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**CTES 7916**

**Auburn University**

Department: Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: Practicum IN esol education

Course Number: CTES 7910

Course Credit: 3 hours

Semester: Summer 2018

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Office Hours: By appointment

Schedule: Pick Elementary School

**1.COURSE DESCRIPTION**

**Catalog Description:**

Experience relating theory and practice, usually in a school setting. Departmental approval.

**Overview**

The Practicum 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).

**Required Text-** No additional text is 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 CTSE 7910 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 and cooperating teachers to develop weekly plans for addressing and demonstrating competence in the objectives listed above.

**Course Requirements**

1. **Weekly Reflection Journal** (40 Points total, they will be handed in twice 6/18 and 7/2)

Throughout the semester you will keep a weekly Reflective Journal (RJ) of your experiences in your placement. This journal should include, but is not limited to: informal transcriptions of interviews/conversations with students and teachers, observations of students and teachers, analyses of school documents you collect, descriptions of school functions you attend, reflections on lessons you teach, questions for your supervisor, insights gained from your experiences, ideas for future teaching, inquiries about specific students or groups of students, etc. This journal can take many different shapes—it can be a series of email exchanges with a colleague about teaching issues, a blog, transcriptions of audiotaped conversations with your classmates, or a more traditional daily or a weekly diary. Use the format that best suits your writing style and personal preferences. These journals should be submitted to Canvas twice on 6/18 and 7/2. You should write at least one full page per week. Please consider the steps of the reflection cycle as you write your journal: Select, Describe, Analyze, Appraise, & Transform. See Appendix A.

1. **Thematic Unit Project (30 points) Due June 25**

All students will prepare a unit plan/paper which will have the following components:

a.   Scope and Sequence for a 5-class sequence.

1. Range of content to be covered-You need to identify a specific stopping point. Your range can be this can be thematic- Ex. We will cover three poems that illustrate the American dream” or Chronological, “The unit will address the causes of the Civil War” or Functional- “The unit will address the English speech functions needed to visit the doctor.”  This range should be a realistic outlook of the amount of content that can be covered in a 5-class sequence.  For instance, developing a unit to teach Shakespeare’s Romeo & Juliet to ELLs in 5 days would not be realistic
2. Depth of coverage for each topic- Are you aiming for depth or breadth of your curriculum? You have to choose the model that would be appropriate for that particular course.  Once you have picked your approach, you need to describe it in terms of the content.  (For example, I will take an in depth approach to the curriculum by covering each step of the water cycle individually so that the ELL can explain the causes and processes involved in each step. Or, I will take a broad approach in that I want the ELL to identify the different types of poems, so we will read and learn how to write a cinquain, a haiku, an I am poem, an iambic pentameter poem, and a free verse poem.)

b.  Curricular map – which should include each of the following: You should not write a complete lesson plan for this, please see the chart below.

1. Content objective (These are most often literacy skills or DOE content area standards, CASAS Standards are used for Adult ESOL)
2. Language objective(s)---These can be drawn from the ESOL standards or another source. (These describe how language will be used by the ELL students to demonstrate their learning.)
3. Lesson activities- This is a list of the various activities that you would do during a specific class period.
4. Method of Assessment- What is/are the assessment tool(s) that you will use for that particular class period to determine what the students have gained from participating in your class that day?

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EXAMPLE of curricular map:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Content Objective | LanguageObjective | LessonActivities | Methods of Assessment |
| Day 1 | SWBAT identify and describe familiar objects | SWBAT write sentences using figurative language | Read a descriptive paragraphThink, Pair ShareWriting with figurative language | Sentence WritingOral group work |
| Day 2 |   |   |   |   |

You should just make one chart that has all five days covered. Please see Appendix B for the Rubric

1. **Student Tracking Project due 7/2**

You will monitor the progress of one EL for a two-week period to document their overall growth over time.

You should do the following steps:

1. Identify the starting levels/needs of the students who you are working with.
2. Create some learning goals for the students.
3. Teach your unit lessons (that you have already completed for the curricular map)
4. Monitor the student progress by identifying three different areas that you would like to monitor.

You can choose from either of the following ways to document the growth. Please hand your chart in with your assignment.

<https://www.palmbeachschools.org/staffdev/wp-content/uploads/sites/73/2016/05/DailyCheck-In-LearningGoalScaleTypeable.pdf>

<https://www.learnalberta.ca/content/eslapb/trackingsheets.html>

1. Chart their progress towards achieving your goals.
2. **Write an analysis of their growth during that period**. This paper should address the following issues:
	1. Describe their baseline where the student was at the beginning of your lessons. (one paragraph) (1 paragraph)
	2. Explain what data was used to monitor their progress. (1 paragraph)
	3. Develop a hypothesis on the factors that you think contributed to the student’s progress. (1 paragraph)
	4. Explain how you modified your instruction to respond to the student’s progress. (1 paragraph)
	5. Provide your suggestions for future instruction for the students. (1 paragraph)

Overall paper should be 3-4 pages long.

The final ESL Practicum 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. You must earn an 70% on your assignments to pass this practicum.

**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 *Tiger Cub* 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. Men should wear pants (not jeans) and a shirt/sweater- T-shirts and sweat shirts are inappropriate. 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 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.
	3. 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.
	4. 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 school has set in place. If a difficulty arises, you may be reassigned to a different placement.
	5. 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 7910 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The Practicum promotes the integration of theory, research, and practice in a professional context and fosters self-directed professional development.

**Appendix A Weekly Reflection Journal Rubric due 6/19, 7/3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2-1 |
| Self-Awareness  | Student questions own biases, stereotypes, preconceptions, and/or assumptions and defines new modes of thinking as a result. | Student questions own biases, stereotypes, and preconceptions. | Student attempts selfcriticism, but the reflection fails to demonstrate a new awareness of personal biases, etc. | Student makes no attempt at self-criticism. |
| Critical Analysis  | Student assesses and evaluates perspectives, knowledge, and opinions gained from the practicum experience. Student offers her own perspectives and opinions on the issue | Student assesses and evaluates perspectives, knowledge and opinions gained from the practicum experience. | Student asks questions andshows awareness of multipleperspectives. Opinions arestated with some analysis andsupport | Student accepts things at face value; opinions are stated without analysis or support. |
| Depth of Reflection  | Metacognitive: Student examines the learning process, showing what learning occurred, how learning occurred, and how newly acquired knowledge or learning altered existing knowledge. | Analytical: Student applies learning to a broader context of personal and professional life. | Empathic: Student demonstrates thoughts about or challenges to beliefs, values, and attitudes of self and others | Descriptive: Student demonstrates acquisition of new content from significant learning experiences but does not apply new content to self. |
| Synthesis & Integration  | Writing provides examples of evaluation or revision of interactions as well as discussion of how insights will shape future action. | Writing provides evidence of student’s use of readings, observations, and discussions to examine, appraise, compare, contrast, plan for new actions or response, or propose remedies to use in and outside structured learning experiences. | Writing provides examples of self-projection into the experiences of others, sensitivity towards the values and beliefs of others, and/or tolerance for differences. New understanding is not directly linked to future practice. | Writing provides minimal/no evidence of gaining knowledge, making sense of new experiences, or making linkages between old and new information |

**Appendix B Thematic Unit Plan Due 6/18**

ESOL Thematic Unit Rubric (32 Points) Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 5 | 4-3 | 2-1 | Your Score/My Comments |
| Scope | The range and depth of coverage are appropriate for a 5 day sequence | The range and depth of coverage are articulated, but there needs to be more detail to clearly define the scope and sequence.  | The range and depth of the coverage are unrealistic for the allotted time period. |   |
| Sequence | The sequence is logically organized so that the classes are arranged to scaffold instruction on the previous class. | The sequence of the lessons have some topics that are not scaffolded correctly.  | The sequence have no apparent scaffolding order. |   |
|  | 10-8 | 7-4 | 3-1 |  |
| Content & Language Objectives | The objectives are measurable. The language objectives show how the ELL will use language. | The objectives are measurable. The language objectives do not focus on the use of language. | The objectives are not measurable. |   |
| Lesson Activities & Assessment | The lesson activities and assessment are appropriate for the level of ELL proficiency and the aims of the course. | The lesson activities and assessment have occasional mismatches for the level of ELL proficiency and the aims of the course | The lesson activities and assessment have no relation to the level of ELL proficiency |   |

**Appendix C Student Tracking Project due 7/2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 3 | 2-1  |  |
| Baseline  | A baseline is provided in at three different areas in which the student is projected to progress.  | A baseline is provided in two different areas in which the EL can progress.  | A baseline is provided in one different areas in which the EL can progress.  |  |
| Data | The explanation describes how specific artifacts of student learning that were used to document student growth.  | The explanation describes specific artifacts that were used to document student growth, but more explanation is needed as to how the artifact documents that student progress.  | The explanation describes the artifacts that were used to document student growth, but there is no clear analysis of how the particular artifacts show that student growth.  |  |
|  | 7 | 5 | 3-1 |  |
| Hypothesis | A specific hypothesis is given, along with a clear rationale as to support why you believe this hypothesis to be true.  | A specific hypothesis is given, but the rationale given to support the hypothesis does not fully support the hypothesis.  | The hypothesis is vague or unrealistic for the allotted time frame. OR the rationale given does not connect with the hypothesis  |  |
| Instructional Modification  | An explanation of how the instruction was modified includes specific examples of how student learning data prompted changes in instruction.  | The explanation of how instruction was modified contains student learning data, but the connection between student learning and the modification needs to be more clearly defined.  | The explanation of how the instruction was modified was not based on the analysis of student data.  |  |
| Future Instruction  | The paragraph makes practical suggestions for the EL’s future instruction that was based on the EL’s progress over the lessons taught.  | The suggestions given are not substantive strategies that would contribute to student growth.  | The suggestions given do not correlate to the student growth that was documented over the course of the study.  |  |