Teaching English to Speakers of Other Languages Program
Woodring College of Education

Preparing thoughtful, knowledgeable, and effective educators for a diverse society.

TESOL 437D in Mexico
Practicum in TESOL
Intersession summer 2018
Previously approved x37 Request for New Study Abroad Course e-form: 807457

Supervisor: Cheiron McMahill

Description:
Supervised TESOL practicum teaching English language learners. International placements available. Repeatable (once) to a maximum of 4 credits, including original course. S/U grading.

Prerequisites & Notes:
TESL 405; TESL 420; TESL 421 or 437B (or permission of instructor); Co-req TESL 437C

Credits: 2
Grade Mode: S/U

We are, in fact, in one of those international placements, and have a wonderful opportunity to work closely with you during both your seminar and practicum in TESOL. Your supervisor will be available at the seminar meetings to touch base with you about your experiences in the classroom, and will be reading the detailed journal you will be keeping about your time working in a Mexican classroom teaching English.

You will bring your journal to OLE the day prior to our practicum meeting, so that your supervisor has the opportunity to read your entries prior to the meeting the next day. The practicum meeting time will be set once we are in Mexico, have your classroom schedules in hand, and can find a time when we can all meet as a group.

Course Objectives:
The practicum in TESOL offers the opportunity for practicum students to:

- work with and learn from a mentoring professional
- provide much needed assistance to English language learners
- demonstrate the ability to plan and manage instruction
- develop greater empathy for challenges facing those living in a new culture
- apply effective practices and strategies to plan, implement, adapt, and modify curriculum for multilevel classrooms with students from diverse backgrounds
- apply a range of teaching strategies, structures, and models to support the development of basic interpersonal communication skills and academic language proficiency, incorporating the four skill areas of listening, speaking, reading, and writing

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➢ demonstrate ability to collaborate with a classroom teacher, administrators and other educational staff to support student language development
➢ work with a wide range of resources and technologies and choose, adapt, and use them in effective ESL teaching
➢ undertake language proficiency assessment
➢ demonstrate the ability and desire to work effectively in classroom settings with English language learners

Course Requirements/Grading:
This course is graded S/U and is repeatable. Since everyone is on an individual path to becoming an effective teacher, it is an option to try a second practicum placement or extend your first practicum for more experience, feedback, and growth.

To receive a “satisfactory” you need to:

_____ Complete a minimum of 40 hours in your practicum classroom (These hours should be sequential parts of a unit or units for one group of students in one course area. If your class meets fewer hours than this, arrange with your mentoring teacher to do extra tasks or tutoring.)

_____ Fulfill all requirements for practicum classroom teaching (professionalism and teaching tasks- see the Mentor’s Checklist and the Teaching Checklist for Practicum Students), and make sure your mentoring teacher provides your supervisor with a signed Mentor’s checklist by the end of the 40 hours in your practicum

_____ Meet prior to your observed teaching to discuss your lesson plan, if requested by the supervisor.

_____ Demonstrate satisfactory teaching when observed twice by your practicum supervisor (the final SIOP/TWIOP observation should be over 70%)

_____ Discuss the teaching experience in depth with your supervisor after each official observation

Academic Honesty
Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as set forth in the WWU Academic Honesty Policy and Procedure (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy
It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU Disability Resources for Students at 360-650-3844 or www.wwu.edu/depts/drs/
Tasks will be adjusted for summer 2018

**Journal Entry Guidelines**

**Journal Entries** should show reflection and careful elaboration. Length can vary according to the number of prompts and parts for each entry – please check length requirements in the following paragraph and in each entry’s description. Also, please check for grammar and spelling before submitting. Make sure to address ALL the prompts in order to receive full credit for your journal. In this Mexico option, you are encouraged to use an actual notebook for your journal. If you prefer to word process, just print out the pages to make your own “book” to share with the supervisor.

**Documenting activities from the “Teaching Checklist”**: In addition to responding to the specific journal prompts assigned for each entry, you will use this journal to document your teaching experiences, as outlined in the “Teaching Checklist” attached at the end of this syllabus.

Please make sure to work collaboratively with your mentor to ensure the completion of each teaching task (and check off each item in the list- your mentor will ratify this at the end of the quarter). There is no specific order to be followed, except for the two 1-hr lessons observed by your supervisor. In each of your journal entries, you should talk about the new activities from the checklist you have covered (please clearly refer to them by number and name).

For each activity, write a short summary (150-160 words) of how you facilitated the activity, how students reacted to it and reflect on the teaching challenges/success you experienced during the activity. Here is a sample entry for one activity:

*Task #1: Facilitate a Background Building Activity*

Last Tuesday we started a new unit on ecosystems. I prepared a set of observation charts and was happy to see how the colorful pictures immediately caught the students’ attention. At the beginning they were having great conversations, but they did not know exactly what to write. I realized I had just modeled the conversation but forgot to model the writing! I stopped the activity for a moment and modeled how and what to write on the blank paper. After that, the activity flowed smoothly. The conversations I overheard and the comments/questions of the students gave us valuable feedback about the students’ prior knowledge and reactions to the topic – it looks like most students are very excited about the “animal” part of the topic and have great curiosity to learn about the interrelationship between the various elements of an ecosystem. On the other hand, I foresee we will need to work a lot to solidify their knowledge of content words.

**VERY IMPORTANT**: Be sensitive to confidential information about your practicum teacher, students, setting. Avoid sharing real names: please refer to individuals in another way (my mentoring teacher, a student, another teacher, a colleague, a student I will call “X”, etc.). Please maintain a professional tone in your entries- avoid bad words and random comments.

**Journal responses**: on our first seminar meeting you will be assigned partners, that is, a classmate who will discuss your journal entries with you, and whose journal entries you will be discussing and responding to, as well. You will be given discussion guide and task at the seminar.

**Assigned journal prompts**

**Journal Entry 1**: due Thursday week one
Please write a couple of paragraphs in your journal introducing yourself to us. Reflect on what your goals are for this practicum experience. What experiences have you already had in the role of “teacher”? In terms of the practicum, what are you confident about? Nervous about? In reading the course objectives for the practicum, which seem the most challenging to you? Why? How will your language, appearance, and actions communicate your role as a “professional” in this practicum?

Part two: **Prepare a summary** (150 – 160 words) of your discussion with your mentor, which was assigned last week.

Arrange to **meet with your mentoring teacher** for 15 to 30 minutes to discuss the flow of the practicum, expectations (from professionalism and teaching checklists), and an “action” plan to be of help to the mentoring teacher and to gain classroom experience. Bring a copy of the mentor teacher checklist, and the teaching checklist with you just. Read through mentor’s checklist and teaching checklist together, and discuss how to make a good match with the mentor’s class by talking through the prompts below.

1. What are the days and times you will be working in your mentor’s classroom?
2. Discuss the following questions:
   
   (a) How would you describe the dress code I should follow as a practicing teacher in your classroom?
   (b) What are some examples of professional behavior you would expect of someone helping in your class?
   (c) Do you have preferences about when I ask you about what you want me to help with during a particular class? Is it best to come early and catch you before class, or stay after a bit to discuss the next class?
   (d) How can I make myself useful in your classroom? Would you like me to write things on the board before class, take roll, or is there a routine part of class I can take on as my responsibility?
   (e) If either of us is feeling challenged in this practicum, how should we discuss it?

**Journal Entry 2** : due Thursday week two

Part one: **Class Portrait**. Create and post a written "portrait" of your practicum setting, class and students. Begin by restating where your practicum class is held, days, and times. Follow these prompts and write **one 160 to 170-word paragraph integrating your responses**:

1. What does your classroom’s physical atmosphere look like? What classes are taught there?
2. What resources are there available for teaching (books, equipment, manipulatives, visuals, other)?
3. What teaching strategies and classroom routines does your mentor apply?
4. How many students are there in the class? What are their characteristics? Briefly describe age, country of origin, languages spoken, personalities, general language proficiency levels, etc.

Part two: Document these weeks’ teaching experiences from the teaching checklist.
Journal Entry 3: due Thursday week 3

Part 1: Student Profile
Pick one of the ELLs in your class to develop a more in-depth profile. Post a 180 to 200-word paragraph, summarizing the information from the following prompts:

1. Please comment on the student’s speaking, listening, reading and writing skills (according to the K12 proficiency levels descriptors OR adult proficiency level chart available on Blackboard in the Document’s section). Give specific examples of his/her oral and written production, as well as of his/her listening and reading comprehension. What level do you estimate he/she is at in each of the 4 skills? Why? What aspects of English does the student struggle with the most? (Keep track of the student’s progress in these aspects since you will need this info for journal entry 4).

2. What has been the student’s language learning background? How much exposure/practice has he/she had with English? Reflect on possible cultural factors that you will need to take into account when working with this student. What adaptations and adjustments will you need to make in your assignments, materials and lesson delivery in order to provide culturally-responsive instruction?

Part 2: Assessment
Investigate and then describe (in one 170-200 word summary paragraph):

1. The placement tests and evaluation procedures used with the students in your class.
2. The ongoing assessment tools that are used regularly in class to look at student learning/language development.
3. With the student you profiled in entry 3 in mind, comment on how you and your mentoring teacher have assessed his/her progress and the actions you have taken in response.

Part three: Document these weeks’ teaching experiences from the teaching checklist.

Journal Entry 4: Final Reflection and Philosophy Statement due Thursday week 4

1. Please reflect on the outcomes of this practicum experience. Did you reach your goals? What are your areas of professional strength, areas of challenge, and plans for how to continue your professional growth in TESOL? Write 250 -300 words.
2. What have you learned cross-culturally by this experience? How will this guide you in your teaching practice? In reflecting on your TESOL experience, what authors, teachers, experiences have inspired you (you should cite at least one of each)?
3. Write 250 - 300 words. Turn in your completed teaching checklist and sealed envelope from mentor teacher with mentor checklist completed inside.

THE PRACTICUM
Professionalism in Your Practicum Classroom

One of the requirements for successful completion of TESL 497c is maintaining professional conduct.
More specifically, you are expected to:

* Arrive to your practicum a few minutes early each time, ready to work. Don’t be late.
* Have excellent attendance. Notify your mentoring teacher in advance of a necessary absence, and discuss ways you can make up that time.
* Dress respectably (no short skirts, no midriff or cleavage showing) and do not chew gum or eat (check with mentoring teacher about bringing drinks to class); you need to be identified as a teacher
* Be respectful of your mentoring teacher; never challenge the teacher in front of students, or compare or critique individual teachers. (Bring problems with your mentoring teacher to your supervisor first.)
* Be respectful of students; student problems or concerns are best discussed with discretion with the mentoring teacher.
* Be respectful of the classroom as a place where “taboo topics” (i.e., religion, politics, sexual relationships, drugs, etc.) are not presented by the practicum student or discussed with classroom students unless they are part of the mentoring teacher’s curriculum.
* When discussing your practicum with other people, avoid using names of your mentoring teacher or students, particularly when communicating in an online setting.

Your Relationship with Your Practicum Supervisor

Your supervisor's role is to keep in communication with you (and your mentoring teacher when possible/necessary) during your practicum experience, and to observe you twice during the quarter.
S/he can help you problem solve and offer suggestions. Please don’t forget this is a two-way relationship, s/he communicates with you, and you with her/him.

What Schedule Do We Need to Follow?
As there is great variety in ESL/EFL settings/classes, the form that the practicum takes will depend on individual circumstances and needs. A general target would be:

By 5 hour mark: Observe, get to know the class, participate leading a small group with mentor-prepared materials, work with a student one-on-one.

By 10 hour mark: Start doing short presentations to the class. Teach other short activities.

By 15 hour mark: Teach one time for 30 minutes to one hour, using mentor- or trainee-prepared materials. Teach other short activities.

By 25 hour mark: Prepare and teach a trainee-prepared lesson. Be observed by supervisor. Continue teaching other short activities.

By 40 hour mark: Prepare and teach a trainee-prepared lesson. Be observed by supervisor. Continue teaching other short activities.
About your observation

Twice during the quarter your teaching will be observed and evaluated. Your role is to use your supervisor to guide you and help you during this experience. It is your responsibility to work with your supervisor and mentor to establish your observation dates. Your observations should be at a time when you are teaching to a class for an extended amount of time (50-60 minutes). You should be teaching a lesson that you created. Your supervisor is available to discuss the lesson with you ahead of time (a week in advance, the latest) if you would like. **Have a copy of your lesson plan and materials to hand your supervisor when s/he arrives for the observation (no lesson plan = no observation, sorry!).**

During the observation, your supervisor will take notes and will arrange a time to go over the feedback with you, if not right after your lesson. As soon as possible, meet with your supervisor to discuss the observation. Use these observations as a chance to grow as a teacher. This process will happen twice and the information gathered form each observation will be used in conjunction with other factors (checklists, etc.) to determine your candidacy for certification.

Please remember that your supervisor will be using the **Sheltered Instruction Observation Protocol (SIOP)** form as an observation tool. Use the protocol as a lesson planning guide and checklist to make sure that both your lesson plan and class delivery meet the requirements for effective instruction. The form is available on Blackboard.

**Your Relationship with your Practicum Mentoring Teacher**

The TESL program asks mentoring teachers to accept practicum students into their classrooms. The mentoring teacher looks forward to the improved learning possibilities for the students, mentoring an ESL teacher-in-training, and getting help with the daily tasks of teaching. Take the initiative and ask your mentoring teacher how you can help, that day or next week. Some ideas:

* take roll
* pass out/collect papers
* brief a student who arrives late
* help with questions around the classroom
* prepare and erase the black/white board, set-up, straighten-up afterwards
* prepare and put away equipment such as overhead projector
* circulate to check on students doing deskwork
* correct homework
* prepare an activity or game
* work with an individual student or a small group
* teach to the whole class, either something of the teacher’s or your design
* all the activities form the teaching checklist

Be respectful of your mentoring teacher's time. Plan to arrive early or stay a few minutes after class (ask which is preferred) to coordinate for the next class. Your mentor teacher is, in turn, an incredible resource for you to cultivate, one who can provide practical teaching advice and ideas on lessons and materials, information on and recommendations for future job openings, as well as support and encouragement. Take advantage of the few moments after class to discuss what happened that day in the classroom.
Your mentoring teacher will not give you a grade or formal evaluation, but will fill out the example checklist below (see last page) when you have completed your practicum to indicate that you have successfully completed all aspects of your classroom experience. It is your responsibility to make sure your mentoring teacher has this checklist and that the deadline will be met.
Teaching Checklist for Practicum Students

As it was mentioned before, you need to cover all these teaching activities and keep a record in your online journal -and also by checking off each item with your mentor teacher as you complete it. Refer back to this checklist with your mentor teacher to make sure you can both agree on the best way to distribute these activities within the time available. You do not have to follow any particular order, except for your two observed lessons.

Throughout their 40 hrs in the classroom, practicum students are expected to at least:

___ 1. Facilitate a background building activity.

___ 2. Introduce new vocabulary and provide active, meaningful practice/processing of the new words.

___ 3. Facilitate a whole-group discussion integrating all students in the processing and sharing process.

___ 4. Work with a student one-on-one providing specific support and scaffolding according to the student’s needs.

___ 5. Work with a small group of students (in a small group support session or organizing and monitoring a small group practice activity for the whole class).

___ 6. Present a new concept using comprehensible input strategies.

___ 7. Give clear directions for a homework assignment, then collect it and give feedback to students.

___ 8. Give clear directions, model and facilitate a practice activity.

___ 9. Facilitate a review activity.

___ 10. Teach a mini-lesson (vocabulary, grammar, reading or writing).

___ 11. Model and scaffold students to practice using a learning strategy (a graphic organizer, an active reading strategy, asking and answering questions based on Bloom’s Taxonomy action verbs, note-taking, etc.).

___ 12. Use an assessment tool (rubric, observation checklist, self-assessment checklist or questionnaire, etc.) to assess the students’ performance on a specific task and report results back to mentor (and possibly to students).

___ 13. Teach a 1-hr lesson (LP created by practicum student) - due by hour 25.

___ 14. Teach a 1-hr lesson (LP created by practicum student) - due between hours 25-40.

More teaching opportunities are encouraged!
Mentoring Teacher’s Checklist
Practicum Student’s Name______________________________ Date ________________
Institution_____________

Mentoring Teacher’s Name_____________________________ Course_____________

Please check off the following statements if true about your practicum student. Please briefly explain, in the space left below each statement, if you feel you cannot check it off as successfully completed, or to add comments on this topic. This form is **confidential** and should be mailed to Cheiron McMahill, TESOL Program-MS9092, 516 High St., Western Washington University, Bellingham, WA 98225 (or) faxed to (360) 650-7997 (or) e-mailed to Cheiron.McMahill@wwu.edu

The above practicum student:

_____ was punctual and reliable. Had excellent attendance and notified the school or myself in advance in case of absence.

_____ completed a minimum of FOUR hours working in my classroom per week. (40 hours total—if not completed, indicate how many hours remain to be completed before the end of the session)

_____ presented professional appearance and behavior

_____ was helpful in preparing materials and/or activities

_____ met with me to discuss the class as needed

_____ frequently planned and taught parts of lessons

_____ completed all teaching tasks in the “Teaching Checklist for Practicum Students”

_____ independently planned for and carried out teaching of at least two 50-minute lessons, more recommended (please indicate approximately how much teaching was carried out—the length of each teaching session can vary to meet the needs of particular teaching situations)

**OTHER COMMENTS:** Please feel free to use the back of this page, or attach additional an additional page, for comments or concerns about this experience or the practicum in general. This record is kept in the student’s permanent file and may be used as a basis for future references. All students have the option to repeat the practicum if significant growth in their teaching or professional skills is indicated.