**Auburn University**

**Course Syllabus**

**1. Course Number:** CTES 7920/7926

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

**Credit Hours:** 3 hours

**Prerequisites:** Departmental Approval

**Corequisite:** None

**2. Date Syllabus Prepared:** April 2015

**3. Texts:**

Celce-Murcia, M., Brinton, D., & Snow, M. (2014). Teaching English as a second or foreign language, 4th edition. Boston, MA: National Geographic Learning, Heinle, Cengage Learning.

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

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. 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).

**5. Course Objectives:** 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.

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| **(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 and Schedule:**

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

**7. Course Requirements/Evaluation:**

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.

Major requirements during the clinical residency:

1. Weekly entries in a professional journal that includes annotations to standards;
2. Self-evaluations related to goals and dispositions completed at beginning, midterm and at the end of the semester;
3. Three official observations of teaching; one of these observations will be connected to Professional Work Sample (a requirement of graduation);
4. participation in professional conversations about the Clinical Residency.
5. Additional requirements may be added or decided upon to demonstrate completion of specific objectives

Grading and Evaluation Procedures:

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

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments used during Clinical Residency to assess these standards are (1) the Professional Work Sample and (2) the Inventory of Candidate Proficiencies. Information regarding the following is provided in the attachments:

* alignment of state standards with the College’s 15 candidate proficiencies – performance assessment templates
* alignment of candidate proficiencies with the key assessments

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).

**8. Class Policy Statements:**

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 *Tiger Cub* for more information on excused absences.
   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

**9. Justification for Graduate Credit:**

CTRD 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.