****

**CTES 7920**

**Auburn University**

Department: Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: cLINICAL rESIDENCY IN esol education

Course Number: CTES 7920

Course Credit: 4 hours

Semester: Spring 2024

|  |  |
| --- | --- |
| Instructor  | Gwendolyn M. Williams |
| Email Address | gmw0015@auburn.edu  |
| Phone number | (Office) 334-844-6775 |
| Office | 5078 Haley Center |
| Office Hours | By appointment |
| Schedule | In the classrooms |

**1.COURSE DESCRIPTION**

**Catalog Description:**

Supervised on-the-job experience in a school, college, or other appropriate setting, accompanied by regularly scheduled, on-campus discussion periods.

**Overview**

The Clinical Residency in ESOL education (certification track) may be completed by working with students in a public school setting, the Summer English School setting, and/or private tutoring sessions. The non-certification track may utilize Auburn Global or another adult education setting to fulfill requirements. On-the-job experiences are accompanied by scheduled observations and discussions that allow the university supervisor and the interning teacher to analyze and evaluate teaching experiences and abilities to apply research-based practices and knowledge base addressed in objectives and content for courses in the reading program.

The Clinical Residency experience is set up in three unique stages. 1) observations in ESL classes that encompass the wide range of language levels and language domains 2) shadowing/assisting practicing teachers with all aspects of ESL teaching, and/or tutoring one-on-one in class and private settings 3) small group teaching and full time teaching of at least one class of students for the duration of at least one unit. Each stage is comprised of at least 100 hours, but may be split up throughout the entire course of study.

Students working toward Alabama’s Class A ESOL Education certification must complete all three options. Students wishing to develop expertise in other areas of reading education may work with a university supervisor to create additional Clinical Residency options (e.g., teaching reading to children with special needs; working with adult readers).

**Required Text-**none required

**Student Learning Outcomes:** Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTES 7920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS) is noted.

1. Students will be introduced to the ethical standards for professionalism.
2. Students will demonstrate the ability to apply course material (to improve thinking, problem solving, and decisions); related to the principles and methods of teaching and learning of English language.
3. Students will develop and demonstrate skills, competencies, and points of view needed by professionals; related to lesson planning, classroom management, and student peer relationships
4. Students will develop an appreciation for the breadth of the field in terms of the four language modalities + grammar, pronunciation, and vocabulary teaching, as well as integrated approaches.
5. Students will use the practicum to gain competence in the field and use course work to support the development of effective teaching as well as the ability to reflect critically about their own teaching techniques and the teaching of others

**2. COURSE REQUIREMENTS**

Students will work with the university supervisor to develop weekly plans for addressing and demonstrating competence in the objectives listed above.

The entire clinical residency will consist of 3 credit hours, with 100 clock hours per stage. Additional clock hour configurations can be made on individual basis in consultation with university supervisor. Requirements for each option include weekly entries in a professional journal that includes annotations to standards or theory, self-evaluations completed at midterm and at the end of the term, and participation in professional conversations about the Clinical Residency.

**Course Requirements**

**Goal Statement**-

1. By the end of week 2, please make a list of at least three personal goals for this stage of the internship that you hope to accomplish by the end of the current semester. These goals can focus on teaching skills, classroom management skills, lesson planning, facilitating student interaction, etc. Just make sure the goals are important to you and are areas that you haven’t already mastered. Please be realistic and set goals that can reasonably be met in the prescribed time frame. **Please email them to your advisor by January 29, 2024.**This way she can work with you to help you move towards accomplishing your goals by the end of the semester.

**Formal Classroom Observations (2/2, 3/1, 3/29, 4/19)**

Each intern will be observed by your advisor **four** times throughout the course of the semester. Each of the four lessons must address at least one language domain (listening, speaking, reading, writing) and all domains must be represented among the lessons. Lessons could address multiple domains, but you must address all four domains. The lesson should be a complete lesson that can be evaluated as a stand-alone lesson or activity. Each observation must be scheduled and confirmed with your supervisor at least 48 hours before the lesson is actually taught. On the day of the observation, each intern should provide the supervisor with a copy of the lesson plan that is being taught, and the completed pre-observation report with a blank copy of the evaluation rubric. Please see Canvas for the rubric. After the observation, a time must be scheduled shortly thereafter to discuss the observation with your supervisor. The observations are designed to help you analyze and improve your teaching skills. The observations will be spaced throughout the semester, so it is important to make sure that you meet your deadlines.

**B: Reflective Teaching Journal**

Submit this form each week during your student teaching experiences. It provides a way for you to summarize your weekly written reflections about insights, new understandings, acquired skills, problems, and successes during the previous week. Be specific since this is an opportunity to practice self-analysis in such areas as relationships with students and relationships with your supervising teacher and other school personnel. It also demonstrates your planning and how you are working toward personal goals.

You should answer the following questions each week with a different paragraph for each question:

1. I am currently teaching and/or my activities were…
2. My schedule next week… (include a detailed teaching / activity schedule)
3. Overall, this week went… (provide professional, insightful reflections)
4. I achieved success this week…
5. My challenges this week…
6. I have learned that…

Please make sure that your answers connect back to theory and research that you have gained through your coursework. Your journal will be handed in three times throughout the semester.

See Rubric on Canvas.

**Professional Growth Paper due 5/1/2024**

In this paper you will reflect on the professional growth in reflective teaching that you have achieved throughout the semester. Please connect your reflections back to theory or standards. This paper should be 5 pages long. Questions that should be answered are:

1. Describe the journey that you have taken towards the goals that you set at the beginning of the semester. How did you meet these goals, or what challenges prevented you from meeting these goals?
2. What did you learn from this internship that surprised you the most?
3. Describe a critical incident that occurred in your ESOL classroom this semester and explain how this event changed your views on teaching MLs.
4. Describe how your connection with the institution and community in which you were teaching has influenced your professional growth.

**The rubric is on Canvas.**

**Grading and Evaluation Procedures:**

A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all objectives to receive a satisfactory grade.

The final Clinical Residency grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester (e.g., Inventory of Candidate Proficiencies).

**3. University and College Policies**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
	1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy Handbook for* more information on excused absences. It is the student’s responsibility to notify the cooperating teacher of the absence.
	2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
6. Professionalism Conduct Code
	1. Clothing should be neat and professional.
		1. Men should wear pants (not jeans) and a shirt/sweater- T-shirts and sweatshirts are inappropriate.
		2. Women can wear pants or skirts, however, they should not be really tight or short. T-Shirts, and spaghetti strap shirts are not appropriate for the classroom. Wear clothing that is not too low-cut.
	2. You should take off your coat during classroom teaching and observations.
	3. You should be punctual in arriving at the placement, in getting to the class for your lessons, and in the discharge of all professional duties. If you are running late, you should notify your cooperating teacher. You are not allowed to leave early as this disrupts the students’ learning.
	4. You must notify the instructor if you are ill and unable to report to class. If you are scheduled to teach on a particular day and are unable to attend, you still must submit lesson plans so that the instructor can teach the class in your absence.
	5. Please remember you are a guest at your placement. You are to treat the faculty and students with the utmost respect and not interfere with the daily learning practices that the program has set in place. If a difficulty arises, you may be reassigned to a different placement.
	6. You are to be actively engaged in the classroom either through observation or interacting with students or faculty throughout your time in the classroom. Your hours in the classroom are not to be spent doing outside assignments or computer work.This is not a study period.

**Justification for Graduate Credit:**

CTES 7920 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The Clinical Residency promotes the integration of theory, research, and practice in a professional context and fosters self-directed professional development.

**Appendix A:**

**Observation Rubric that will be used when I observe you.**

**Formal Teaching Observation Grading Scale**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Obs.:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Observation Notes: \_\_\_\_\_/25 Points

Completed Lesson Plan: \_\_\_\_\_/25 Points

Observation Rubric \_\_\_\_\_/40 Points (10 categories: 4 points for “Proficient”, 2 points

for “Developing”, and 1 point for “Unsatisfactory”)

Post Conference\_\_\_\_\_/10

TOTAL: \_\_\_\_\_/100 Points Grade: \_\_\_\_\_\_\_\_

---------------------------------------------------------------------------------------------------------------------

**Pre-Observation Notes**

*Prior to your formal observation you will need to (The morning of your scheduled lesson observation):*

a. Complete the top half with your name and date

b. Complete this bottom half with your required Pre-Observation Notes

c. Attach a copy of your lesson plan

d. Hand in to your observer

Based on the lesson you are teaching today, identify the strengths?

What strategies/techniques will you use to engage students in your lesson?

What are areas that you have concerns for or are unsure about?

Specific areas you want feedback in

## ESOL Education Clinical Residency Observation Chart (Adapted from Coady et al., 2018)

##

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria  | Unsatisfactory | Developing  | Effective | Highly Effective | Comments  |
| **Creating an environment of respect and rapport**  | Teacher does not create an atmosphere of respect and/or support for MLLs  | Teacher infrequently or sometimes creates an atmosphere of respect and/or support for MLLs.  | Teacher generally and effectively creates an atmosphere of respect and/or support for MLLs.  | Teacher consistently and effectively creates an atmosphere of respect and/ or support for MLLs. |   |
| **Establishing a culture for learning.**  | Teacher does not establish a culture for MLL learning.  | Teacher infrequently or sometimes establishes a culture for MLL learning.  | Teacher generally and effectively establishes a culture for MLL learning. | Teacher consistently and effectively establishes a culture for MLL learning.  |   |
| **Managing classroom procedures** | Teacher does not manage classroom procedures for MLLs. | Teacher infrequently or sometimes demonstrates management of classroom procedure for MLLs. | Teacher generally and effectively manages classroom procedures for MLLs. | Teacher consistently and effectively manages classroom procedures for MLLs. |   |
| **Managing student behavior**  | Teacher does not manage student behavior for MLLs. | Teacher infrequently or sometimes demonstrates management of student behavior. | Teacher generally and effectively manages student behavior. | Teacher consistently and effectively manages student behavior.  |   |
| **Organizing physical space**  | Teacher does not organize the physical environment in a safe and inclusive way that fosters learning for MLLs | Teacher infrequently or sometimes demonstrates organization of the physical space. | Teacher generally and effectively organizes of the physical space. | Teacher consistently and effectively organizes the physical space. |   |
| **Communicating with students**  | Teacher does not communicate with MLLs. | Teacher infrequently or sometimes communicates/sometimes communicates effectively with MLLs. | Teacher generally and effectively communicates with MLLs. | Teacher consistently and effectively communicates with MLLs. |   |
| **Using questioning and discussion techniques**  | Teacher does not use appropriate questioning and/or discussion techniques appropriate to MLLs’ linguistic and cultural backgrounds. | Teacher infrequently or sometimes uses limited questioning and/or discussion techniques appropriate to MLLs’ linguistic and cultural backgrounds. | Teacher generally and effectively uses questioning and/or discussion techniques appropriate to MLLs’ linguistic and cultural backgrounds. | Teacher consistently and effectively uses questioning and/or discussion strategies for MLLs. |   |
| **Engaging students in learning**  | Teacher does not engage MLLs in learning. | Teacher infrequently or sometimes engages ELLs in learning. | Teacher generally and effectively engages MLL students in learning. | Teacher consistently and effectively engages MLLs in learning |   |
| **Using assessment in instruction**  | Teacher does not demonstrate use of assessment in instruction for MLLs. | Teacher infrequently or sometimes demonstrates use of assessment in instruction for MLLs | Teacher generally and effectively demonstrates use of assessment in instruction for MLLs | Teacher consistently and effectively demonstrates use of assessment in instruction for MLLs |   |
| **Demonstrating flexibility and responsiveness**  | Teacher does not demonstrate flexibility and responsiveness to the instruction plan for MLLs, even when a change would improve the lesson or interest of MLLs | Teacher infrequently or sometimes demonstrates flexibility and responsiveness to the ieranstruction plan for MLLs. | Teacher generally and effectively demonstrates flexibility and responsiveness to the instruction plan for MLLs. | Teacher consistently and effectively demonstrates flexibility and responsiveness to the instruction for MLLs. |   |

Overall Comments:

**Appendix B: Reflective Teaching Journal**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category**  | **1 Pre-Reflection** | **2-Surface Reflection** | **3-Pedagogical Reflection**  | **4-Critical Reflection**  |
| **Overall Analysis of Teaching**  | Describes problems unidimensionally, is preoccupied with management, control and student compliance; Does not support analysis with evidence from experience, theory or research.  | Limits analysis of teaching practices to technical questions about teaching techniques. Supports analysis only with evidence from experience.  | Engages in constructive criticism of one’s own teaching. Supports analysis with evidence from experience theory and research.  | Views practice within the broader sociological, historical, and political contexts.  |
| **Student Learning & Differentiation** | General or broad statements about student performance are made with no evidence of specific literacy performance to support claims. Statements may not be linked to lesson objectives. Does not identify instructional next steps for students. Fails to connect methods to experience, research or theory. Fails to identify the differing needs of learners.  | Some statements about student performance linked to lesson objectives are made with limited evidence of specific student literacy performance/ behaviors to support claims. Identifies general instructional next steps for students based on student performance. Supports instructional decisions with limited connections to experience, but fails to connect specific methods to underlying theory or research. Identifies opportunities and/or instances of limited accommodations for differing needs of learners.  | Describes student performance linked to lesson objectives, and supports claims with specific examples of student literacy performance/behaviors. Identifies specific instructional next steps for students based on student performance. Supports instructional decisions with specific connections to experience, theory and research. Identifies some opportunities or instances of differentiated instruction to address the differing needs of learners and strives to enhance learning for all students.  | Describes the value of authentic student literacy behaviors in a larger social context. Describes the value of authentic instruction in a larger social context. Challenges assumptions about students and expectations for students.  |
| **Areas of Growth**  | Does not describe adjustments/ improvement that could be made for teaching practices. Does not support analysis with evidence from experience, theory or research.Views student and classroom circumstance as beyond the teacher’s control, sees oneself as a victim of circumstance | Describes adjustments/ improvements that could be made to teaching practices, but these are limited to the current situation. No mention of future teaching episodes. Supports analysis only with evidence from experience.  | Demonstrates a commitment to continuous learning and improved practice by describing specific adjustments/ improvement that could be made to teaching practices in future teaching episodes and beyond. Supports analysis with evidence from experience, theory, and research. Accepts responsibility for one’s own professional practice and learning outcomes. Analyzes the relationship between teaching practices and student learning.  | Acknowledges that teaching practices and policies can either contribute to or hinder the realization of more just and more humane society; calls commonly held beliefs into question. Acknowledges the social and political consequences of one’s teaching; considers the ethical ramifications of classroom practices and policies  |
| **Utilization of Feedback to Improve Instruction**  | Does not identify any utilization of feedback to improve instruction.  | Utilizes constructive criticism from colleagues, and/or self-reflection to improve instruction. General improvements are noted.  | Successfully utilizes criticism from colleagues and self-reflection to improve instruction. Specific improvements are identified in the teaching episode.  | Enact change in one’s own teaching practice that impacts the school/district/society’s literacy practices.  |

**Appendix C: Professional Growth Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10-9** | **8-7** | **6-4** | **3-2**  |
| **Organization**  | Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct | Information is organized with well constructed paragraphs and information is factual and correct | Information is organized but paragraphs are not well constructed and information is factual | The information appears to disorganized information is suspect to being correct and factual |
| **Depth of Reflection**  | Author provides well-reasoned responses that illustrate serious thought. It provides numerous examples that demonstrate the author’s points of view. | Author provides responses that indicate serious thought. Numerous examples are given, but they are not fully explained. | Author provides responses that indicate thoughtful reflection. Although it provides examples, the examples are not connected to the author’s main points. | Author provides responses that show lack of development in supporting their discussion. Only one or two examples are given, so more examples are needed. |
| **Theoretical/ Standards connections** | Paper is clearly connected to research literature or standards and cites four sources. | Paper is rooted in theory and standards and cites three sources | Paper is connected to theory and standards, but it only cites two sources. | Paper is related to research and standards, but only cites one reference. |
| **Mechanics** | No grammatical, spelling or punctuation errors | Almost no grammatical, spelling, or punctuation errors | A few grammatical, spelling, or punctuation error | Many grammatical, spelling, or punctuation errors |
|  |  |  |  |  |