  |

**COURSE REQUIREMENTS**

**1) Lesson Reflections**

After each lesson you should write a self-evaluation. Try to write this immediately after you have taught the lesson, focusing on what went well, what didn’t work and what you would change next time you teach that kind of lesson. Your mentor teacher should provide written feedback about each lesson they observe you teach

**2) Observation Journal and Critical Incidents Reflections**

You will keep an observation journal in which you are required to write 5 entries whichshould include critical analyses of what you have observed in the field rather than only a description of what happened.:

**Journal #1** Develop a School and Class Profile. Describe in details the school setting and the ESL classroom. You should include information about the students’ language, social and racial background. In addition think about any observational techniques you might use to become familiar with what the students already know in terms of the four language skills.

**Journal #2** Reflections on Classroom Management Techniques. Observe the cooperating teacher (mentor teacher) and describe the classroom routines, procedures and behaviors. How does the teacher manage to encourage desirable behaviors? How does he/she manage inappropriate behavior? How does your knowledge in child growth and development help you understand the children’s behavior in class?

**Journal #3** Reflecting on Achievement of Learning Goals. Describe the teaching techniques your cooperating teacher (mentor teacher) uses in class. Your reflections should be based on observing the teacher working on a whole teaching unit, which usually consists of several lessons. Think about the techniques you have learned in your methods class. Are any of these being used in this particular classroom? If you were to teach this unit would you change anything in the presentation of the content?

**Journal # 4** Reflections on Student - Teacher Interaction Observe the way the teacher establishes and maintains rapport with his/her students. Pay attention to the classroom interactions. How does the teacher provide input and feedback? What kind of error correction does s/he use in teaching the language? How does he/she encourage students to extend their thinking?

**Journal # 5** Reflections on Grading Criteria. Observe the way the teacher implements alternative ways of assessment. Make a photocopy of a student’s assignment and grade it. Compare your grade with that of the mentor teacher. Discuss with the teacher the criteria s/he uses in grading. Interview the teacher about different methods of evaluating students’ performance that s/he uses in their work.

**3) Instructor and Mentor Observations**

The instructor will observe and evaluate two lessons. The mentor will conduct two formal observations.

**4) Practicum Portfolio to be submitted to Taskstream**

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**](http://academic.csuohio.edu/ISOP/assess2.htm) related to the objectives and records the pre- assessment results for each individual student and for the class as a whole.
* The candidate t**eaches** the unit, carefully considering the students taught, the teaching context, and formative assessment data generated during the unit.
* The candidate conducts [**post-assessments**](http://academic.csuohio.edu/ISOP/assess2.htm) 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.

**EST 373-573 TESOL TWS **

**All Standards:**

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| **Unacceptable value: 0.00** | | **Emerging value: 1.00** | **Proficient value: 2.00** | **Exemplary value: 3.00** | **Score/Level** |
| Description of ELL students | Many relevant characteristics are omitted and the descriptions of those provided are unclear. The role of culture is not addressed. | Relevant characteristics of the ELL students are provided but some are not fully described. The role of culture is not addressed. | Relevant characteristics of the ELL students are provided and fully described. The role of culture is missing or not sufficiently addressed. | All relevant characteristics of the ELL students are provided and fully described (e.g. number of students, demographics, learning styles, culture, etc.). The role of culture is clearly addressed. |  |
|  | | | |
| Brief overview | Overview is not clear and explicit enough to be implemented as intended by those unfamiliar with the unit | Overview is clear and explicit enough to be implemented as intended by those unfamiliar with the unit | Overview is clear and explicit to be implemented as intended by those unfamiliar with the unit | Overview is easy to be implemented as intended by those unfamiliar with the unit |  |
| Rationale for choosing project or unit | Rationale statement does not specify connection among ELL student s’ needs , standards-based curriculum content, and learning objectives.  Statement is unclear and unconvincing. | Rationale statement specifies connection among ELL student s’ needs , standards- based curriculum content, and learning objectives, but some inaccuracies are present. and the connection is not linear | Rationale statement specifies connection among ELL student s’ needs , standards- based curriculum content, and learning objectives, but some inaccuracies are present. | Rationale statement specifies connection among description of ELL students’ needs, standards-based curriculum content, and learning objectives. The linear  relationship among these aspects is research-based, clearly stated and convincing. |  |
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| Objectives | The intent of the objectives is not understandable at all; ties to TESOL standards are unclear or non-existent | The overall intent of the objectives is understandable, but objective(s) not clearly stated and/or tied to appropriate TESOL standards | Objectives fairly clearly stated and tied to appropriate TESOL standards; | Objectives explicitly state desired learning outcomes for ELL students and are logically related to the TESOL standards |  |
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|  | **Unacceptable value: 0.00** | **Emerging value: 1.00** | **Proficient value: 2.00** | **Exemplary value: 3.00** | **Score/Level** |
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| Assessment Plan | Plans inadequately describes the assessment plan criteria | Plans states two of the four assessment plan criteria | Plans explicitly states three of the four assessment plan criteria | Plan explicitly states:   * Assessment instrument and procedures * congruence with objectives; * how a variety of formal and informal activities and instruments will be used to evaluate ELL students’ learning * scoring procedures, clearly written items and prompts, and unambiguous directions to assess ESL students’ progress * clear and accurate method to explain and report strategies and results to students, administrator, parents, and other audiences |  |
|  | | | |
| Plan for methods, materials, and activities | Learning activities are often not appropriate;  little attention to language development and creativity is evident. | Appropriateness of learning activities not consistent; activities do not consistently foster language development and creativity | Close to target behavior, but somewhat limited in scope.  Uses some developmentally and instructionally appropriate learning activities in several instructional areas; plans for several  standards-based instructional strategies to foster language development and creativity and support ELLs’ access to the core curriculum. | Uses developmentally and instructionally appropriate learning activities in several instructional areas, including critical thinking, problem-solving, and performance areas; plans an array of  standards-based instructional strategies to foster language development and creativity and support ELLs’ access to the core curriculum. |  |

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|  | **Unacceptable value: 0.00** | **Emerging value: 1.00** | **Proficient value: 2.00** | **Exemplary value: 3.00** | **Score/Level** |
|  |  | | | |  |
| Assessment results | Many data are omitted from the visual display and data included are not  interpretable. Candidate’s assessment tools demonstrate that he/she cannot  use performance- based  assessment tools and techniques to inform  instruction in the ESL classroom. | Some data are omitted from the visual display and data included are not clear enough to readily inform instruction of the ELL learners.  Candidate’s assessment tools demonstrate that he/she can use a few performance- based  assessment tools and techniques to inform instruction in the ESL classroom. | Format of visual display of pre, post, and formative (progress monitoring) data are not clear enough to readily inform instruction of the ELL learners.  Candidate’s assessment tools demonstrate that he/she can use several performance- based  assessment tools and techniques to inform instruction in the ESL classroom. | Visual display of pre, post, and formative (progress monitoring) data permits reader to quickly and accurately interpret learning progress of ELL students.  Candidate’s assessment tools demonstrate that he/she can use a variety of performance- based  assessment tools and techniques to inform instruction in the ESL classroom. |  |
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| Reflection | Not all points covered, some or none covered in depth; commitment to professional development is absent | Most reflection items (see 10a through 10h) are addressed although responses are inadequate to represent professional growth. | Each reflection item (see 10a through 10h) is addressed although responses are somewhat incomplete | Each reflection item (see 10a through 10h) is completely addressed and responses represent professional growth |  |

**Lesson Plan Format**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_

English Proficiency level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language category of study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. Goal/s: Describe one or more general learning goal/s for this lesson.

II. Language objectives: Describe the concrete language learning objectives for this lesson. They should be observable and measurable. Start your objectives with statements like, “Students will be able to…”

III. Materials: textbook, handouts, overheads, etc.

IV. Prior Knowledge: List knowledge students will need from previous lesson to enable them to

understand the new language structure and successfully complete the activities you have planned.

V. Procedures (Describe all activities in detail and state the time you will need for each of the activities listed in this section. The lesson should be 45 minutes.)

A. Warm -up

B. Development

D. Closure

VI. Assessment: Summarize the assessment for this lesson. Is it being used: (a) to assess student

knowledge? (b) to motivate students to learn? (c) to evaluate student knowledge? and/or (d) to

determine the focus of the next lesson/s or unit? Explain how your assessment will give you the

information you are seeking.

VII. Follow-up: Describe any homework or other activities that will be used to reinforce the new material or skills developed in this lesson.

Timeline for practicum Events

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| --- | --- |
| *Week* | *Activity* |
| *1* | Observe lessons.  Supervisor meets with your mentor teacher. |
| *2* | Observe lessons  Discuss theme for unit plans with your mentor teacher |
| *3* | Observe lessons  Make appointment with supervisor for first formal observation |
| *4* | Observe lessons  Submit first critical incident report and observation journal entry. |
| *5* | Observe lessons  Submit unit lesson plans for review to mentor and supervisor |
| *6* | Teach your first lesson  Make appointment with supervisor for the second formal observations  Submit second critical incident report and observation journal entry |
| *7* | Teach your second lesson  Mentor teacher competes interim report |
| *8* | Teach your third lesson  Submit third critical incident report and observation journal entry |
| *9* | Teach your fourth lesson |
| *10* | Observe lessons  Submit fourth critical incident report and observation journal entry. |
| *11* | Observe lessons  Hand in lesson reflections |
| *12* | Observe lessons  Submit fifth critical incident report and observation journal entry |
| *13* | Mentor teacher completes final report |
| *14* | Continue observing lessons if you need more hours |
| *15* | Continue observing lessons if you need more hours |