**Auburn University**

**Course Syllabus**

1. **Course Number:** CTES 7920/26

**Course Title:** Clinical Residency: ESOL Education

**Credit Hours**: 3 – 9 semester hours

**Prerequisites**: None

**Corequisites:** None

2. **Date Syllabus Prepared:**  May 2014

3. **Texts**:

College of Education. *Orientation Manual*. Auburn, AL: Auburn University College of Education, 1997.

Additional readings to be determined by intern and university supervisor as necessary.

4. **Course Description:**

300 hours of supervised on-the-job experience in English as a second language classrooms in K-12 settings. Because ESL certification is an N-12 endorsement, interns are required to teach in both an elementary and a secondary placement during the internship. While the majority of teaching experience can be within either the elementary or secondary placement, a minimum of 50 hours is required in the other age group. Teaching experience will be accompanied by scheduled observations and discussions to analyze and evaluate each student’s internship experience.

As many ESL interns in CTES 7920 are likely to be practicing teachers, the ESL internship can be taken over the course of several semesters. This will allow practicing teachers to complete the internship while continuing in their current teaching positions. ESL internship hours may also be gained through K-12 summer school programs, after-school programs, or other alternative K-12 ESL programs with the approval of the department.

5. **Course Objectives:**

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

Upon completion of this course students will be able to:

|  |  |
| --- | --- |
| **(2)(a)1.(ii)(I)** | Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English.  |
| **(2)(a)1.(ii)(II)** | Apply knowledge of morphology to assist ELLs’ development of oral and literacy skills in English. |
| **(2)(a)1.(ii)(III)** | Apply knowledge of syntax to assist ELLs in developing written and spoken English.  |
| **(2)(a)1.(ii)(IV)** | Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English.  |
| **(2)(a)1.(ii)(V)** | Apply knowledge of pragmatics to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.  |
| **(2)(a)1.(ii)(VI)** | Help ELLs develop social and academic language skills in English |
| **(2)(a)1.(ii)(VII)** | Model appropriate oral and written communications.  |
| **(2)(a)2.(ii)(I)** | Provide rich exposure to English and multiple opportunities for meaningful interaction.  |
| **(2)(a)2.(ii)(II)** | Provide comprehensible input and scaffolding.  |
| **(2)(a)2.(ii)(III)** | Apply current theories and research in language and literacy development.  |
| **(2)(a)2.(ii)(IV)** | Build on the processes and stages of English language and literacy development.  |
| **(2)(a)2.(ii)(V)** | Build on the ELLs’ home language(s) and language varieties as a foundation for learning English. |
| **(2)(a)2.(ii)(VI)** | Apply knowledge of sociocultural and political variables to facilitate the process of learning English. |
| **(2)(a)2.(ii)(VII)** | Apply knowledge of the role of individual learner variables in the process of learning English.  |
| **(2)(a)2.(ii)(VIII)** | Help ELLs develop effective language learning strategies. |
| **(2)(b)1.(ii)(I)** | Maintain a climate of respect for all cultures. |
| **(2)(b)1.(ii)(II)** | Help ELLs deal with discrimination.  |
| **(2)(b)1.(ii)(III)** | Support ELLs and families in valuing their own cultures.  |
| **(2)(b)(ii)(IV)** | Locate resources for communicating with families.  |
| **(2)(b)2.(ii)(I)** | Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.  |
| **(2)(b)2.(ii)(II)** | Implement activities and/or cultural events that promote the ELLs’ cultures and foster their learning.  |
| **(2)(b)2.(ii)(III)** | Include ELLs’ cultural experience when building background for instruction.  |
| **(2)(c)1.(ii)(I)** | Plan standards-based ESL and content instruction based on the Alabama Courses of Study for English language arts, mathematics, science, and social studies in collaboration with colleagues. |
| **(2)(c)1.(ii)(II)** | Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.  |
| **(2)(c)1.(ii)(III)** | Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge. |
| **(2)(c)1.(ii)(IV)** | Plan for particular needs of students with limited formal schooling.  |
| **(2)(c)2.(ii)(I)** | Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.  |
| **(2)(c)2.(ii)(II)** | Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write. |
| **(2)(c)2.(ii)(III)** | Provide accommodations for ELLs in standards-based reading instruction. |
| **(2)(c)2.(ii)(IV)** | Provide accommodations for ELLs in standards-based writing instruction. |
| **(2)(c)2.(ii)(V)** | Develop students’ writing though a range of activities, from sentence formation to expository writing. |
| **(2)(c)2.(ii)(VI)** | Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.  |
| **(2)(c)3.(i)** | Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including the appropriate use of first language.  |
| **(2)(c)3.(ii)** | Employ a variety of materials for language learning, including books, visual aids, props, and realia.  |
| **(2)(c)3.(iii)** | Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). |
| **(2)(c)3.(iv)** | Use software and Internet resources effectively in ESL and content instruction.  |
| **(2)(d)1.(ii)(I)** | Use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. |
| **(2)(d)1.(ii)(II)** | Assess ELL’s language skills and communicative competence using multiple sources of information. |
| **(2)(d)2.(ii)** | Ability to use a variety of standards-based language proficiency instruments for identification, placement, and demonstration of language growth of ELLs.  |
| **(2)(d)3.(ii)(I)** | Make accommodations for ELLs in formative and summative assessments.  |
| **(2)(d)3.(ii)(II)** | Prepare ELLs to use self- and peer-assessment techniques when appropriate.  |
| **(2)(d)3.(ii)(III)** | Select appropriate assessments for ELLs. |
| **(2)(d)3.(ii)(IV)** | Use assessment results appropriately.  |
| **(2)(d)3.(ii)(V)** | Determine ELLs’ language proficiency skills using multiple sources of information.  |
| **(2)(d)3.(ii)(VI)** | Use authentic performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. |
| **(2)(d)3.(ii)(VII)** | Use a variety of rubrics to assess ESOL students’ language development in classroom settings.  |
| **(2)(e)1.(ii)(I)** | Plan and implement instruction that meets federal and state laws and policies related to the teaching of ELLs. |
| **(2)(e)1.(ii)(II)** | Utilize language and education resources for students and families in their schools and communities.  |
| **(2)(e)1.(ii)(III)** | Read and conduct classroom research |
| **(2)(e)2.(ii)(I)** | Plan for working collaboratively with other teachers and staff in meeting the needs of ELLs. |
| **(2)(e)2.(ii)(II)** | Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.  |
| **(2)(e)2.(ii)(III)** | Serve as a professional resource in their educational community.  |

6. **Course Content:**

Students will work with the university supervisor and school-based supervisors to develop long-term and short-term plans for addressing and demonstrating competence in the objectives listed above.

7. **Course Requirements/Evaluation:**

1. Interns will complete 300 clocked hours of ESL teaching experience. ESL certification is N-12, and interns are required to teaching in both elementary and secondary placements. No more than 250 hours can be in either the elementary or secondary placement. A minimum of 50 teaching hours is required in elementary and secondary schools.
2. Detailed lesson plans for at least five lessons must be submitted to the university supervisor throughout the course of the internship. This number includes the three lesson plans submitted for the formal evaluations. These plans will be evaluated by both the intern and the supervisor.
3. Daily lesson plans must be kept in a notebook available to the university supervisor and school-based supervisor.
4. Interns will self-evaluate and annotate daily lesson plans and keep these evaluations with the daily lesson plans in their notebook.
5. Interns will keep a daily reflection that will include annotated notes in reference to various standards.
6. The intern will undergo a minimum of three formal evaluations from the university supervisor throughout the internship experience. The evaluation cycle consists of a pre-observation conference, a scripted observation, intern self-evaluation, evaluation by the university supervisor and a post-observation conference.
7. At the end of the internship, interns must submit an exit portfolio consisting of the daily lesson plan notebook, formal evaluations, any informal evaluations, and interns’ reflections on their internship experience.

**Evaluation:**

1. Students will evaluate their own performance through daily lesson plan self-evaluations and reflective journal.
2. Students will also self-evaluate their internship experience as a requirement for their exit portfolio.
3. The university supervisor will formally evaluate interns on at least three occasions. In addition, the university supervisor will evaluate five detailed lesson plans, the daily lesson plan notebook and the exit portfolio. The university supervisor will communicate with interns about each of these evaluations by providing written and oral feedback.
4. A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all course objectives to receive a grade of Satisfactory.

8. **Class Policy Statements:**

Attendance: Students are expected to fulfill their attendance requirements at the internship placement and any required on-campus meetings (Tiger Cub, P. 73)

Participation: Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, P. 74)

Unannounced quizzes: There will be no unannounced quizzes.

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 alternative time can be arranged. To

set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo

and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo

but need accommodations, make an appointment with the Program for Students with Disabilities

at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and

Regulations pertaining to Cheating will apply to this class.

Professionalism: 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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**9. Justification for offering CTSE 7540 as a graduate course:**

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

|  |  |
| --- | --- |
| Course Objectives | Course Assessments |
| Lesson Plans | Self-reflective Journal | Observation | Portfolio |
| **(2)(a)1.(ii)(I)** | Apply knowledge of phonology to help ELLs develop oral, reading, and writing (including spelling) skills in English.  | X | X |  |  |
| **(2)(a)1.(ii)(II)** | Apply knowledge of morphology to assist ELLs’ development of oral and literacy skills in English. | X | X |  |  |
| **(2)(a)1.(ii)(III)** | Apply knowledge of syntax to assist ELLs in developing written and spoken English.  | X | X |  |  |
| **(2)(a)1.(ii)(IV)** | Apply understanding of semantics to assist ELLs in acquiring and productively using a wide range of vocabulary in English.  | X | X |  |  |
| **(2)(a)1.(ii)(V)** | Apply knowledge of pragmatics to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.  | X | X |  |  |
| **(2)(a)1.(ii)(VI)** | Help ELLs develop social and academic language skills in English | X |  | X |  |
| **(2)(a)1.(ii)(VII)** | Model appropriate oral and written communications.  |  |  | X |  |
| **(2)(a)2.(ii)(I)** | Provide rich exposure to English and multiple opportunities for meaningful interaction.  |  |  | X |  |
| **(2)(a)2.(ii)(II)** | Provide comprehensible input and scaffolding.  |  |  | X |  |
| **(2)(a)2.(ii)(III)** | Apply current theories and research in language and literacy development.  | X | X |  |  |
| **(2)(a)2.(ii)(IV)** | Build on the processes and stages of English language and literacy development.  | X |  |  |  |
| **(2)(a)2.(ii)(V)** | Build on the ELLs’ home language(s) and language varieties as a foundation for learning English. | X |  |  |  |
| **(2)(a)2.(ii)(VI)** | Apply knowledge of sociocultural and political variables to facilitate the process of learning English. | X |  |  |  |
| **(2)(a)2.(ii)(VII)** | Apply knowledge of the role of individual learner variables in the process of learning English.  | X |  |  |  |
| **(2)(a)2.(ii)(VIII)** | Help ELLs develop effective language learning strategies. | X |  |  |  |
| **(2)(b)1.(ii)(I)** | Maintain a climate of respect for all cultures. |  |  | X |  |
| **(2)(b)1.(ii)(II)** | Help ELLs deal with discrimination.  |  | X |  |  |
| **(2)(b)1.(ii)(III)** | Support ELLs and families in valuing their own cultures.  | X |  |  |  |
| **(2)(b)(ii)(IV)** | Locate resources for communicating with families.  |  | X |  |  |
| **(2)(b)2.(ii)(I)** | Use a range of resources, including the Internet, to learn about world cultures and apply that learning to instruction.  | X |  |  |  |
| **(2)(b)2.(ii)(II)** | Implement activities and/or cultural events that promote the ELLs’ cultures and foster their learning.  | X |  | X |  |
| **(2)(b)2.(ii)(III)** | Include ELLs’ cultural experience when building background for instruction.  | X |  |  |  |
| **(2)(c)1.(ii)(I)** | Plan standards-based ESL and content instruction based on the Alabama Courses of Study for English language arts, mathematics, science, and social studies in collaboration with colleagues. | X |  |  |  |
| **(2)(c)1.(ii)(II)** | Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.  |  |  | X |  |
| **(2)(c)1.(ii)(III)** | Plan differentiated learning experiences based on assessment of English and first language proficiency, learning styles, and prior formal educational experiences and knowledge. | X |  |  |  |
| **(2)(c)1.(ii)(IV)** | Plan for particular needs of students with limited formal schooling.  | X |  |  |  |
| **(2)(c)2.(ii)(I)** | Develop ELLs’ listening and speaking skills for a variety of academic and social purposes.  | X |  |  |  |
| **(2)(c)2.(ii)(II)** | Provide standards-based instruction that builds upon ELLs’ oral English to support them in learning to read and write. | X |  | X |  |
| **(2)(c)2.(ii)(III)** | Provide accommodations for ELLs in standards-based reading instruction. | X |  | X |  |
| **(2)(c)2.(ii)(IV)** | Provide accommodations for ELLs in standards-based writing instruction. | X |  | X |  |
| **(2)(c)2.(ii)(V)** | Develop students’ writing though a range of activities, from sentence formation to expository writing. | X |  |  |  |
| **(2)(c)2.(ii)(VI)** | Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.  | X |  |  |  |
| **(2)(c)3.(i)** | Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including the appropriate use of first language.  | X |  |  |  |
| **(2)(c)3.(ii)** | Employ a variety of materials for language learning, including books, visual aids, props, and realia.  | X |  | X |  |
| **(2)(c)3.(iii)** | Use appropriate technological resources to enhance language and content-area instruction for ELLs (e.g., Web, software, computers, and related devices). | X |  | X |  |
| **(2)(c)3.(iv)** | Use software and Internet resources effectively in ESL and content instruction.  | X |  | X |  |
| **(2)(d)1.(ii)(I)** | Use a variety of standards- and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. | X |  | X |  |
| **(2)(d)1.(ii)(II)** | Assess ELL’s language skills and communicative competence using multiple sources of information. |  | X |  |  |
| **(2)(d)2.(ii)** | Use a variety of standards-based language proficiency instruments for identification, placement, and demonstration of language growth of ELLs.  |  | X |  |  |
| **(2)(d)3.(ii)(I)** | Make accommodations for ELLs in formative and summative assessments.  | X | X |  |  |
| **(2)(d)3.(ii)(II)** | Prepare ELLs to use self- and peer-assessment techniques when appropriate.  |  |  | X |  |
| **(2)(d)3.(ii)(III)** | Select appropriate assessments for ELLs. | X |  |  |  |
| **(2)(d)3.(ii)(IV)** | Use assessment results appropriately.  |  | X |  |  |
| **(2)(d)3.(ii)(V)** | Determine ELLs’ language proficiency skills using multiple sources of information.  |  | X |  |  |
| **(2)(d)3.(ii)(VI)** | Use authentic performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. | X | X |  |  |
| **(2)(d)3.(ii)(VII)** | Use a variety of rubrics to assess ESOL students’ language development in classroom settings.  | X | X |  |  |
| **(2)(e)1.(ii)(I)** | Plan and implement instruction that meets federal and state laws and policies related to the teaching of ELLs. | X |  | X |  |
| **(2)(e)1.(ii)(II)** | Utilize language and education resources for students and families in their schools and communities.  |  | X |  |  |
| **(2)(e)1.(ii)(III)** | Read and conduct classroom research |  | X |  |  |
| **(2)(e)2.(ii)(I)** | Plan for working collaboratively with other teachers and staff in meeting the needs of ELLs. |  | X |  |  |
| **(2)(e)2.(ii)(II)** | Engage in collaborative teaching in general education, content-area, special education, and gifted classrooms.  |  | X | X |  |
| **(2)(e)2.(ii)(III)** | Serve as a professional resource in their educational community.  |  | X | X |  |